

# Inspection of a good school: West Park School

West Road, Spondon, Derby, Derbyshire DE21 7BT

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Inspection dates:

10–11 March 2020

## Outcome

West Park School continues to be a good school.

## What is it like to attend this school?

Pupils are proud of their school. They appreciate and understand the high expectations leaders and staff have of their behaviour and learning. They value the very positive behaviour in lessons and around the school. Rarely does poor behaviour disturb their learning. At breaktimes, pupils' conduct is mature and sociable. They take responsibility for their behaviour and do not need a school bell to mark out the school day. The school is calm. Pupils are focused and ambitious.

Pupils benefit from a range of opportunities. They understand the importance of whole-school events such as the eisteddfod, charity events and house competitions. They are looking forward to the diversity week.

Pupils are respectful of each other and staff. They are welcoming, polite and look out for each other. Pupils understand what bullying is. They say it is very rare and know that staff help them deal with it quickly and effectively if it occurs. Pupils feel safe and are happy to be part of the school.

Parents and carers are overwhelmingly positive about the school. They recognise the school's high expectations and inclusive nature. They comment positively about the way the school has developed and strengthened since the arrival of the new headteacher.

## What does the school do well and what does it need to do better?

The school is very well led and managed. Leaders are held in high regard by pupils, staff, parents and trustees. Many recognise the positive differences they have made, while maintaining very high expectations of behaviour, teaching and learning. Staff, pupils and parents welcome the improvements. Leaders are mindful of staff workload. Staff feel valued and are proud of the school.

Trustees fulfil their responsibilities well. They have a clear vision for the school and hold leaders to account. They are strengthening their challenge and developing more of a strategic role.

The curriculum is broad and well developed. It is sequential and progressive in many subjects. Pupils gain from the breadth of subjects and curriculum offered. They achieve well in most subjects. However, disadvantaged pupils do not achieve as well as they should.

Subject leaders have developed curriculums that are regularly reviewed and adapted. Some of these are aspirational and well implemented. For example, the geography curriculum is focused on the development of contemporary geography knowledge and skills. Teachers make sure that pupils build on prior learning, are challenged to deepen their understanding and make connections between different units of work. However, leaders have not ensured that all pupils are taught sufficiently demanding curriculums in all subjects.

Leaders make sure that pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders ensure that staff are trained to help meet pupils' varying needs. Pupils with SEND achieve as well as their peers. Parents commented very positively about the work of the coordinator of the provision for pupils with SEND. Many commented encouragingly on the way the school is becoming more inclusive.

Staff have high expectations of all pupils' behaviour. Pupils understand the school's behaviour system, which is consistently applied. Pupils' conduct is almost impeccable. Pupils are mature in their outlook and respectful of each other and staff. Leaders have reduced exclusions and incidents of poor behaviour. Staff deal effectively with the rare incidents of disruption to learning in lessons.

Leaders are working with parents whose children do not attend regularly. This work is improving the attendance of some pupils. There is more to be done to improve the attitudes of some pupils so that they attend more often.

Leaders are planning and implementing a new personal, social health and economic (PSHE) curriculum. Pupils benefit from a wide range of opportunities that prepare them well for life in modern Britain. Opportunities for moral and social development are strong. However, leaders have not addressed gaps in older pupils' PSHE learning. Leaders have made sure that pupils gain from a structured approach to careers guidance and work-related learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know pupils very well. They have established a strong culture of safeguarding. Safeguarding leaders ensure that all staff are well trained and receive regular updates. The school's safeguarding systems are effective. Staff are vigilant to ensure pupils' safety. Safeguarding leaders take appropriate action. They work with a range of external

agencies to support pupils and their families when needed. Their records are thorough and well maintained. Leaders understand their responsibilities. They complete all checks before adults work with pupils. Pupils are taught to understand risk in different situations, for example issues related to knife crime and internet safety.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Senior and subject leaders are continuing to develop a sequenced and progressive curriculum. However, some of these subject curriculums are not sufficiently ambitious for all pupils. As a result, some pupils do not receive a demanding enough curriculum that challenges them fully. Leaders need to continue to develop curriculum planning to ensure that all subject curriculums are sufficiently ambitious so that all pupils, including disadvantaged pupils, know more and remember more, enabling them to make even greater progress.
- Leaders are developing a revised PSHE curriculum. This is in its early days of implementation. This is well planned for all younger pupils. However, older pupils have gaps in their learning from the previous curriculum. Leaders need to ensure that Year 10 and 11 pupils receive a PSHE curriculum which addresses these gaps.
- Leaders have improved pupils' overall attendance. However, too many pupils are regularly absent. Leaders need to continue to support and challenge parents to improve the attendance of those pupils who are regularly absent from school.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 26–27 April 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136634
<b>Local authority</b>	Derby
<b>Inspection number</b>	10110161
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1361
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sheena Ratcliffe
<b>Headteacher</b>	Scott McGregor
<b>Website</b>	<a href="http://www.westpark.derby.sch.uk">www.westpark.derby.sch.uk</a>
<b>Date of previous inspection</b>	26-27 April 2016

## Information about this school

- The new headteacher took up his post in September 2018.
- The senior leadership team has recently been restructured, with two deputy headteachers being appointed.
- The school has recently increased its planned admission number to 290.
- The school uses two alternative providers to meet the needs of a small number of pupils on a full-time basis. These are Derby Pride Academy and Kingsmead School.

## Information about this inspection

- We met with the headteacher and members of the senior leadership team. The lead inspector met with three trustees, including the chair of the board of trustees.
- We did deep dives in English, science and geography. We met with the leaders of each subject, visited lessons, met with pupils and teachers, and examined pupils' work.
- On the second day of the inspection, we visited lessons in a range of other subjects, including mathematics, design and technology, French and art.

- I checked the school's single central record and met with the designated safeguarding leaders. I looked at safeguarding records. We met with staff to discuss safeguarding and their understanding of the school's systems for keeping pupils safe.
- We reviewed a range of documents. These included the school's self-evaluation, school development plan, policies, and behaviour and attendance records.
- We observed pupils at breaktimes. We met with a range of pupils and staff.
- The views of 113 parents who completed the Ofsted Parent View survey were considered, as well as the 78 texts submitted by parents.
- We considered the views of 46 responses to the questionnaire for staff. We also considered the 64 responses to Ofsted's pupils' survey.

### **Inspection team**

Chris Davies, lead inspector

Her Majesty's Inspector

Jane Burton

Ofsted Inspector

Clare Considine

Ofsted Inspector

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