

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



11 September 2025

Ms Suvi Mohey  
Principal  
Park Academy West London  
Park View Road  
Hillingdon  
Middlesex  
UB8 3GA

Dear Ms Mohey,

**Monitoring inspection of a school not in a category of concern of Park Academy West London**

This letter sets out the findings from the monitoring inspection that took place on 9 July 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders and the director of quality and education for the trust, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited a sample of lessons, met with groups of pupils, sampled pupils' work and considered documentation related to school improvement. I have considered all this in coming to my judgement.

**Leaders have made progress to improve the school, but some aspects of the school need further improvement.**

The school should take further action to:

- ensure that the changes it is making to improve pupils' attendance are implemented effectively. The school should work closely with parents and carers to overcome barriers and ensure pupils attend school frequently.

## **Main findings**

Since the last inspection of the school in November 2023, the leadership team has expanded. The school has appointed an additional vice principal and four lead practitioners to support development of the curriculum. The school continues to work with the Aspirations Academies Trust, who have provided further support to the school.

The school has renewed its curriculum with a focus on identifying pupils' potential misconceptions. Staff have received effective training on the use of formative assessment. In lessons, staff use the school's assessment for learning strategies with confidence. Leaders have a thorough understanding of the stronger areas in the curriculum and those subjects that require further development. The introduction of the six key priorities for learning have strengthened consistency. These improvements, the revised summative assessments and more robust moderation systems are beginning to improve pupils' outcomes. The school is monitoring pupils' reading ages and prioritising the vocabulary and reading strategies pupils need. However, a culture of reading and reading for pleasure is not fully embedded.

A well-considered professional development programme is in place to develop middle leadership and enhance senior leadership. This is in addition to the training on pedagogy and subject knowledge, which is delivered across the school. A sensible, staggered approach to training based on evidence collected from quality assurance cycles means that impact is carefully monitored. Training is strategic and having clear impact.

You have relaunched the school's behaviour policy to raise expectations. Behaviour in the school is typically calm, and pupils are respectful. Where incidents occur, the school takes swift and appropriate action. Leaders are aware that absence and persistent absence remain high, particularly for disadvantaged pupils. At times, pupils miss the learning they need to access more complex ideas that come later in the curriculum. The school has undertaken a range of measures to tackle absence and build a stronger partnership with parents. However, there is further consolidation work to be done. The school is tightening links between inclusion and pastoral care to strengthen this new approach. Likewise, while pupils are positive about school, you are aware that more is to be done to raise aspiration. While a strong careers programme is in place, pupils' enrichment beyond the academic, such as visits and trips, is more varied.

The trust has provided an effective monitoring schedule and audits to further inform development. Subject networks and sharing of practice across the trust is having

meaningful impact. Several senior leaders have been supported to study national professional qualifications. Leaders are evaluative and work with the trust to raise ambition. Staff feel supported and are positive about the changes they see in the school.

I am copying this letter to the chair of the board of trustees, James Pomeroy, the CEO, Steve Kenning, the Department for Education's regional director and the director of children's services for Hillingdon. This letter will be published on the Ofsted reports website.

Yours sincerely,

Sarah Saunders  
**His Majesty's Inspector**