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Holly Rigby
Headteacher
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Dear Mrs Rigby

Requires improvement: monitoring inspection visit to The Telford Park School

Following my visit to your school on 23 September 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the ongoing impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

Context

Since the last full inspection, there have been some significant changes to the structure of the pastoral team in the school. You have allocated a head of year and a student support officer to each year group.

The number of pupils on the school's roll has significantly increased since the previous full inspection.

Main findings

The work you and staff are doing is bringing about clear and rapid improvements. You have established a sense of pride in the school. This is shared by staff and pupils. There is a can-do attitude. Staff recognise the improvements they have made and are passionate about continuing the improvement journey.

You have thought carefully about how to make sure pupils learn and remember essential knowledge in each subject. You have used this to inform developments in the delivery of the curriculum, including how well teachers check pupils' understanding of prior learning. Pupils commented that the recall questions in each subject are helping them to remember their learning.

Leaders prioritise reading. They have made sure that pupils read challenging and carefully chosen books. Adults read to pupils each day. Pupils like this as they get to read books which they would not have normally read. Pupils who need additional support to read are identified through effective assessment. This means they get the support they need.

You have high expectations of what pupils can achieve. Pupils with special educational needs and/or disabilities (SEND) study the same curriculum as other pupils. Teachers adapt their teaching and/or the curriculum to ensure all pupils have the right support when they need it.

Leaders have worked effectively to improve pupils' attitudes to school and learning. You are taking a more informed approach to behaviour. This has helped to promote consistency across the school. Staff think more carefully about their response to pupils' behaviour because of the system in place. Pupils agree that behaviour has improved significantly since the previous inspection. The number of pupils excluded for a fixed term has declined since the last inspection.

Attendance has also improved. The attendance of disadvantaged pupils and pupils with SEND has improved. The number of pupils who are regularly off school has decreased significantly.

The school is calm and orderly throughout the day. Pupils are courteous and polite. Pupils with whom I spoke said the new pastoral system has helped them to have adults they can talk to, including about sensitive issues. They feel safe in school.

Additional support

Your work with the Community Academies Trust has helped to improve teaching and learning. Subject leaders have worked together with other trust schools to develop well-

sequenced curriculum plans. You have had bespoke training from the trust that focused on your school priorities. This has helped to ensure consistency across the school. You have valued this support.

Evidence

During the inspection, I met with you, senior leaders, pupils, and staff. I also met with the chair of the board of trustees and the multi-academy trust chief executive officer to discuss the actions taken since the last inspection.

I visited a range of lessons, accompanied by leaders, and looked at examples of curriculum planning. I checked the single central record and examined behaviour and attendance records.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Community Academies Trust, the regional schools commissioner and the director of children's services for Telford and Wrekin. This letter will be published on the Ofsted reports website.

Yours sincerely

Eve Morris
Her Majesty's Inspector