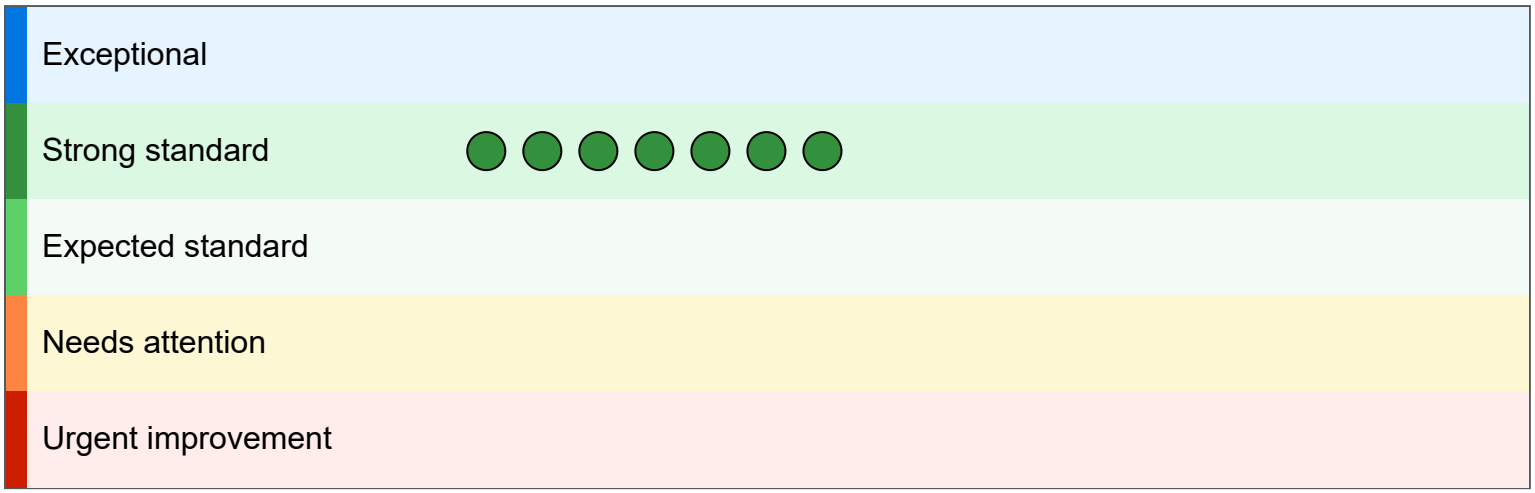
Madeley Academy

Address: Castlefields Way, Madeley, Telford, Shropshire, TF7 5FB

Unique reference number (URN): 135149

Inspection report: 20 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve well at Madeley Academy. They achieve significantly above pupils in schools with similar intakes. This is evident across a range of subjects and has been consistent over time. Disadvantaged pupils achieve significantly above their peers nationally. More vulnerable pupils, including those with special educational needs and/or disabilities, benefit from carefully selected interventions in reading, writing and mathematics. As a result, they make rapid progress from their starting points. While the most able pupils do not always achieve as highly as other groups in the school, this gap is narrowing quickly. Students in post-16 provision also achieve very well. Many achieve significantly above the national average, including in both A level and vocational courses.

Pupils are well prepared for their next steps. They gain the knowledge, skills and experiences needed to move successfully into the next stage of education, employment or training.

Attendance and behaviour

Strong standard

Leaders have high expectations for behaviour. They have established clear systems and routines, including the ‘ladder’ system for consequences and rewards. Staff understand and apply these consistently. As a result, pupils behave in a calm and orderly manner in lessons and during unstructured times. Predictable routines help pupils engage positively with their learning. They understand the school’s expectations, and disruption to learning is rare. Staff closely monitor positive behaviour and parents receive live updates. Leaders know their pupils well and make reasonable adjustments for those who need support with their behaviour. Alongside established routines and targeted interventions, positive relationships with teachers help pupils develop a sense of belonging. Pupils report that bullying and discriminatory incidents are rare. They are confident that staff deal with concerns effectively and feel safe and well supported in school.

Leaders monitor attendance rigorously and intervene swiftly when pupils face barriers to attending school regularly. They work with pupils and families to reduce these barriers. As a result, attendance is well above the national average and has been sustained over time, including for vulnerable groups.

Curriculum and teaching

Strong standard

Leaders have designed a high-quality and ambitious curriculum for all pupils, including for students in the sixth form. The curriculum is carefully sequenced so that pupils build and retain knowledge over time. It becomes more challenging as pupils move through the key stages. Pupils learn the knowledge and skills they need to access this increasingly ambitious curriculum. Pupils with special educational needs and/or disabilities and disadvantaged pupils access the same ambitious curriculum as their peers.

Leaders have established a clear and consistent approach to teaching. This includes a strong focus on key vocabulary. Pupils develop their vocabulary and use it confidently to

express their ideas. Staff use retrieval practice consistently, helping pupils build and remember knowledge over time. Pupils use 'hashtags' to identify important new knowledge. These are used consistently across lessons and help pupils recognise and remember key learning. Teachers provide clear explanations and break down complex ideas into manageable steps. Teachers have the expertise needed to deliver the curriculum effectively, including those who teach post-16 courses. Teachers make appropriate adaptations where needed. Pupils who require additional help receive targeted support and effective classroom adaptations. Pupils receive regular and detailed feedback. This helps them make progress through the curriculum.

Inclusion

Strong standard

Leaders place inclusion at the heart of the school. They identify pupils with special educational needs and/or disabilities (SEND) as soon as they join the school. This means that leaders put accurate and effective support in place to reduce barriers to learning and/or wellbeing. Leaders provide staff with clear information about pupils' needs and effective strategies to support them. Teachers use this information, along with the training they receive, to adapt their lessons. As a result, all pupils can access the ambitious and challenging curriculum. Pupils with the most complex needs benefit from a range of targeted support delivered by well-trained staff. Those who need it receive additional support with social skills and mental health. Leaders work with external agencies to deliver specialised support. As a result, pupils with SEND make strong progress from their starting points and attend school regularly.

Leaders use pupil premium funding effectively. For example, some of the funding helps disadvantaged pupils access a wide range of enrichment activities. Pupils known to, or previously known to, social care receive effective support. Leaders ensure that all vulnerable pupils are known to staff. These pupils have an individualised support plan so that staff understand how best to meet their needs.

Leadership and governance

Strong standard

Leaders are highly ambitious for the school and the community it serves. They have a highly accurate understanding of the school's strengths and the areas they want to develop further. This has led to consistently strong standards across the school. Leaders are visible throughout the school and act as positive role models. They work in the best interests of pupils, staff and parents.

Those with responsibility for governance know the school well and provide effective support and challenge. They monitor the school's performance closely and work with leaders to drive continuous improvement. In particular, they value the development of future leaders and the school's commitment to identifying and nurturing staff with leadership potential.

Staff are overwhelmingly positive about the leadership of the school. All staff feel that the school is well led. They describe leaders as supportive and approachable. They appreciate leaders' efforts to consider workload and wellbeing. Leaders have developed a clear and well-thought-out programme of professional development. They evaluate the impact of this training carefully. Staff value these opportunities to develop their professional knowledge

and skills. They benefit from regular opportunities to work with colleagues across the school and the wider trust and are supported to progress in their careers.

Leaders have worked hard to build and strengthen relationships with parents. Parents are positive about the impact the school has on their children. They feel well informed and well supported. Parents appreciate the positive difference the school is making to their children's lives.

Personal development and wellbeing

Strong standard

Leaders have designed a broad, ambitious and inclusive personal development programme. The programme is deliberately designed to reflect the school's values of responsibility, respect and resilience. It is delivered through planned lessons, assemblies, tutor time and drop-down days. The curriculum is designed to ensure that pupils revisit and deepen their learning over time. Pupils confidently articulate what they have learned and understand its purpose. Personal, social and health education is delivered effectively. Leaders remain ambitious and continue to refine the curriculum to maximise its impact. For example, they regularly adapt content in response to pupil voice, current affairs and local issues. Leaders assess pupils' understanding and revisit topics where knowledge is less secure. Staff receive regular training to deliver the personal development curriculum effectively. Leaders are refining the programme to strengthen pupils' understanding of relationships, citizenship, wellbeing and life in modern Britain.

Leaders have developed an effective pastoral system. Pupils receive support from a range of services. Vulnerable pupils, including those with special educational needs and/or disabilities (SEND), receive targeted assistance. Pupils speak positively about this provision and the difference it makes to their wellbeing.

The school's careers education programme is extensive. Pupils speak highly of it. This includes students in the sixth form. Pupils receive high-quality support, including help with job and university applications and meaningful interactions with employers. Pupils with SEND receive personalised careers guidance. Careers education prepares pupils and students well for their next steps.

An extensive range of clubs, trips, leadership opportunities and enrichment activities are available to pupils. Leaders track participation carefully. They ensure that vulnerable pupils, including disadvantaged pupils and those with SEND, participate fully in these opportunities. Leaders extend pupils’ experiences through a range of opportunities, including national and international visits.

Post-16 provision

Strong standard

Leaders have established a broad and ambitious post-16 curriculum. They offer a range of academic and vocational pathways that support students' aspirations and ambitions. Students who study vocational subjects achieve significantly above the national average. Students taking A levels also achieve very well. Outcomes in their best 3 A-level subjects are significantly above the national average. This strong performance is evident across subjects and has been sustained over time. Disadvantaged students, students with special

educational needs and/or disabilities (SEND), and other vulnerable students achieve as well as their peers. Many in the sixth form are the first in their family to go to university.

Students are very positive about their courses. They enjoy their lessons and develop independent study skills. Lessons are consistently purposeful and well sequenced. Expert teachers use effective resources to deliver high-quality learning. Teachers assess students' learning regularly and provide feedback that supports continued progress. Students with SEND and those who speak English as an additional language are well supported by teachers, who make appropriate adaptations where needed. Students in the sixth form benefit from a wide range of opportunities beyond the classroom. These include work experience, volunteering, leadership roles, enrichment activities, alumni links and preparation for higher education.

What it's like to be a pupil at this school

Pupils at Madeley Academy, including students in the sixth form, thrive in this inclusive and caring school. They value their lessons and their positive interactions with staff. Supportive and respectful relationships with teachers help pupils develop a genuine sense of belonging. Pupils recognise that staff go out of their way to help them overcome barriers to learning and wellbeing. They particularly value the support provided by the pastoral team, who are readily available when needed. Pupils are positive about the facilities on offer, including the well-equipped gym. A range of rewards recognises pupils' achievements, efforts and positive behaviour. Pupils greatly appreciate the praise and feedback they receive from staff.

Pupils make very good progress from their starting points. They experience an ambitious and challenging curriculum. Students in the sixth form can choose from a wide variety of academic, technical and vocational qualifications. Pupils speak highly of the careers information, advice and guidance they receive. This helps them feel well prepared for their next steps. Pupils participate in a wide range of extra-curricular clubs and activities, and many take on leadership roles. They also have opportunities to take part in cultural visits, sporting experiences, subject-related trips and enterprise activities. These extend pupils' experiences beyond the curriculum and give them opportunities they might not otherwise have.

Behaviour is very positive both in lessons and around the school. Pupils are courteous, polite and respectful. Pupils feel safe and learn how to keep themselves safe. Bullying is rare. However, if it does happen, pupils are confident that it will be dealt with quickly. Attendance is above the national average, including for disadvantaged pupils and pupils with special educational needs and/or disabilities.

Next steps

- Leaders should ensure that the most able pupils are consistently challenged so that they achieve their full academic potential.

- Leaders should continue to develop the PSHE programme fully so that pupils develop an increasingly secure understanding of relationships, citizenship, wellbeing and life in modern Britain.

About this inspection

This school is part of Thomas Telford Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Fiona Seddon, and overseen by a board of trustees, chaired by John Bowater. The local governing board is chaired by Stewart Roberts.

This inspection took place on 20 and 21 October 2026.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, leaders from the school and the trust, trustees, governors, members of the trust team, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the CEO of the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 4 alternative provisions. Two are registered and 2 are unregistered.

Headteacher: Lady Maria Satchwell

Lead inspector:
Debbie Tremble, His Majesty's Inspector

Team inspectors:
Janet Lewis, Ofsted Inspector
Peter Bassett, Ofsted Inspector
Darren Bishop, Ofsted Inspector
Nazya Ghalib, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

1,220
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

1,100
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

42.81%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

2.13%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

16.07%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	36.8%	45.4%	Close to average
2023/24 (final)	45.9%	45.9%	Close to average
2022/23 (final)	54.1%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	47.2	46.1	Close to average
2023/24 (final)	47.1	45.9	Close to average
2022/23 (final)	51.8	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.29	-0.03	Close to average
2022/23 (final)	0.17	-0.03	Close to average
2021/22 (final)	-0.16	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	21.7%	25.8%	Close to average
2023/24 (final)	27.6%	25.8%	Close to average
2022/23 (final)	35.1%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	41.2	34.9	Above
2023/24 (final)	38.1	34.6	Close to average
2022/23 (final)	44.3	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.12	-0.57	Below

Year	This school	National average	Compared with national average
2022/23 (final)	-0.14	-0.57	Above
2021/22 (final)	-0.49	-0.55	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	21.7%	53.1%	-31.4 pp
2023/24 (final)	27.6%	53.1%	-25.5 pp
2022/23 (final)	35.1%	52.4%	-17.3 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	41.2	50.4	-9.2
2023/24 (final)	38.1	50.0	-11.9
2022/23 (final)	44.3	50.3	-6.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.12	0.16	-1.28
2022/23 (final)	-0.14	0.17	-0.31
2021/22 (final)	-0.49	0.15	-0.65

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	91%	92%	Average
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	92%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	33.84	35.00	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	34.69	34.38	Close to average
2022/23 (final)	30.81	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.1	0.0	Close to average
2023/24 (revised)	0.3	0.0	Above

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	6.2%	7.8%	Below
2024/25 (3 term)	6.1%	8.4%	Below
2023/24 (3 term)	7.8%	8.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	17.7%	21.5%	Below

Year	This school	National average	Compared with national average
2024/25 (3 term)	18.6%	23.4%	Below
2023/24 (3 term)	24.1%	25.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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