

# Inspection of a school judged good for overall effectiveness before September 2024: West Park School

West Road, Spondon, Derby, Derbyshire DE21 7BT

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Inspection dates:

3 and 4 June 2025

## Outcome

West Park School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Scott McGregor. This school is a single-academy trust, which means that other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Jonathan Smale.

## What is it like to attend this school?

Pupils enjoy learning at this caring school. The school has high expectations of what pupils can accomplish. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well at the end of key stage 4.

Pupils are polite and well-mannered. There are positive and respectful relationships between staff and pupils. Pupils are safe in school. They know that they have staff they can talk to if they have any worries. The school has established clear routines that pupils follow. Pupils understand the school's expectations of behaviour. They enjoy being rewarded with 'epraise' points for meeting these expectations. They behave well in lessons and at social times. As a result, the school is calm and orderly.

The school provides pupils with many opportunities to develop their interests. There are a wide variety of clubs and activities that pupils take part in. For example, pupils enjoy attending chess, drama, sea shanty club, rainbow club and taking part in the Duke of Edinburgh's Award scheme. They also take part in a variety of sports clubs. A highlight of the school year is the annual 'WestFest' event, where pupils enjoy performing and raising money for charities.

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

The school has developed a broad and ambitious curriculum that details what pupils will learn and when. Most teachers deliver the curriculum effectively. This supports pupils to progress well through the curriculum in most subjects. Most pupils produce high-quality work. Teachers have secure subject knowledge. They explain new learning clearly and logically. Most teachers use effective techniques to check pupils' understanding. However, this is not done consistently well in some subjects. When this is the case, pupils' misconceptions or learning gaps are not identified or addressed. As a result, in some subjects, pupils do not learn as well as they could.

The school accurately identifies any additional needs that pupils may have. Pupils at the early stages of reading receive well-structured support that helps them improve their reading and writing skills. The school provides clear information for staff about the needs of pupils with SEND and the strategies that teachers can use to help these pupils access the curriculum. Most teachers use this information effectively to adapt their teaching, and this enables pupils with SEND to achieve well.

The school has thoughtfully created additional provisions to support pupils with more significant needs. The pupils who attend these provisions receive a bespoke curriculum tailored to their needs. This has helped them to engage well with their education and improve their attendance.

The school has high expectations of how pupils should behave. Most staff are fair and consistent when dealing with any behaviour issues. In lessons, most pupils have a positive attitude towards learning and engage well with activities. Pupils are punctual to lessons. The school promotes the importance of regular attendance effectively. It provides support for pupils who need to improve their attendance. As a result, attendance is improving.

Since the last inspection, the school has improved its provision for pupils' personal development. It has developed a well-thought-out personal, social and health education curriculum. Staff are well trained to deliver this. Pupils learn how to be safe online. They know about healthy relationships and lifestyles. They learn about the dangers of substance abuse and extremism. Pupils learn about various careers and further education opportunities. However, the school has not ensured that all pupils develop their understanding of fundamental British values. This means that some pupils are not as well prepared for life in modern Britain as they could be.

The school is well-led and managed. Staff are proud to work at the school. They are well-supported with their workload and well-being. Trustees know the school well. They provide effective support and challenge. Leaders and trustees are clear about what still needs to improve. They are committed to ensuring that pupils have the best possible experience at school.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- In some subjects, checks on pupils' understanding are not done consistently well. This means that pupils' gaps in learning or misconceptions are not identified or addressed. As a result, some pupils do not learn as well as they could in some subjects. The school should ensure that checks on pupils' learning are done well in all subjects so that gaps in learning and misconceptions can be resolved.
- The school has not ensured that pupils develop their understanding of fundamental British values well. Consequently, some pupils are not as well prepared for life in modern Britain as they could be. The school should ensure it provides opportunities for pupils to develop their understanding of fundamental British values.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in 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 information from Ofsted Parent View 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 136634   |
| <b>Local authority</b>                     | Derby  |
| <b>Inspection number</b>                   | 10379567   |
| <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> | 1464   |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Jonathan Smale   |
| <b>Headteacher</b>                         | Scott McGregor   |
| <b>Website</b>                             | <a href="http://www.westpark.derby.sch.uk">www.westpark.derby.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 10 and 11 March 2020   |

## Information about this school

- The school uses three registered and two unregistered alternative provisions.
- 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.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the headteacher and other senior leaders.
- The lead inspector met with trustees, including the chair of the trust.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's Parent View, including the free-text responses. Inspectors also considered the responses from Ofsted's staff and pupil survey.
- Inspectors spoke to pupils and observed pupils' behaviour during lessons and at social times.

### **Inspection team**

Paul Halcro, lead inspector

His Majesty's Inspector

Damian Painton

Ofsted Inspector

Mel Wicks

Ofsted Inspector

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