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This inspection rating relates to a predecessor school. When a school converts to an academy, is taken over or closes and reopens as a new school a formal link is created between the new school and the old school, by the Department for Education. Where the new school has not yet been inspected, we show the inspection history of the predecessor school, as we believe it still has significance. Summary of key findings for parents and pupils This is a school that requires special measures. Standards of achievement have fallen over the last three years and leaders have failed to take sufficiently urgent action to stem the decline. Leaders do not have high enough expectations of the academic standards that students should achieve. Leaders have failed to ensure that teaching over time is good enough to improve achievement rapidly. Leaders, including governors, do not have an accurate view of the school's strengths and weaknesses. As a result, their plans for improvement are not sufficiently precise, detailed or urgent. Governors have not been effective in holding school leaders to account for the declining standards. Students, including disabled students or those who have special educational needs and the most able, underachieve because they do not make enough progress. The attainment and progress of disadvantaged students is declining and gaps in achievement between them and other students are growing. Teachers do not have high enough expectations of what students should achieve in lessons and so they do not plan activities that challenge students to think deeply and work hard. They are too accepting of insufficient or poorly presented work. Teachers' assessments of students' attainment are not accurate, so leaders cannot confidently use this information to make improvements. The quality of teachers' marking and feedback to students varies from good to poor. In many books, marking does not help students to know how to improve their work. Behaviour requires improvement. In too many lessons, the work set does not challenge and interest students so they become distracted, chat and do not work hard enough. The school has the following strengths The school is a safe place and students feel safe in school. They are polite, considerate and courteous as they move around the cramped school buildings. The school is a caring community: a fact recognised and valued by students, parents and staff. The social, moral and cultural development of students is good. Information about this school Charlton is a larger-than-average secondary school. Most students are of White British heritage and very few students speak English as an additional language. The proportion of disabled students or those who have special educational needs is below the national average. The proportion of students who are supported by the pupil premium (additional funding for those students who are known to be eligible for free school meals and for those who are looked after by the local authority) is below the national average. A small number of students in Years 10 and 11 take vocational courses off site, provided by Telford College of Arts and Technology. Some students spend part of their week at 'Compass Point', an off-site unit run by the school. The school meets the current floor standards, which set out the government's minimum expectations for students' attainment and progress. Charlton works in partnership with Dothill Primary School forming the 'Dothill and Charlton Sports and Learning Community'. The Principal leads both schools, supported by separate Heads of Secondary and Primary Phase. The school is due to relocate to a new, purpose-built site early in 2016. Academy sponsor led Ages 11 to 16 Mixed gender This is a new academy which opened on 01/12/2018. This is 2018/2019 data. To view data for 2020/2021, click here Absence data covers pupils aged 5 to 15 on 31 August 2018, and is for the full 2018/2019 academic year including the second half of the summer term. For schools that opened or closed part way through this period, the absence information will be based on a shorter period. See the absence statistics guide for more information on how we collect and report absence figures. School England state-funded schools Overall absence more info Percentage of possible mornings or afternoons recorded as an absence from school for whatever reason, whether authorised or unauthorised, across the full academic year. 5.6% 5.5% Persistent absence more info The percentage of pupils missing 10% or more of the mornings or afternoons they could attend, meaning that if a pupil's overall rate of absence is 10% or higher across the full academic year they will be classified as persistently absent. 15.9% 13.7% The figures below are for the 2018/2019 academic year, which is the latest year for which performance results have been published. National figures are for state-funded schools only. School England - mainstream secondary schools Total number of pupils on roll (all ages) 1126 3327970 Girls on roll 51.6% 49.8% Boys on roll 48.4% 50.2% Pupils with an SEN Education, Health and Care Plan 0.5% 1.7% Pupils with SEN Support 15.1% 10.8% Pupils whose first language is not English 12.5% 16.9% Pupils eligible for free school meals at any time during the past 6 years 20.2% 27.7% You should be cautious comparing absence figures over time, as full academic year absence figures are only available for 2013 to 2014 onwards. In previous years absence data was based on the autumn and spring terms only. Technical guidance More detail is available in our methodology and technical documents Back to top Is there anything wrong with this page? It typically takes 1 to 2 months, and can take longer in some circumstances, for Ofsted data to be made available and updated here following an inspection. For the very latest Ofsted data, please visit the Ofsted website School information incorrect? Information such as headteacher's name, school website, address, location on the map, gender, age-range and school type also typically take 1 to 2 months to be updated here after first being updated, by the school, in Get information about schools. If information is incorrect in Get information about schools, please report it to the school. Report a problem This form is for reporting problems with the Find and Compare Schools in England section of the GOV.UK website. Don't include any personal or financial information, for example your National Insurance number or credit card details. To make a complaint about a school, or a general complaint or enquiry, contact the Department for Education. Illegal behaviour should be reported to the police. Since converting to an academy in 2018 we are awaiting an Ofsted visit. Details can be found here in the event of an inspection. Coordinates: 52°42'51"N 2°31'22"W / 52.71403°N 2.52284°W / 52.71403; -2.52284 The Charlton School is a Science College in Telford, Shropshire, England. It is consistently among the best performing comprehensive schools in the Telford & Wrekin Local Education Authority. The Charlton is a successful[citation needed] secondary school in the Telford and Wrekin area. It has a wide range of subjects available to take for GCSE. The school is now part of a "Dothill-Charlton Federation", a collaboration with the neighbouring Dothill Primary school. Background Founded in the 1960s, the school was originally an all girls school. The school's catchment area includes the small towns surrounding it like Wellington and Bratton. A few head teachers in the past have been successful and enjoyed working at the school. In 2003 a sports hall was built and in the following year the school was officially opened as a Science College. External links URN: 142821 Address: Apley Avenue, Telford, TF1 3FA There may not be a report because: a newly registered school hasn't been inspected yet an inspection has taken place recently, but the report hasn't been published yet a school that has recently become an academy may not have been inspected yet an 'outstanding' school that has become an academy may be exempt from routine inspection. View location on Google maps Overall scores for nearby schools are shown. Hover over the circles to see school names; click on them to go to the corresponding school pages. Use the button on the left to personalise these scores based on your own priorities. Charlton School, in Wellington, was placed into special measures following an inspection in May last year. But a newly published report, following an inspection last month, said leaders and managers were now "taking effective action" towards coming out of special measures. The school is preparing to move to a new building and the report said that it is hoping to become an academy later this year. In the report, Ofsted inspector Mel Ford said: "The higher expectations of the quality of teaching and learning are now more securely established across the school and staff at all levels are responding positively." This is particularly noticeable at middle leadership level because the interim deputy headteacher who leads on this area has ensured that there are clearly defined expectations and has provided opportunities for middle leaders to develop the skills required. "The inspector said curriculum leaders say that they have greater clarity about their role and responsibilities and now carry out regular monitoring activities to check the quality of teaching and its impact on pupils' progress. However, the report said they were not frequent enough. The education watchdog said the quality of teaching had improved but was "not yet consistently good enough". The report added: "The work done by leaders to tackle issues around planning has successfully refocused teachers on the requirement to plan appropriately for the needs of different groups and abilities." "In nearly all cases, planning demonstrated that consideration had been given to this." However, in the vast majority of lessons, the level of stretch and challenge is defined by providing more work, rather than harder work. "The report said there had been "significant improvement" in the quality of teaching over time in English and instances of "low-level disruption" in lessons were now managed more consistently. The school's records of pupils' achievement showed evidence that rates of progress were improving, the report said.

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