

Telford Junior School

Address: Telford Avenue, Lillington, Leamington Spa, Warwickshire, CV32 7HP

Unique reference number (URN): 149995

Inspection report: 7 July 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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 ●

Inclusion

Strong standard ●

Leaders have established robust systems to help staff identify pupils' needs accurately. The school understands how to help pupils overcome barriers to learning or wellbeing swiftly and effectively, including using external agencies where appropriate. High-quality support consistently enhances pupils' progress and experiences in school, including for the most vulnerable pupils. Leaders make effective use of alternative provision as part of their overall strategies.

Staff at all levels receive effective training which helps them confidently make a difference to the pupils they work with. Teachers adapt lessons carefully to ensure that all pupils, including those with special educational needs and/or disabilities, can take part and succeed alongside their peers.

Leaders, including governors, have high expectations for each pupil. They make careful checks on the progress pupils make. Leaders review what is working well and what needs to be improved. As a result, staff adjust any support given in a timely manner.

Leaders use additional funding well to support disadvantaged pupils. The school uses strategies that make a difference. As a result, disadvantaged pupils achieve well through the curriculum. Leaders also ensure that highly effective pastoral support gives pupils the sensitive and effective support that they need to thrive.

Expected standard ●

Achievement

Expected standard ●

Across the curriculum, pupils' achievement is broadly in line with what is expected nationally. Although published outcomes have varied over time, most pupils achieve well and are prepared for secondary school. This demonstrates an improving picture, including for pupils who are disadvantaged.

Pupils typically build secure foundational knowledge in reading and mathematics. Pupils read with increasing confidence and fluency. However, some pupils do not have the basic skills in handwriting and transcription to be able to write fluently and clearly. Leaders have rightly identified the need to bring about the same consistency in handwriting across the curriculum. Across wider subjects, pupils make links between that they learning in different subjects. They talk confidently about their learning in different subjects.

Pupils with special educational needs and/or disabilities make secure progress from their different starting points, due to well-tailored support. They develop confidence, independence and social skills, helping them to access the intended curriculum.

Attendance and behaviour

Expected standard 

Leaders make sure that parents, carers and pupils know the importance of regular attendance. The school is successful in its aim that pupils feel they belong here and so want to come to school. This results in very low numbers of persistently absent pupils. Overall attendance is in line with national averages. The school works with parents to both identify barriers and provide support for any persistently absent pupils. Pupils with special educational needs and/or disabilities typically attend well and the attendance of disadvantaged pupils has improved over time.

Leaders have high expectations of pupils' conduct. They use an approach to behaviour that is based on restorative practice to teach pupils how their actions affect others. As a result, pupils generally manage their emotions and behave very well across the school. Leaders make adaptations for pupils who need extra support. Pupils learn in a calm, orderly environment that makes it easy for them to concentrate. Bullying is not tolerated. However, leaders' analysis of behaviour and attendance information is not sufficiently sharp. This means that trends and patterns in behaviour could go unnoticed, making it harder to tackle them early.

Curriculum and teaching

Expected standard 

Leaders have constructed an ambitious, broad and balanced curriculum. Teachers plan engaging activities that spark pupils' interest such as debating which of the ten commandments is the most important. Trips enhance the learning, such as visits to racing circuits to learn about the moving parts of cars for their own design technology lessons. Learning is organised so that pupils remember important knowledge and vocabulary. Leaders check that the curriculum is taught well.

Teachers have the skills and subject knowledge to deliver each subject effectively. They give pupils helpful feedback so that they understand what they need to do better and what they have done well. Teachers check what pupils have learned and adjust their teaching if needed so pupils, including those with special educational needs and/or disabilities, can successfully access learning activities.

Leaders ensure that pupils secure basic skills in reading, mathematics and spelling. Pupils who need help to catch up with reading are supported effectively. This gives pupils a solid foundation to build on. However, the school has not developed consistent opportunities for pupils to practise and apply their handwriting skills across the curriculum. Consequently, some pupils do not write legibly and do not become fluent writers.

Leadership and governance

Expected standard 

Since joining the trust, the school has benefited from their additional expertise and support. The trust understands the community and the school well. This helps them to respond effectively to the school's needs. Governors are well equipped to meet their statutory duties and provide appropriate levels of challenge. As a result, leaders have established a culture at Telford Junior School in which pupils experience a positive and enriching school life.

Overall governors and trustees receive useful information from the school about what is working well. However, there are times when leaders' oversight of some aspects of the school's work lacks detail, for example in how leaders use information to analyse patterns of absence or behaviour incidents. This means that leaders do not always have the information they need to address emerging trends early.

All staff benefit from professional learning that develops their skills. This has a positive impact on the quality of education. Leaders and staff at all levels benefit from this training. The school's leadership places a strong emphasis on staff wellbeing and has made thoughtful changes to reduce unnecessary workload. All staff feel they are treated fairly and with respect and are proud to work here and make a positive difference to pupils in this school.

Leaders prioritise engagement with parents and carers. Many parents speak highly about the caring, hardworking staff and the positive impact they have on their child's progress and wellbeing. However, some parents feel that the school does not consistently communicate effectively.

Personal development and wellbeing

Expected standard 

The school's personal development programme provides pupils with a range of purposeful activities and experiences that prepare them well for secondary school. Leaders choose trips and visitors to enhance the curriculum as well as giving pupils the chance to meet role models from different walks of life. Pupils develop resilience over time through increasingly adventurous activity such as two residential trips. Leaders make sure that all pupils can participate in all areas of the programme by making adjustments for those that need them.

Pupils have a well-developed understanding of fundamental British values. They can discuss ideas such as democracy, fairness and mutual respect and apply these in their interactions with others. Pupils listen thoughtfully to different viewpoints and demonstrate respect for diversity.

Pupils know the importance of maintaining their physical and mental health. They can explain the importance of healthy eating. Pupils understand the risks they could encounter online and know how to keep themselves safe when using technology. Pupils are able to explain how they can keep themselves safe in the real world, for example, by being safe on the roadside. A suitable relationships education programme builds pupils' understanding of growing up and healthy relationships.

Leaders provide a range of opportunities beyond lessons such as visits and clubs. Pupils take part in activities that build skills in sport and music such as sports competitions, cabaret performances or learning to play steel pans. Through this, pupils develop interests, gain new experiences and build confidence.

The school's pastoral support is well considered and responsive. Staff know pupils well. Pupils know they have a trusted adult who will listen to their concerns. They benefit from the quiet relaxing atmosphere of the nurture room if needed.

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

Pupils enjoy school and are proud to be part of the Telford Junior family. Typically, they attend school regularly. Staff get to know each pupil as individuals, celebrating their strengths and achievements. Pupils feel safe because they know an adult will always listen if they have a worry. Staff work as a united team to break down barriers to pupils' learning or wellbeing. This contributes to the inclusive ethos of the school. Leaders make sure all pupils have opportunities to join in every part of school life. The school provides a range of opportunities for pupils to develop their skills and grow in confidence such as school council, wellbeing ambassadors and computer squad.

Pupils take their lessons seriously but have fun while learning. They talk with enthusiasm about the activities they undertake, such as a trip to Stratford to learn about Shakespeare or a visit to the Houses of Parliament. Everyone shares a love of reading and pupils regularly visit the well-stocked library. This helps pupils to develop their reading and language skills. Pupils share pride in their own and their peers' achievements and celebrate these in weekly assemblies. Pupils make progress in all areas of school life and are ready for secondary school.

Pupils can develop their interests through a range of additional activities, such as sports clubs, drama club and coding club. These opportunities broaden pupils' horizons and develop their interests and talents. Pupils understand fundamental British values. They demonstrate respect to others and value difference. The school's values of 'care, achieve, respect and enjoy' guide them to recognise the importance of kindness and inclusion. Pupils behave well. They do not tolerate discrimination of any form. They are clear that bullying is not tolerated and that adults make it stop.

Next steps

- Leaders should ensure that pupils have sufficient opportunities to learn, practise and embed basic skills in handwriting so that they can write fluently across the curriculum.
- Leaders should strengthen communication with parents and carers so that they receive timely information to support their child's education and school experiences, while taking account of staff workload.
- Leaders should make better use of information from their tracking systems to identify patterns and trends in behaviour and attendance more precisely, enabling them to respond promptly to any emerging issues.

About this inspection

This school is part of Elm Tree Multi Academy Trust, which means other people in the trust have responsibility for running the school. The trust is run by the chief executive officer, Mike Lowdell, and overseen by a board of trustees, chaired by Richard Freeth.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, deputy headteacher, senior leaders, the chief executive officer, the chair of the board of trustees and representatives from the local governing body.

The inspectors confirmed the following information about the school:

The school currently uses one registered alternative provision.

Headteacher: Richard Siviter

Lead inspector:

Corinne Biddell, His Majesty's Inspector

Team inspectors:

Christian Hamilton, Ofsted Inspector

Sarah Hanson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 7 July 2026

School and pupil context

Total pupils

348

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: 272

School capacity

360

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: 300

Pupils eligible for free school meals (FSM)

9.77%

Well below average

What does this mean?

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

National average: 26.3%

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

1.15%

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: 3.5%

Pupils with special educational needs (SEN) support

10.34%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	65%	62%	Close to average
2023/24 (final)	60%	61%	Close to average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	85%	75%	Above
2023/24 (final)	81%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	83%	74%	Above
2023/24 (final)	70%	73%	Close to average
2022/23		73%	

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	33%	47%	Below
2023/24 (final)	0%	46%	Below
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	40%	62%	Below
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	33%	59%	Below
2023/24 (final)	30%	58%	Below
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	10%	59%	Below
2022/23		59%	

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	0%	67%	-67 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	40%	80%	-40 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	33%	78%	-45 pp
2023/24 (final)	30%	78%	-48 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	10%	79%	-69 pp
2022/23		79%	

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
2024/25 (3 term)	3.8%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	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
2024/25 (3 term)	5.4%	13.0%	Below

Year	This school	National average	Compared with national average
2023/24 (3 term)	8.9%	14.6%	Below

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.

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