



Department  
for Education

**Regional Director's Office for the West  
Midlands**  
Cheylesmore House  
Coventry  
CV1 2WT

The Members and Trustees of Community Academies Trust  
Dimbleby House,  
Stoneydelph Primary School  
Crowden Road, Wilnecote  
Tamworth  
B77 4LS

3 October 2022

Dear

**Termination Warning Notice to the Members and Trustees of the Community Academies Trust in respect of The Telford Park School**

In accordance with sections 2A and 2D of the Academies Act 2010<sup>i</sup> any funding agreement of an academy may be terminated by the Secretary of State where special measures are required to be taken in relation to the academy or the academy requires significant improvement, and the Chief Inspector of Ofsted has given notice of that under section 13(3)(a) of the Education Act 2005.

I received an Ofsted notification dated 05/07/2022 confirming that The Telford Park School was judged to be inadequate and has serious weaknesses. For the reasons set out below, I now consider it necessary to issue this Termination Warning Notice.

The Ofsted report, published on 21/09/2022 highlights the following key areas of concern:

- The arrangements for safeguarding are not effective. A significant number 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. 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. Some staff do not take responsibility for reporting safeguarding concerns. 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.

- Leaders' work to improve pupils' behaviour has not had sufficient impact. Pupils do not receive sufficient support to improve their behaviour. 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. A significant minority of pupils are repeatedly removed from lessons or suspended from school because of their conduct. As a result, these pupils miss out on valuable curriculum time and too much learning. Additionally, they do not catch up on work they have missed. 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 gaps are identified, teachers do not address them quickly enough. This holds pupils back. 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. 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 take pride in or 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.
- Leaders and those responsible for governance have not identified some failings at the school. Those responsible for governance have not checked 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.

As Regional Director, I need to be satisfied that the trust has capacity to deliver rapid and sustainable improvement at the academy. If I am not satisfied that this can be achieved, I will consider whether to terminate the funding agreement in order to transfer the academy to an alternative academy trust.

In making the decision on whether to terminate the funding agreement I will consider any written representations the trust wish to make in response to this Termination Warning Notice.

Please provide me with any representations the trust wishes to make by 21 October 2021. This information should include, but is not limited to:

- The school's post Ofsted Action Plan
- Information on what action is being taken to support educational improvement at the Academy (including for safeguarding and behaviour alongside this) with timescales of this work
- Details of current governance and leadership arrangements including oversight of the Telford and Wrekin hub

I acknowledge the trust is working to review and improve safeguarding procedures at the academy.

I am copying this letter to Ofsted, Telford and Wrekin Council. A copy of this letter will also be published on GOV.UK.

Yours sincerely

**Andrew Warren**  
**Regional Director for West Midlands**

CC: Ofsted and Telford and Wrekin Council

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<sup>i</sup> Inserted by section 14 of the Education and Adoption Act 2016