

# Inspection of The West Park Academy

Vernon Road, Kirkby-in-Ashfield, Nottingham, Nottinghamshire NG17 8EE

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Inspection dates: 18 and 19 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils speak highly of their school. They say that they enjoy lessons and after-school activities. They feel especially proud of the badges and awards they can earn. They say that these motivate them to do well. Pupils describe their work as 'not too hard and not too easy'. They praise teachers' clear instructions and willing support.

There is a very well planned programme of extra-curricular clubs and activities. These include gardening, cooking, sports and computing – and many more. All activities are available to all pupils. These activities help to nurture pupils' interests and broaden their horizons.

Leaders and staff have high expectations for pupils' behaviour. Pupils say that behaviour is mostly good. Pupils conduct themselves well, both in lessons and around the school site. A small number of pupils struggle to manage their behaviour. They receive appropriate support, tailored to their needs.

Pupils say that they feel safe from bullying because 'everyone respects everyone'. They say that staff are calm and deal with any issues that may occur. Pupils understand that bullying is sometimes linked to being different. They say that such bullying does not happen at this school because everyone is accepted for who they are.

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

Leaders have revised the curriculum in all subjects. The curriculum now sets out what pupils should know, and be able to do, from the early years to Year 6. Leaders have carefully planned what should be taught, and when, so that pupils' knowledge builds over time. Curriculum ambition is evident in the three key themes of 'aspiration, raising standards, and cultural diversity'. These themes run through all areas of the curriculum. They reflect leaders' high expectations for what pupils should achieve. All staff share these expectations.

Teachers have begun to deliver the new curriculum for the first time this academic year. They are in the process of refining the curriculum so that it best meets the needs of all pupils. Leaders have ensured that staff receive regular training across a range of subjects. Leaders and staff are in the process of checking how well the curriculum enables pupils to remember long term what they have been taught.

Staff encourage pupils of all ages to develop a love of reading. Staff read to pupils daily. They focus on well-known authors in lessons and assemblies. Leaders have rewritten the reading curriculum and have adopted a new approach to teaching phonics. This has been a key feature of the drive to raise standards. Children begin learning phonics as soon as they join the Nursery or Reception classes. Staff teach daily phonics sessions, following a common approach. Pupils read from books that match their phonics knowledge. Pupils who need extra help in reading receive regular support. They are developing as fluent, confident readers.

In mathematics, teachers begin each lesson by recapping what they have previously taught. They regularly check what pupils know and understand. Pupils say that the regular 'recaps' help them to remember and apply their knowledge. For example, children in the early years worked successfully in pairs to recall and name squares and triangles, by counting their sides. In lessons, pupils of all ages listen carefully to instructions and cooperate well with one another. They have positive attitudes to learning.

Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. Leaders ensure that pupils with SEND take equal part in the wide range of extra-curricular activities. Well-trained staff liaise with parents and external agencies to plan the right support for each pupil. The aim is for pupils with SEND to achieve well and to access the full curriculum.

Leaders and staff promote pupils' broader development well. This is achieved through the school's shared values and the key curriculum themes of 'aspiration and cultural diversity'. Lessons, discussions and assemblies reflect a range of moral, cultural and religious topics. Pupils speak knowledgeably about the wide range of religions represented in modern Britain. They are developing well as thoughtful young citizens.

Leaders and trustees are mindful of the workload and well-being of their staff. Staff recognise the care shown by leaders in this regard. Staff say that leaders are approachable and have built a strong, supportive team.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding, saying that it is 'an integral part of everything we do'. Leaders encourage staff to note all concerns, however low level. Everyone recognises that small concerns may form part of a bigger picture of risk. Records are detailed, with concerns noted promptly. Pastoral support for pupils is strong, both from the school's trained pastoral leader and external services. Leaders have ensured that all staff receive regular safeguarding training and updates.

Pupils receive teaching about how to keep themselves safe, including online. This may be through the computing curriculum, or the relationships and sex education curriculum.

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

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

- Leaders have constructed a curriculum that sets out the key knowledge and skills that pupils should gain, and when, from the early years to Year 6. This is the first year of curriculum implementation. The curriculum is not yet fully embedded.

Leaders and staff are still refining aspects of the curriculum to ensure that pupils retain the identified key knowledge and skills over time. Leaders should ensure that their revised curriculum enables pupils to know, remember and do more as they progress through the school.

## **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.

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>	144885
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10227541
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sue Trentini
<b>Principal</b>	Mark Nunn
<b>Website</b>	<a href="http://www.westparkacademy.co.uk">www.westparkacademy.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The West Park Academy converted to become an academy in June 2017. When its predecessor school, Jefferies Primary and Nursery School, was last inspected by Ofsted, it was judged to require special measures.
- The principal was appointed in June 2020.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, curriculum leaders and a range of staff.
- The lead inspector met with the chair and the chief executive officer from The Forge multi-academy trust.

- Inspectors carried out deep dives in reading, mathematics and history. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed pupils read to a familiar adult.
- Inspectors also discussed the curriculum and reviewed pupils' work in some other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and by holding discussions with leaders, staff and pupils.

### **Inspection team**

Christine Watkins, lead inspector

Her Majesty's Inspector

Karen Slack

Ofsted Inspector

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