

Trevelyan Middle School

Inspection report

Unique Reference Number	110075
Local Authority	Windsor and Maidenhead
Inspection number	288584
Inspection dates	28 February –1 March 2007
Reporting inspector	Maria Dawes HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	9–13
Gender of pupils	Mixed
Number on roll	
School	582
Appropriate authority	The governing body
Chair	Mr David Cox
Headteacher	Mr James Griffiths
Date of previous school inspection	21 May 2001
School address	Wood Close Windsor SL4 3LL
Telephone number	01753 864371
Fax number	01753 620037

Age group	9–13
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Introduction

The inspection was carried out by one her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Trevelyan serves the town of Windsor and the surrounding villages. There are more boys than girls. The proportion of pupils taking free school meals is well below the national average and in general pupils come from relatively affluent backgrounds. The proportion of pupils from minority ethnic groups has decreased in the last few years and is now in line with the national average. About 4% of pupils have English as an additional language and are at an early stage of English acquisition. The proportion of pupils with learning disabilities and difficulties is well below the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Trevelyan Middle School has a number of strengths, particularly the caring, supportive and enriched education it provides for its pupils. The pupils benefit from and appreciate the excellent facilities that the school offers. However, while the quality of education it provides is satisfactory, its overall effectiveness is inadequate because the leaders and managers are insufficiently rigorous or accurate in the monitoring and evaluation of both the pupils' and the school's performance and have not resolved most of the issues raised in the previous inspection.

Achievement is satisfactory. Pupils reach average standards by Year 8 from broadly average attainment when they enter in Year 5. However this masks inconsistencies in progress both between year groups and subjects. In particular, pupils, and especially boys, made very poor progress in English last year. This was particularly noticeable in the writing aspects of the tests. Test results at the end of Year 6 are in line with those expected at this age with the exception of English where the proportion of pupils attaining the higher levels was significantly lower than the national average. Standards in Year 7 and 8 are satisfactory and many pupils excel in music and modern foreign languages.

Teaching and learning are satisfactory. However managers at all levels do not have an accurate grasp of the quality of teaching and learning and there are inconsistencies in practice which are not being addressed. Younger pupils benefit from specialist teaching and teachers are enthusiastic and knowledgeable about their subjects. However teachers' planning frequently does not take sufficient account of pupils' different needs. In particular, the more able pupils are not always as challenged as they might be and therefore do not always make the progress that they should. Although pupils know their targets in some subjects they do not receive enough feedback, particularly through teachers' marking, to indicate precisely what they need to do to improve. Relationships between teachers and pupils are good and pupils generally work with concentration and enthusiasm.

A caring ethos pervades the school leading to the good personal development of the pupils. One parent commented that her daughters 'have all been encouraged to develop their own identities'. Pupils enjoy being at Trevelyan. They behave well and treat each other with respect. Outside lessons, there is a wide range of opportunities for pupils to get involved in and they are particularly appreciative of this. For example about 100 pupils take part in the annual Trevelyan Young Musician of the Year competition. Pupils make excellent contributions to both the school and wider community; the pupil council is highly organised and plays an active part in the running of the school. Over one third of the Year 8 pupils are prefects. The school benefits from very good partnerships with the other local middle schools, which have, for example, enabled them to develop their use of interactive whiteboards in teaching. There are very productive relationships with the two high schools that the majority of pupils join in Year 9 although liaison with feeder schools is less well developed. Most parents have a positive view of the school although a minority expressed concern over the extent to which the school seeks parents' views.

The school has recently implemented a new senior management team structure, and this is beginning to work well. However, up to this point, senior leaders have not given sufficient priority to strengthening procedures for evaluating the school's effectiveness. Systems for monitoring the quality of teaching and analysing achievement and standards are inadequate. Consequently, the school is not able to identify its strengths and weaknesses. Actions taken

by senior leaders and middle managers are not always focused sufficiently on raising standards and are not coordinated well enough. This contributes to the lack of coherence and consistency inspectors found in aspects of the school's work, including its approach to evaluating performance and the tracking of pupils' progress. Therefore in accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all circumstances it could be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to leadership and management.

What the school should do to improve further

- Implement rigorous and robust systems and policies for monitoring outcomes and evaluating performance that inform whole school planning.
- Increase the amount of good or better teaching and share existing good practice in planning so that teaching is well matched to pupils' individual needs including the needs of the more able.
- Develop the use of assessment information and marking more effectively to help pupils see clearly how to improve.
- Improve standards in English in Years 5 and 6 particularly in boys' writing.

Achievement and standards

Grade: 3

Pupils enter the school in Year 5 with broadly average standards. Optional tests in core subjects show that they leave Trevelyan with standards that are in line with national expectations, showing they have made satisfactory progress. Pupils achieved broadly average results in English, mathematics and science tests in Year 6 at the end of 2006. Boys do significantly less well than girls in English especially in writing. Progress in English, mathematics and science is too slow in Key Stage 2. In mathematics a significant minority and in English a large majority of pupils do not build on what they achieved in Key Stage 1 and go on to secure the higher Level 5 in national tests. In 2006 the proportion of higher grades in English was particularly low. These more able pupils underachieve because too little is expected of them and teaching is not matched to their individual needs.

Pupils make satisfactory progress in years 7 and 8, and standards are particularly high in French. Those who have statements of special educational need make good progress due to the care and support offered to them by teachers and assistants.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. They enjoy school and demonstrate this through their good behaviour and respect for other people. Attendance is good. Rates of exclusion from school are low. Pupils feel that the school pays attention to their wishes and the pupil council makes a genuine contribution to the running of the school, for example by promoting healthy lifestyles through its involvement in securing healthier school meals. Many pupils enjoy above-average participation in sporting activities. Pupils say they feel safe in school and that bullying is virtually non-existent. Any that does occur is dealt with quickly and effectively and the school promotes a culture in which pupils can openly discuss bullying and racism. For example, in a good mathematics lesson pupils were involved in designing a questionnaire on bullying and analysing data from it.

The pupils' spiritual, moral, social and cultural development are all good, being underpinned well during assemblies, in tutor time and in religious studies lessons. A good assembly was seen where the pupils used a range of activities to demonstrate social and moral issues relating to 'family life'. Pupils take fundraising events very seriously and help raise considerable sums of money for good causes of their choice. They show good involvement in the local community, for example the samba band plays at residential homes for the elderly. Pupils have talks from students at the high schools they will attend, as well as advice on managing money and time. This helps prepare them well for their future. Many pupils also benefit from being given responsibility in school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. There is some particularly strong teaching but it is not a consistent enough feature and some inadequate teaching was observed in the inspection. The monitoring of teaching lacks sufficient rigour to enable school leaders to bring about improvement. Relationships are generally good and generate a productive working atmosphere; this contributes well to pupils' good personal development. Most teachers have good subject knowledge which they use well to give clear explanations to pupils and encourage them to think for themselves. Their sound and, at times, probing questioning extends pupils' knowledge particularly when pupils are required to explain their answers fully. Teachers make satisfactory use of resources, such as interactive whiteboards, to stimulate pupils' interest and to support pupils' learning. Some teachers successfully use strategies, such as ensuring that pupils record their answers on individual whiteboards, to check their answers and level of understanding. However not enough teachers do this. The school's assessment systems provide teachers with sufficient information about pupils' capabilities and prior attainment. Too few teachers take full account of this information to plan challenging and interesting tasks for pupils, particularly the more able. As a result these pupils can find the work too easy and this slows their progress. The quality of marking is inconsistent and does not always show pupils how they can improve. Pupils with learning difficulties make good progress because they are given good quality help by learning support assistants.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Provision for information and communication technology has improved since the last inspection and supports pupils' work across the curriculum. Pupils benefit from both specialist facilities and teaching, and teachers are beginning to form links between subjects to make learning more interesting and purposeful. Pupils are not achieving well in their writing because teachers' planning does not build sufficiently well on their previous learning. The school has recognised this and has recently re-organised its teaching groups to allow work to be more closely matched to pupils' abilities. The impact of this strategy on standards has yet to be seen. There remain too few well-planned opportunities for pupils to develop their writing skills in other subjects.

The curriculum is greatly enhanced by many visits, visitors and special events. Many pupils participate in the wide range of extra-curricular activities. These add significantly to their enjoyment of school and contribute greatly to their good personal development. Pupils with

learning difficulties are well catered for. Individual learning plans are clear and ensure that the school meets their needs, both in class and through effective additional help.

Care, guidance and support

Grade: 3

The pupils are positive about the care, guidance and support they receive. The efficient pastoral system engenders a 'family-like' community in the school, with the older pupils looking after the younger ones and the key stage coordinators commenting that, 'the pupils care about each other'. Child protection procedures are adequate and pupils are supported well by outside agencies. The work of a newly appointed intervention coordinator for vulnerable pupils is already showing signs of impact. Pupils are prepared well for the process of changing schools in the middle of an academic key stage, although systems for the admission of pupils from the first schools are less developed.

Individual departments have tracking systems for monitoring the progress of individual pupils in relation to their targets. They also have intervention strategies for tackling underachievement. However, there is no whole-school approach, and departments vary considerably in their application and impact. The use of assessment information to help pupils improve in their work is still in its very early stages. Effective provision for pupils with learning difficulties enables them to make good progress and achieve well.

Leadership and management

Grade: 4

The headteacher, with the full support of the staff and governors, has worked tirelessly to ensure that Trevelyan has a caring and supportive ethos where pupils work well together, enjoy school and appreciate what the staff do for them. Staff show a clear sense of commitment to both the pupils and each other and they work very well as a team. However leaders and managers at all levels lack a clear sense of what constitutes improvement, particularly in regard to outcomes for pupils and middle managers have not been held sufficiently to account for this.

Although the school's self-evaluation identifies several relevant aspects for improvement, it is inaccurate in many others. For example there is a lack of common understanding of what constitutes good teaching and therefore managers have been unduly generous in their judgements and have not sufficiently addressed areas that need to be improved. Pupils' performance is not monitored or analysed rigorously and therefore the school does not have a clear understanding of whether all groups of pupils make the progress they should. Some subject leaders have improved the way that they do this, but have yet to share this good practice across the school.

Although the school has an improvement plan it is not strategic enough to bring about the required improvements and the school has failed to address previous inspection issues. Recent appointments of senior and middle managers under a new structure are helping to strengthen some aspects of the school's improvement work, and the new team is keen to develop and implement improvement strategies. However staff have not been in post long enough for their work to have a measurable impact on pupils' achievements.

Governors are committed to and supportive of the school. However, they do not have enough information about the key measures of school performance to hold the school to account. The

school has been successful in reducing a deficit budget in recent years. Overall, leadership and management are unsatisfactory. Although the school provides a satisfactory standard of education for its pupils, leaders do not have a detailed enough understanding of the school's strengths or weaknesses in provision and the pupils' achievement to demonstrate satisfactory capacity to improve.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

4 May 2007

Dear Pupils

Inspection of Trevelyan Middle School, Wood Close, Windsor, SL4 3LL

I am writing on behalf of the other inspectors and myself to thank you for the help you gave us when we visited your school. We very much enjoyed meeting you and listening to what you had to say about your school. We hope that you take the time to look at the full report but we thought you would like a summary of our findings.

Your school is a caring, supportive school that looks after you well and provides you with lots of extra opportunities to take part in. We were particularly impressed with the Young Musician of the Year auditions in which so many of you participated. A strength of the school is the relationships that you have with one another and members of staff. Your attitudes and behaviour both in lessons and around the school are good. You have an excellent pupil council that allows you to have a 'voice' that makes a real difference in the running of the school. An advantage of being at Trevelyan is that you have very good teaching facilities and that you are taught some lessons such as French, music and design and technology by subject experts.

However, we felt that the school requires some improvement. Although some of the teaching we saw was good, not all of you make the progress that you should and we have asked your teachers to make sure that they plan their lessons so that all pupils have work that challenges them. In particular we have asked your school to make sure that all of you do as well as you can in English especially in writing. We have asked your teachers to find ways of giving you information on how well you are doing and how to be even better. You can help by asking for clearer guidance about how to improve in your work. We have also asked school leaders to check whether teachers are getting the best out of all pupils and to carefully evaluate how well the school is doing.

Your headteacher and teachers are committed to getting things right for you and we are sure you will continue to support them in this. Inspectors will be visiting the school again to see how well it is making progress. Thank you again for welcoming us to Trevelyan. It was a pleasure to meet you all.

Best wishes

Maria Dawes HMI