

Wren Park Primary School

Address: Jackson Avenue, Mickleover, Derby, Derbyshire, DE3 9AY

Unique reference number (URN): 112758

Inspection report: 6 May 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.

Expected standard

Achievement

Expected standard 

As reflected in the outcomes of national assessments, pupils achieve well. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Pupils at the school achieve as well as pupils nationally. As such, they are well prepared for the next stage of their education.

Pupils remember what they have learned. They can describe confidently what they learned earlier in the school year and, in many cases, several terms ago. The previous inspection found that in a small number of subjects, pupils struggled to do this. They now do so convincingly. Pupils achieve well in phonics. They quickly learn the sounds they need to read accurately.

Pupils with SEND are catered for well. Teachers know how to adapt their teaching to ensure that these pupils get on well. As such, from their starting points, these pupils achieve well.

Curriculum and teaching

Expected standard 

The school's curriculum makes it clear, across all subjects, what children will learn at each stage of their education. It identifies the most important content that pupils are expected to know and remember. Content builds cumulatively on what has gone before and prepares pupils well for what will come next. Pupils typically know and remember what they have learned.

The school ensures that pupils master the fundamental skills that they need in reading, writing and mathematics. Teachers typically pick up on and address any gaps that become evident. As a result, pupils have the necessary foundations that they need to learn the rest of the curriculum.

The curriculum is generally taught well. Teachers have secure subject knowledge. Recent training has ensured that they know how to adapt lessons to meet the needs of all pupils, including those with special educational needs and or disabilities (SEND). Overall, teachers use assessment effectively. However, in a small number of cases, teachers do not check closely enough how well pupils are getting on in lessons and some misconceptions slip through the net.

Typically, pupils with SEND receive the help that they need to learn the curriculum alongside their peers. When pupils need a more bespoke curriculum, this is well-designed and tailored closely to pupils' needs. Leaders ensure that these curriculums remain broad and balanced.

Early years

Expected standard 

Children get off to a positive start in the early years. They are happy, well cared for and eager to engage in the wide range of activities on offer. Learning is exciting.

The early years curriculum is well planned and sequenced. It makes clear the milestones that children are expected to reach at each stage of their education. It prioritises the development of children's communication, language and early mathematical skills. Staff help children to learn and use new vocabulary. Children enjoy learning a wide range of stories, poems and rhymes.

The curriculum is taught well. On the whole, staff interact skilfully with children. They probe and extend their learning in taught sessions and during play. Teachers help children to revisit key knowledge over time. As a result, children typically know and remember, and can talk with great enthusiasm about what they have learned. They master the important foundational knowledge that prepares them well for Year 1 and beyond.

Achievement by the end of the early years is positive. The proportion of pupils reaching the levels expected by the end of the Reception Year has risen over the last few years. Children typically do as well as pupils nationally.

Inclusion

Expected standard 

The school's recently formed inclusion team keeps a close eye on every pupil. It ensures that the barriers each pupil faces are identified and mitigated. As a result, the barriers pupils face are reduced well.

Provision for pupils with special educational needs and/or disabilities has been strengthened since the last inspection. The school accurately identifies these pupils' needs and puts the right support in place. Pupils' targets are specific. They set out the small milestones pupils are expected to achieve, and staff understand their role in this. The long-term targets contained in pupils' education, health and care plans are skilfully distilled into shorter-term ambitions. The school includes parents in the decisions that are made to support pupils.

The school's pupil premium strategy accurately identifies the barriers that disadvantaged pupils may face. The actions it sets out are appropriate. However, the strategy lacks clarity about how the effectiveness of its actions will be measured.

The school understands its responsibilities for supporting pupils who are, or have been, looked after by the local authority. It takes good care of these pupils.

The school engages positively with a wide range of external professionals. It is quick to act on the specialist advice that it receives.

Personal development and wellbeing

Expected standard 

Pupils benefit from a broad and well-planned personal development offer. Sitting at the heart of this are well-planned programmes for personal, social and health education and relationships and sex education. Pupils are taught to distinguish between right and wrong. They are taught about risks that exist in the community and how to mitigate them. They are taught how to stay safe online and how to protect their personal details. Pupils know how to stay healthy, both physically and mentally.

Pupils develop a secure knowledge of fundamental British values and the protected characteristics. They understand what these mean. They know that everyone should be treated equally and with respect. They know what discrimination is and are clear that it is not accepted at their school.

The school prioritises pupils' welfare. It understands the barriers and risks that pupils face. It provides a broad range of help and support. Pupils know who to turn to if they have a worry or concern. They can name their trusted adults. They have confidence in adults to help them.

The school has a well-planned programme of enrichment activities. Children talk enthusiastically about the visits they have experienced. These include residential visits, visits to Crich Tramway Village, and to places of historical interest. Some pupils enthusiastically recount their participation in the 'Dream-Fest Showcase' at a local theatre.

The school provides a suitable range of extra-curricular activities. These include clay club, chess club, cooking club and multi-sports, to mention but a few. The school monitors take-up of these activities. Staff provide friendly encouragement to ensure that no one misses out.

School councillors are proud of the role that they play in the school. They understand that they represent their classes and are eager to bring forward ideas and suggestions to help improve their school.

Needs attention ●

Attendance and behaviour

Needs attention ●

Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) miss too much school. While there are some green shoots of improvement for pupils with SEND, the situation has not improved sufficiently since the last inspection. However, the overall attendance for all pupils is a more positive picture. Here, attendance rates do not differ significantly from those found nationally. The processes that the school has in place for identifying, challenging and supporting poor attendance are robust and fit for purpose. However, some leaders do not have access to the full range of information that they need to support them in their roles. There is a wide range of rewards and incentives that motivate pupils to attend.

Pupils' behaviour is typically positive. They demonstrate positive attitudes to learning. However, leaders have identified that there are some pupils who do not always behave as well as they should. Leaders have not reviewed the behaviour policy in light of this. The behaviour policy does not make clear how low-level incidents of poor behaviour should be dealt with or reported. As such, leaders do not have all the information they need to tackle this issue effectively.

Pupils say that bullying is rare. They know who to go to should they need help. While the school's anti-bullying policy is fit for purpose, it is not consistently understood or applied. In a small number of cases, staff do not distinguish accurately between incidents of poor

behaviour and bullying. Some incidents of alleged bullying are not followed up as the school's policy sets out. Some parents raise concerns about how bullying is dealt with.

Leadership and governance

Needs attention 

Overall, leaders are aware of what is working well at the school and what needs to improve. However, they do not always prioritise the right things. For example, the school's current priorities do not include a focus on behaviour, even though the school's own information indicates that they should. The school's plans for improvement lack precision in places. They do not make clear the actions that will be taken or how the impact of these will be measured. However, there are some strengths. Members of the school's leadership team bring considerable knowledge and expertise to the table. This has enabled the school to successfully address the significant weaknesses in safeguarding found at the last inspection. They have also secured improvements in the curriculum and the provision for pupils with special educational needs and/or disabilities. The work to promote pupils' personal development and wellbeing and the early years provision are well led and managed.

The governing body has an appropriate understanding of how the school is performing. It has a detailed knowledge of the improvements that have been secured. It typically provides appropriate challenge and support. However, it does not hold leaders fully to account regarding disadvantaged pupils.

Typically, staff are positive about working at the school. They report that their wellbeing and workload are well considered. The majority describe a cohesive team that leaders take good care of. There is a suitable programme of staff training and development in place.

The school routinely seeks the views of stakeholder groups. However, leaders do not always take the necessary action in response to these. For example, in one of its surveys, parents raised concerns about communication, behaviour and bullying. The school has not addressed these concerns robustly enough. A significant proportion of parents who responded to Ofsted Parent View during the inspection do not view the school positively. Leaders acknowledge that there is further work to do in this area.

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

Wren Park Primary School expects all pupils to be respectful, ambitious and resilient. Typically, pupils do their best to live up to these expectations. They value the recognition that they receive for demonstrating them.

Pupils feel safe. They know who to turn to if they have a worry or concern. The school's safeguarding procedures have been strengthened significantly since the last inspection. These are now robust and fit for purpose.

Pupils behave well. Around school, they are courteous and polite. They typically pay good attention in lessons. They support one another. However, the school's systems for identifying and tackling incidents of low-level behaviour concerns are not robust enough. As

a result, some incidents are not captured or followed up effectively. In addition, the school's anti-bullying policy is not consistently understood or applied.

Pupils enjoy learning. The school's 'inclusion team' ensures that all groups of pupils receive the support they need to thrive both academically and personally. The school is inclusive.

Pupils achieve well. They typically remember what they have learned. Achievement is better than it was at the last inspection. As such, pupils are now prepared well for the next stage of their education. This is reflected in the positive outcomes in national assessments at the end of key stage 2.

Pupils are well prepared for life in modern Britain. They learn about a wide range of people, places and cultures from around the world. They understand that everyone should be treated fairly. They know what discrimination is and how it can be challenged. Pupils have an age-appropriate understanding of the characteristics protected by law and of fundamental British values.

The school provides a broad range of activities that enrich and enhance the curriculum. It makes sure that all pupils can access these.

Overall, pupils attend school regularly. However, the attendance of disadvantaged pupils and those with special educational needs and/or disabilities remains too low.

Next steps

- Leaders should continue their work to improve the attendance of disadvantaged pupils and those with special educational needs and/or disabilities so that it is closer to that found nationally.
- The school should ensure that its behaviour policy makes clear how teachers will identify, address and record incidents of low-level poor behaviour.
- Leaders should ensure that the pupil premium strategy makes clear how the actions it takes will be evaluated.
- Leaders should ensure that their plans for improvement make clear the actions that will be taken, by whom and when. They should also set out how success will be measured.
- The school should ensure that teachers consistently check how well pupils are getting on in lessons so that misconceptions are identified and addressed with increased consistency.
- The school should ensure that it continues to develop its work with parents and carers and respond to feedback so that a greater proportion view the school in a more positive light.

About this inspection

The chair of the board of governors is Mr Kevin Rayner.

Inspectors carried out this inspection under section 8 of the Education Act 2005. We decided to treat the inspection as a full inspection under section 5 of the same act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher, deputy headteacher, the assistant headteachers, governors and a representative of the local authority.

The school does not use any alternative provision.

The inspectors confirmed the following information about the school:

There have been no relevant changes since the previous inspection.

Headteacher: Mr Alex Buckley

Lead inspector:

Vic Wilkinson, His Majesty's Inspector

Team inspectors:

Stuart Edmonds, Ofsted Inspector

Sally Wicken, 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 6 May 2026

School and pupil context

Total pupils

362

Above 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

378

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)

9.39%

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

2.76%

Close to 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

10.50%

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	65%	61%	Close to average
2024/25 (final)	70%	62%	Above
2023/24 (final)	72%	61%	Above
2022/23 (final)	54%	60%	Close to average

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	81%	74%	Above
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	91%	74%	Above
2022/23 (final)	71%	73%	Close to average

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	77%	72%	Close to average
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

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	76%	73%	Close to average
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	68%	73%	Close to average

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	31%	46%	Below
2024/25 (final)	0%	47%	Below
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

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%	62%	Close to average
2024/25 (final)	29%	63%	Below
2023/24 (final)	78%	62%	Above
2022/23 (final)	70%	60%	Close to average

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	46%	59%	Below
2024/25 (final)	0%	59%	Below
2023/24 (final)	56%	58%	Close to average
2022/23 (final)	70%	58%	Close to average

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	42%	60%	Below
2024/25 (final)	0%	61%	Below
2023/24 (final)	56%	59%	Close to average
2022/23 (final)	60%	59%	Close to average

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	31%	68%	-37 pp
2024/25 (final)	0%	69%	-69 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	50%	66%	-16 pp

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	62%	80%	-18 pp
2024/25 (final)	29%	81%	-52 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	70%	78%	-8 pp

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	46%	78%	-32 pp
2024/25 (final)	0%	78%	-78 pp
2023/24 (final)	56%	78%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	70%	77%	-7 pp

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	42%	80%	-37 pp
2024/25 (final)	0%	81%	-81 pp
2023/24 (final)	56%	79%	-24 pp
2022/23 (final)	60%	79%	-19 pp

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)	5.7%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	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)	14.3%	13.0%	Close to average
2023/24 (3 term)	10.6%	14.6%	Below
2022/23 (3 term)	12.6%	16.2%	Close to average

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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