

# Inspection of Trevelyan Middle School

Wood Close, Windsor, Berkshire SL4 3LL

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Inspection dates: 1–2 October 2019

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not previously inspected

## **What is it like to attend this school?**

Pupils are happy at Trevelyan. The school's values of forward thinking, social responsibility, curiosity and resilience are at the heart of its work. Pupils enjoy the wide range of activities on offer. There are many opportunities for them to develop confidence, independence and leadership skills. For example, they might join the pupil parliament or become a prefect, sports leader or mental health ambassador.

Leaders and teachers want pupils to succeed and be prepared for the demands of Year 8 and beyond when they move on. Pupils are well prepared to attempt challenging work. They are enthusiastic about their learning and behave very well in lessons. Pupils listen intently to others' ideas, are happy to support each other with learning and keen to celebrate successes together.

Teachers encourage pupils to be curious about the world and think about others. Pupils understand similarities and value differences. They know that bullying, harassment or violence are never tolerated. They show high levels of respect for others and are genuinely considerate to each other, both in lessons and during breaktimes. Pupils feel safe in school. They say that bullying is very rare. If pupils are unkind to each other, then adults help to sort out differences quickly.

## **What does the school do well and what does it need to do better?**

Leaders have improved the quality of education and raised pupils' achievements in national tests at the end of Year 6. Parents and carers are typically very positive about their child's experience. One parent said, 'Incredibly hard-working staff offer a range of exciting and enriching experiences for all pupils.'

Leaders have planned a well-structured and ambitious curriculum to deepen pupils' knowledge and understanding. They make sure that sufficient time is given to each national curriculum subject. Leaders are clear that what pupils learn must prepare them for the move to Year 8 and on into key stage 4. Teachers plan sequences of lessons to help pupils to remember and build on what they have learned. This works really well in some subjects, for example in English where pupils draw on their learning from previous lessons and years. In a few subjects, for example science, planning is not structured well enough to be sure that pupils can retain and recall their learning to use in the future.

Pupils with special educational needs and/or disabilities (SEND) or who are at risk of falling behind mostly get the right support. Depending on the pupil's need, this might be extra teaching, more time to talk through ideas to make sure they understand or help to work alongside their classmates. Occasionally, in some subjects such as drama or music, teachers do not check that pupils understand key words or concepts, or what they have to do before they start activities.

Leaders have high expectations of pupils' behaviour wherever they are in school, not just the classroom. Staff establish clear routines and are consistent in their dealings

with pupils. Pupils are motivated to behave and work exceptionally well, both independently and with others. They arrive at lessons on time and the great majority attend school regularly.

Leaders create a culture and a love of reading with pupils. Pupils read with fluency and confidence. Those pupils who face difficulties with reading are identified quickly. Staff intervene to make sure that they catch up by providing extra support.

Pupils enjoy the many extra opportunities the school provides. Leaders nurture, develop and stretch pupils' talents and interests through trips and visits. For example, theatre trips and the science 'big bang' bring learning alive. Staff make sure that no pupils are left out of these activities. Pupils learn how to be responsible citizens. Teachers liaise well with upper schools so that pupils are supported as they move to the next stage of their education.

Trustees of the multi-academy trust (MAT) have a clear vision for the school. They work closely with governors and leaders to ensure that teachers' workload is manageable. Leaders enable subject leaders and teachers to work with others from across the trust to develop expertise. The chief executive officers of the MAT support leaders well to ensure that high standards are maintained.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that pupils are safe in school. The site is very secure and staff are well trained to identify signs that a child might be at risk of harm. Pupils feel very safe in school and understand how to keep themselves safe, both in the real world and when online. Leaders check thoroughly that the staff who are recruited to work in the school are safe to work with pupils.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have taken effective steps to put in place a carefully planned and ambitious curriculum. Teaching is planned and sequenced well in most subjects. However, this is not fully the case in a minority of subjects, including science. Leaders need to ensure that teachers help pupils to retain, recall and build on what they have learned in all subjects.
- Teaching in most subjects is planned well to meet the needs of all pupils. In many subjects, teachers are adept at checking how well pupils understand what they want them to learn. That said, in some foundation subjects teachers need to check more carefully that pupils understand key words and concepts before they move on.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143390
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10111097
<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	9 to 13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	580
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gillian May
<b>Headteacher</b>	Nicola Chandler
<b>Website</b>	<a href="http://www.trevelyan.org.uk">www.trevelyan.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy in November 2016. This is the first inspection as an academy.
- The school is part of the Pioneer Educational Trust.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The inspection focused in detail on reading, mathematics, geography, physical education and science to evaluate the quality of education. Inspectors met with curriculum leaders and teachers from these departments, visited lessons, looked at pupils' work and talked to them about their learning.
- Inspectors talked with groups of pupils from key stages 2 and 3, as well as with other pupils informally around the site.
- Meetings were held with the headteacher, senior leaders, the local authority school leadership manager, chief executive officers of the trust and members of the governing body and trust.
- Documentary and other types of information were evaluated, including evidence

relating to safeguarding.

- Inspectors took account of the 87 responses to and the 77 comments on the online Parent View survey, and the 32 responses to the staff online survey.

### **Inspection team**

Christopher Lee, lead inspector	Ofsted Inspector
Peter Fry	Ofsted Inspector
Richard Kearsley	Ofsted Inspector
Taj Bhambra	Ofsted Inspector

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