

Inspection of The Telford Park School

District Centre, Stirchley, Telford, Shropshire TF3 1FA

Inspection dates: 24 and 25 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Previous inspection grade

Requires improvement

What is it like to attend this school?

A significant minority of pupils say that they do not feel safe at school. Pupils told inspectors that bullying, sexual harassment and fights are frequent. They have little confidence that staff will support them if they raise a concern. Because of this, many pupils do not tell staff about their experiences.

Leaders are developing ways in which to support pupils' understanding of important values, such as tolerance and respect. For example, some pupils hold leadership positions within the school, such as the school council, 'anti-bullying ambassadors' and a 'safeguarding squad'. Pupils enjoy attending a range of extra-curricular activities. However, despite this, often pupils do not treat each other with respect.

Within lessons, a significant minority of pupils misbehave. This disrupts the learning of others. When this happens, staff do not deal with this consistently well. Some staff's expectations of pupils' behaviour, and of what they can achieve, are too low. Leaders have not done enough to address this issue.

Leaders have developed a broad curriculum that sets out the order in which topics are taught. However, this is not always taught well, and pupils do not remember the things they have been taught. This is a barrier to pupils' learning.

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

The headteacher, despite the COVID-19 pandemic, has brought about some improvements in the school's curriculum. Because of this, across most subjects the curriculum is well planned. Leaders have identified the important things that pupils need to know in order to succeed. They have carefully ordered this to make sure that the new knowledge builds on prior learning.

While the curriculum is well considered, not enough pupils remember the things they need to be successful. At times, pupils' learning is disrupted by poor behaviour. A significant minority of pupils are repeatedly removed from lessons or suspended from school because of their conduct. When this happens, these pupils do not receive sufficient support to improve their behaviour. Additionally, they do not catch up on work they have missed. As a result, these pupils miss too much learning.

Some teachers use assessment well to identify the gaps in pupils' knowledge. They adapt their teaching to make sure that pupils remember the important things they ought to. For example, in English, pupils studying Shakespeare's 'Macbeth' have a sound understanding of the historical context of the play. They use this knowledge to good effect. However, in other cases, teachers do not use assessment as effectively. They do not do enough to check that pupils have understood what has been taught. This leads to gaps in pupils' knowledge. These are not closed quickly

enough, and misconceptions are not always addressed. This hinders pupils' learning.

Pupils learn about relationships and sexual harassment through the school's relationships and sex education programme. However, too often, pupils do not treat each other with respect. The girls spoken to reported that they tolerate frequent sexual harassment and do not report it to staff. Pupils with special educational needs and/or disabilities (SEND) told inspectors that they will often choose to avoid the playground, and the school's 'pastoral bases', because of the harassment they receive while there. These pupils say that they experience repeated bullying. They say that they do not feel safe at school.

In the main, pupils with SEND receive appropriate support in lessons. However, some teachers' expectations of what pupils are able to do are too low. For example, when pupils do not produce their best work, some staff do not challenge this. Some pupils do not take pride in their work and do not complete the work expected of them. This leads to gaps in their knowledge.

Leaders' work to support pupils who struggle to read is well established and is beginning to have a positive impact. Leaders have made sure that pupils receive appropriate information about the world of work.

Leaders and those responsible for governance have taken steps to improve the school's curriculum. However, they have not identified all of the school's failings. Those responsible for governance have not held leaders to account sufficiently well to bring about the improvement needed.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding leaders are knowledgeable. They make sure that all staff receive the training they need to identify pupils who are at risk of harm. As a result, staff are well aware of the potential risk to pupils within the local community. However, despite this, some staff do not take responsibility for reporting safeguarding concerns. When concerns are raised, leaders take action to follow up and make timely referrals to social services.

Leaders work closely with a range of external agencies and with families to make sure that they understand pupils' experiences outside school. However, leaders, including governors, have not been diligent in identifying risk within school. They are unaware of the culture of harassment and bullying at the school. Many pupils say that they do not feel safe, and do not report these concerns to staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A significant number of pupils say that they do not feel safe at school. They avoid the playground and the pastoral bases because of fear of harm. However, these pupils still experience frequent victimisation, bullying and sexual harassment. Leaders should ensure that a positive culture is established so that pupils know how to behave, treat one another with respect and feel safe.
- Leaders' work to improve pupils' behaviour has not had sufficient impact. A significant number of pupils misbehave and experience sanctions too often. These pupils miss out on valuable curriculum time. Leaders should review their approach to behaviour management so that it leads to improvements in pupils' behaviour.
- In some subjects, teachers do not use assessment well enough to check that pupils have understood what has been taught. When this happens, teachers do not adapt their teaching to take account of what pupils can do. When gaps are identified, teachers do not address them quickly enough. This holds pupils back. Leaders need to ensure that all teachers use assessment consistently well to check pupils' understanding and adapt their teaching and curriculum planning where necessary.
- Some staff do not have high enough expectations of what pupils can achieve. Consequently, some teachers do not challenge pupils when they do not complete their work. This leads to gaps in pupils' knowledge. Leaders should ensure that all staff share their high expectations, provide pupils with challenging work, and insist that pupils always produce their best work.
- Those responsible for governance do not check well enough on the impact of leaders' work. They have not held leaders to account sufficiently well and have not identified some failings at the school. As a result, too many pupils continue to behave in a way that makes other pupils at the school feel unsafe. Those responsible for governance should provide appropriate support and challenge leaders on the actions they are taking to improve pupils' behaviour.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	139536
Local authority	Telford & Wrekin
Inspection number	10229107
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	630
Appropriate authority	Board of trustees
Chair of trust	Simon Atkins
Headteacher	Holly Rigby
Website	www.telfordparkschool.co.uk
Date of previous inspection	23 September 2021, under section 8 of the Education Act 2005

Information about this school

- This school is one of 18 schools that comprise the Communities Academies Trust.
- The school uses part-time alternative provision for a small number of pupils at one registered provider, as well as four other providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- Inspectors met with the headteacher and other senior leaders, including those responsible for governance. Meetings were held with curriculum leaders and the SEND coordinator. Inspectors also met with a range of other staff.
- Inspectors carried out deep dives in these subjects: English, geography, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding and checked how pupils learn how to keep themselves safe. The lead inspector spoke to the safeguarding leaders about the reporting and recording of any safeguarding incidents.
- Inspectors took account of the free-text comments made via Ofsted Parent View, Ofsted's online survey. Inspectors also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

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