

# Inspection of Madeley Academy

Castlefields Way, Madeley, Telford, Shropshire TF7 5FB

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Inspection dates: 21 and 22 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils are proud to come to Madeley Academy. They enjoy school and want to do well. Leaders have a strong understanding of the community they serve and set high expectations for all pupils. Staff build positive relationships with pupils and are committed to the school's motto: 'focused on success'.

Pupils behave extremely well. In lessons, they listen carefully to their teachers and are keen to participate in learning. At social times, pupils sit sensibly together, while others enjoy playing table tennis with their friends. Bullying is extremely rare. Where this does occur, it is dealt with promptly and fairly by staff.

The curriculum at key stages 4 and 5 offers a range of both academic and vocational courses. In many of these subjects, pupils achieve very well, particularly in the sixth form. Leaders have recently made changes to the key stage 3 curriculum. This has proved successful.

Leaders' work to promote pupils' personal development shines through at this school. There is an exceptional programme of extra-curricular activities as part of 'Session 3'. High numbers of pupils participate in various clubs such as sports, fitness, music, art and drama.

Parents and carers are overwhelmingly positive about the school. As one parent commented in response to Ofsted's survey, 'My child is thriving here.'

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

Leaders are acutely aware that a high proportion of pupils at this school come from disadvantaged backgrounds. Nevertheless, they are unwavering in their desire and commitment to ensure all pupils achieve academic success and move on to positive destinations.

Leaders have put in place an ambitious curriculum. In key stage 3, pupils study a broad and balanced range of subjects from Years 7 to 9. Recent changes to the curriculum in modern foreign languages are helping to increase the number of pupils who are opting to study French at key stage 4.

The curriculum is well planned and sequenced. Senior leaders have worked closely with subject leaders to ensure that topics are logically ordered to help pupils build on what they know. In English, for example, the curriculum has been carefully thought out so that topics are linked thematically and are studied in chronological order. This helps pupils to make strong connections in what they are learning.

In many subjects, the curriculum is taught highly effectively. Teachers have very good subject knowledge and present new learning well. At the start of lessons, teachers use various methods to help pupils recall what they have been taught previously. This helps pupils remember more of their learning long term. In stronger

subjects, such as physical education (PE) and history, teachers check pupils' knowledge and understanding highly effectively. This helps to pinpoint any gaps or misunderstandings before teachers move on. However, this is not consistent across all subjects. Leaders recognise that this could be developed further in other areas.

Pupils with special educational needs and/or disabilities (SEND) benefit from high levels of support. Leaders have a strong understanding of pupils' needs and provide staff with detailed information and strategies to help adapt learning. Pupils with SEND are fully integrated into school life and achieve positive outcomes.

Leaders have put in place a comprehensive programme to help support those who are still at the early stages of reading. Pupils, who form part of the school's well-established 'STAR group', have a bespoke package of support. They have daily phonics lessons and read to staff regularly. This helps to ensure pupils are ready for the demands of courses at key stage 4.

The school's personal development programme is rich and comprehensive. Pupils learn about various topics covering sexual health, well-being and healthy lifestyles. Leaders have put together detailed weekly broadcasts, personal tutorials and an assembly programme. They also produce their own high-quality video materials to help stimulate discussion and debate. Pupils are exceptionally well prepared for life in modern Britain. They have a full understanding of values such as democracy, tolerance and respect, and this is reflected in their conduct around school. A significant majority of pupils choose to attend the extensive programme of activities provided at the end of the school day. These enable pupils to develop their own talents and interests.

Leaders have crafted a strong and effective careers programme across the school. All pupils benefit from advice and guidance about their potential next steps. Year 11 pupils and sixth-form students speak highly about the quality of the one-to-one advice given and their individualised career plans. Many students also participate in a university residential programme. Leaders are rightly proud of the high number of students that go on to university or into apprenticeships.

Governors are knowledgeable and provide effective support and challenge to leaders. Staff are committed to the school and are proud to work here. Leaders are aware that, to enhance their work, a closer focus on the impact of their actions will drive further improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders work together closely to ensure that pupils at risk get the help and support they need. Actions are taken in a timely way. Staff are alert to potential issues and are clear about what they should do if they have a concern about a child. Leaders ensure that staff are well trained and have an appropriate understanding of local risks. Leaders manage the recruitment of staff well.

Pupils learn how to keep themselves safe through the school curriculum. For instance, all pupils have received a talk from the local police about knife crime. Pupils also learn about how to stay safe online.

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

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

- On some occasions, teachers do not systematically check what pupils know and understand. This can sometimes lead to errors and misunderstandings not being picked up as quickly as they could be. Leaders should look to strengthen and share existing good practice so that all teachers check learning effectively.
- Some leaders do not always review and evaluate the impact of their work fully. This means that they are not precisely identifying the parts of their work that need further development. Leaders should reflect closely on all aspects of their work to build on and improve existing strengths.

## **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.

## **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>	135149
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10241998
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,240
<b>Of which, number on roll in the sixth form</b>	370
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Roy Harrison
<b>Headteacher</b>	Lady Satchwell
<b>Website</b>	<a href="http://www.madeleyacademy.com">www.madeleyacademy.com</a>
<b>Date of previous inspection</b>	25 April 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Thomas Telford Multi-Academy Trust.
- The school does not use any alternative provision.
- 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 graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders

and have taken that into account in their evaluation of the school.

- Inspectors focused on the following subjects: English, science, history, modern foreign languages, PE and art and design. Inspectors examined leaders' curriculum plans, visited lessons, looked at pupils' work and talked with pupils about the way these subjects are taught. They also looked at other subjects to check how they are planned and taught.
- Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school's website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with members of the trust and governors, the headteacher, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments. Inspectors also considered responses to Ofsted's staff survey.

### **Inspection team**

Mark Howes, lead inspector	His Majesty's Inspector
Jacqueline Newsome	Ofsted Inspector
Gwen Onyon	Ofsted Inspector
Antony Edkins	Ofsted Inspector
Janet Lewis	Ofsted Inspector

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