

Trevelyan Middle School

Inspection report

Unique Reference Number	110075
Local Authority	Windsor and Maidenhead
Inspection number	319437
Inspection dates	16–17 June 2008
Reporting inspector	Roger Whittaker

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	580
Appropriate authority	The governing body
Chair	Mr David Cox
Headteacher	Mr James Griffiths
Date of previous school inspection	28 February 2007
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 three Additional Inspectors.

Description of the school

Trevelyan Middle School serves the town of Windsor and the surrounding villages. There are more boys than girls in each year group. The proportion of pupils from minority ethnic groups has decreased in the last few years and is now below average. However, the proportion of pupils who have English as an additional language and are at an early stage of English acquisition, while remaining below average has risen in the last year. The proportion of pupils with learning difficulties and/or disabilities including behavioural or physical difficulties is well below average. The school was given a notice to improve in March 2007 because of weaknesses in leadership and management. The local authority adviser, who has worked with the school since the last inspection, will take over as headteacher upon the retirement of the present headteacher in September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

A comment by one parent at the school 'My child is now more aware of what they need to do to improve their level' accurately reflects the changes made at Trevelyan Middle School. The quality of education provided by school is now satisfactory. The leadership and management have developed rigorous monitoring and evaluation of both pupils' and the school's performance. This has enabled them to make significant steps towards resolving all of the issues raised at the previous inspection. The school has continued to develop areas of strength, particularly the caring, supportive and enriched education it provides for the pupils.

Achievement is satisfactory. Pupils reach average standards by the end of Year 8 from broadly average attainment when they enter in Year 5. There is some inconsistency between subjects. The school's assessment data highlights that pupils in both Years 6 and 8 are not achieving expected standards in mathematics. This is especially the case for more able pupils in Year 8. However, the school's strategies for raising standards in English have resulted in improvement in both Years 6 and 8. Better tracking of data by teachers shows that standards are as expected in Year 6 and Year 8 and above expectations, for more able pupils, in Year 8.

The school has significantly improved its monitoring and evaluation of teaching and learning. They are secure in their judgment that teaching and learning is satisfactory. Senior leaders know the strengths and weaknesses, and have implemented appropriate training. While improvement has taken place, there are inconsistencies in how teachers implement the strategies being developed. Teachers do not always plan so that all pupils are appropriately challenged and teaching is matched to their individual needs. The use of the school's improved assessment data and marking, which helps pupils to see more clearly how to improve, has been a key area in staff training. However, the quality of its use by teachers is inconsistent. Relationships between teachers and pupils are good and pupils generally work with interest and enthusiasm.

The ethos of the school is one of caring for others. This has led to good personal development and well-being. These are reflected in the good attendance levels and the good behaviour of the majority of pupils, which make a significant contribution to the school's calm and welcoming atmosphere. Pupils enjoy being at Trevelyan School. Pupils appreciate the wide range of opportunities for activities, outside of lessons, and are very keen to be involved in them. Pupils' contribution to the school and wider community is good, as in a mentoring programme where Year 8 pupils help Year 6 with their preparation for national tests. The school has good links with local middle and upper schools and the impact of the federated specialist arts status has had a significant impact on the development of the arts, including performing arts, at the school. A significant number of pupils are annually involved in a 'musical' performed for parents and the local community. Parents are enthusiastic about the communications with the school but feel that they should be more involved with their children's learning through a better understanding of the progress they are making.

The school has benefited from the support of the local authority adviser, who has been appointed as the school's new headteacher from September 2008. Working alongside the current headteacher, he has had a significant impact on the school's understanding of what it needs to do to improve. Systems for evaluating teaching and analysing achievement and standards are much better and consequently, the school is now able to identify its strengths and weaknesses. However, there is inconsistency in the quality of leadership by some managers. Action taken by senior leaders and middle managers is now focused on raising standards. This, with the

challenge and support of an improved governing body, is ensuring more coherence and consistency in the school's work, which is beginning to tackle the weaknesses. This demonstrates satisfactory capacity to improve. Therefore in accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

What the school should do to improve further

- Use assessment information and marking more effectively to help pupils see clearly how to improve.
- Improve consistency of teaching and learning so that lessons are planned in order that teaching is challenging and matched to pupils' individual needs.
- Improve standards in mathematics, particularly in Years 6 and 8.
- Ensure that all senior and middle managers have appropriate management skills in order to implement planned improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Baseline assessments show that pupils enter with standards that are broadly in line with expected levels. By the end of Year 6, in 2007, pupils achieved broadly in line with national figures. Standards in English and science were slightly above average and better than in mathematics. Improved tracking data shows that present Year 6 pupils are on track to achieve at least as well as 2007 in English but in mathematics standards are below average. Overall pupils make satisfactory progress throughout Key Stage 2. However, there is some variation in subjects. While English results are above average, mathematics remains below average.

Present data for pupils in Years 7 and 8 shows that pupils are on track to achieve standards that are in line with national averages in English and science. However, standards in mathematics remain below national averages in terms of pupils achieving higher grades.

Focused support for pupils with statements of special educational needs, behaviour or physical learning difficulties means that these pupils achieve at the same rate as other pupils. Pupils identified as gifted and talented also achieve at the same rate as other pupils supported by good systems to provide enrichment activities. However, teachers do not always plan lessons so that they challenge gifted and talented pupils to achieve even better.

Personal development and well-being

Grade: 2

Pupils enjoy school and particularly appreciate their good relationships with adults and peers. Pupils' social, moral, spiritual and cultural development is good. They show a sense of comradeship and responsibility for each other. Pupils feel safe in school. They say that there are very few instances of bullying and when they do occur, they are taken seriously and dealt with swiftly. They understand the benefits of a healthy lifestyle and many take part in physical activity in extra-curricular clubs. They are aware of the healthier menus in the canteen and are proud of the fact that the student council played an important role in bringing about the changes. Pupils make a very positive contribution to the school and wider communities. Older pupils take on the role of prefects and take responsibility for running a lunchtime club for

pupils who prefer to take part in organised activities. Younger pupils feel they have the right amount of responsibility and look forward to the time when they can take on more. Pupils' preparation for the world of work is satisfactory. Pupils develop skills of teamwork and communication, which prepares them well for future life opportunities. However, the development of literacy and numeracy skills is just satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Pupils' relationships with teachers are good and most pupils enjoy their lesson and are keen to improve. A good range of activities is used in most lessons although, in a minority, planning does not address the needs of pupils of all abilities. Teachers know pupils well and have a range of information on their attainment. However, this information is not used consistently to ensure that pupils with different abilities, especially higher achievers and all pupils in mathematics make better progress.

Teachers' knowledge and understanding of their subject are good and are used effectively in most lessons to develop learning. Teachers' knowledge and understanding of National Curriculum requirements are inconsistent, and many pupils do not understand how to improve in relation to their National Curriculum targets. The quality of marking is inconsistent, and does not always identify how pupils can improve. Pupils with statements of special or with behavioural or physical difficulties are well supported and make progress in line with other pupils.

Curriculum and other activities

Grade: 3

The quality of the curriculum is satisfactory. The needs of the pupils are met through the required range of subjects and a good range of other activities. However, difficulties with appointing staff have meant that the needs of pupils, in a few subjects, have not been met consistently. The school is managing this situation well and has made significant recent changes in staffing. There is a good range of personal, social and health education, which supports pupils' personal development well. While the provision for information and communication technology is good, the focus on developing literacy and numeracy skills across the curriculum is not yet improving pupils' skills well enough. There is good provision to ensure that pupils with special educational needs or with behavioural or physical difficulties achieve as well as other groups of pupils.

There is a wide range of extra-curricular activities for all pupils including sports, music and drama. The school is a specialist arts school. Links with other local schools and with a range of other providers have resulted in a good range of enrichment activities. These include work with an artist in residence and residential visits to Cornwall.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. The school works hard to provide good care for its pupils. By working closely with a wide range of outside agencies and organisations it provides extensive support to meet the diverse needs of pupils. Good support is offered through the intervention scheme, which is well managed and closely focused on

pupils' individual needs. There is improving use made of data about pupils' progress to evaluate the impact of this support on their academic progress. The school has good systems to ensure that pupils are safe. Procedures to ensure that all pupils know how to make progress and how to improve are satisfactory. There is a well-organised system for pupils and parents to meet regularly with form teachers so that they know how well their children are doing and what they need to do to improve. However, there is inconsistency in the quality of advice that a subject teachers give to pupils so that they understand what they need to do to meet their targets. Marking frequently acknowledges success but is inconsistent in giving advice about how pupils can improve.

Leadership and management

Grade: 3

The leadership and management of Trevelyan School have improved since the last inspection. The support of the local authority adviser has had a significant influence on the headteacher, and his staff, recognising what the school needed to do to improve. Monitoring and evaluation procedures were introduced so that the school became aware of its strengths and weaknesses and what was needed to raise standards.

The headteacher and local authority adviser worked together effectively to ensure that all staff were involved in the process of monitoring and evaluation and in the development of strategies to ensure improvement at the school. Improvements have been made in the quality of data analysis and tracking, including attainment on entry, intervention strategies to help raise standards of literacy and numeracy, professional development that addresses areas for improvement and coaching meetings to support weaker teachers and managers. The school recognises that they need to ensure that leaders are equipped with the management skills in order implement planned improvement. Senior leaders are responsible for the monitoring of teaching and learning, however middle managers are being trained so that they can observe their own departments.

The governors have improved their contribution to leadership and management of the school. The chair of governors, the local authority representative and the other governors now have a much better understanding of key issues for the school and their role in offering support and holding the school to account. The progress made since the last inspection shows that the school has 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The capacity to make any necessary improvements	3

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	3

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	No

Text from letter to pupils explaining the findings of the inspection

30 June 2008

Dear Pupils

Inspection of Trevelyan Middle School, Windsor, SL4 3LL

We can report to you that Trevelyan Middle School is providing you with a satisfactory standard of education.

Following our visit to your school, we would like to share our findings with you. We thank you for the very warm welcome you gave us and for the helpful way you talked to us about your school and your work. We are pleased that you really enjoy school and the many opportunities it provides, particularly the after-school activities. We are equally pleased that you are extremely respectful to staff and other pupils. Standards in national tests and examinations, at the end of Year 8, are in line with the expected levels. The progress you are making is satisfactory, but you do not do as well in mathematics as in other subjects.

The school is a very happy and friendly community where everyone is valued equally. Your teachers are committed to helping you and they look after you well. Your headteacher is working hard, with the rest of the staff, to give you even more opportunities to learn as well as you can.

We have asked your headteacher and staff to focus on helping you to know how well you are doing and how to improve during lessons. This will help you make further progress. Although some teaching is good, not all of you make the progress you should and we have asked teachers to plan their lessons so that all pupils have work that challenges them. In particular we have asked the school to make sure that all of you do as well as you can in mathematics. Also we have asked the school to ensure that all leaders and managers develop their management skills in order to make sure that the school continues its planned improvement.

We wish you all the best for your future success.

Yours sincerely

Roger Whittaker

Lead Inspector