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Mr Phil Clarke
Headteacher
Trevelyan Middle School
Wood Close
Windsor
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Dear Mr Clarke

Requires improvement: monitoring inspection visit to Trevelyan Middle School

Following my visit to your school on 11 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Set targets for the progress each pupil group must make in each year, subject and at key points in the future. Ensure the success of your action plan in raising achievement is evaluated against these targets and adjusted when needed.
- Make sure that leaders receive the necessary support and challenge required for the next stage of your school's improvement journey. For example through using the services of a national leader of education (NLE) or linking with a good or outstanding school.

Evidence

During the visit, I met with you, your deputy headteacher, members of the governing body and a representative from the local authority to discuss the actions

taken since the last inspection. I scrutinised documents, including the school's action plans and information about pupils' progress. I briefly visited lessons around the school with the deputy headteacher.

Context

Since the last inspection, the physical education subject leader has left and a new leader for this subject, a computing and an English teacher have joined the school. The second in charge of science and a mathematics teacher have also left. Their posts are currently covered by supply teachers. A science teacher and two mathematics teachers will take up post in September 2015.

Main findings

You are taking well-considered and prompt actions to tackle the areas identified for improvement in the previous inspection report. You have increased the frequency and robustness with which you check the quality of teaching. Leaders now check teachers' planning and the quality of teaching more often using various methods, including short visits to lessons and scrutiny of pupils' books. A monitoring calendar helpfully sets out exactly what happens when, so leaders and teachers know what to expect and how they will be held to account. An easy-to-use recording and feedback sheet is completed for each activity and shared with teachers to help them improve. The few teachers who need further help to improve now receive regular individual support from the deputy headteacher. A carefully designed programme of lesson observations has enabled teachers to see best practice in engaging pupils in learning. You are checking that teachers are applying what they have learnt to their own practice. You have increased your expectations of middle leaders. You now require all subject leaders to report to their manager termly on the achievement of pupils in their subject. These subject leaders, in turn, will have similar discussions with teachers of their subject. Previously this was only a requirement in English and mathematics.

Your swift action to bring in support from an external adviser from Hampshire to improve provision for disabled pupils and those with special educational needs was well-considered. The support is proving to be effective. A suitably ambitious action plan for ensuring the provision is suitable and compliant is now in place. The adviser is continuing to support leaders to implement the plan.

You have identified a suitable approach to assessing, recording and checking pupils' progress in learning the new national curriculum. You are planning training and preparation time for staff, prior to the end of term, to organise how this will work in each subject. Effective use of this time is crucial, as this new approach must be ready for the start of the autumn term. You rightly recognise that any delay will severely hamper leaders' ability to set suitable targets for different pupil groups in different year groups and subjects. Without these targets it will be difficult for leaders to evaluate the impact of actions as sharply as needed.

Your action plans are not as sharp as they need to be to drive rapid improvements. The plans set out a suitable range of actions and the changes in practice that must result from these. However, the impact these changes must have on the progress of different groups of pupils by key points in the future is not defined. As a result, you are not well placed to evaluate the effectiveness of the plans over time.

Governors recognise the need to have a more exact understanding of the impact leaders actions have on pupils' achievement. Together you are reviewing the way information about pupils' achievement is presented and discussed. You are also identifying searching questions for governors to ask when visiting the school, so they gain a precise understanding of impact of leaders' actions.

External support

You have been proactive, working with the local authority to bring in the support you need. The support being provided by the Hampshire local authority adviser is proving invaluable. A science adviser from Hertfordshire is shortly to start working with the science team. Support for school leadership is limited. Previous plans to join an academy trust or link with another school in the local area to receive such support have proved unsuccessful. You are appropriately looking further afield for such support.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Windsor and Maidenhead.

Yours sincerely

Diana Choulerton
Her Majesty's Inspector