

Heritage Park Community School

Norfolk Park Road, Sheffield, South Yorkshire, S2 2RU

Inspection dates

26–27 March 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement.

- The quality of teaching has been inconsistent across the school since the last inspection. Not enough teaching has been good or better and, as a result, pupils have not made as much progress as they should.
- Pupils' progress is inconsistent and too few pupils make good progress in English and mathematics.
- Teachers do not always make enough use of information on pupils' progress for planning lessons. Consequently, work planned for pupils in lessons is sometimes not well matched to individual pupils' abilities.
- Teacher's marking does not always give clear information for pupils about what they need to do to improve.
- Data regarding how well pupils are achieving are not compared to national expectations for pupils' attainment and progress rigorously enough to ensure that targets set are as challenging as they could be.
- Systems in place to improve the behaviour of pupils are not yet applied consistently. This means that pupils do not always behave as well as they could do.

The school has the following strengths

- The reorganised leadership has very high expectations of everyone involved with the school and staff are very well supported to improve their teaching. This is having a big impact on the progress pupils make.
- All staff are highly committed to helping the pupils do as well as they can. The atmosphere in school is warm and caring and all involved with the school are prepared to go the extra mile to ensure that pupils have the very best chance to achieve their potential.

Information about this inspection

- The inspectors observed 12 lessons, seven jointly with the executive headteacher and head of school. Inspectors held discussions with pupils, key staff, the Chair of the Governing Body and the vice chair as well as holding conversation with a representative of the local authority.
- The inspectors took account of the school's procedures for safeguarding and for gaining an accurate view of its performance. They looked at the headteacher's reports to the governing body, the development plan, records of lesson observations, targets set for teachers, and documents that track pupils' progress.
- Not enough parents responded to the online questionnaire (Parent View) for their views to be registered. Inspectors took into consideration the views of parents who had completed the school's own survey questionnaires, or who sent a letter or telephoned them.

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Kathleen Yates

Additional Inspector

Full report

Information about this school

- The vast majority of pupils have behavioural, emotional and social difficulties. A few pupils additionally have moderate learning difficulties or autism.
- The majority of pupils are boys.
- Almost all pupils are of White British heritage. A small proportion of pupils are of a variety of other ethnic heritages.
- All pupils have a statement of special educational needs.
- The proportion of pupils eligible for the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after).
- The school had been without a permanent headteacher since April 2011.
- The executive headteacher took up post in July 2012.
- The school now works in partnership with the headteacher's other school.
- The head of school is a seconded assistant headteacher from the partner school.
- A joint governor committee between the two schools has been established.
- The school uses a small off-site provision, known as 'The House', in a local commercial area known.

What does the school need to do to improve further?

- Raise the quality of teaching so that it is consistently good or better across the school by:
 - making sure that work is always well matched to the ability of the pupils
 - ensuring that marking always informs pupils what they need to do to improve.
- Raise attainment in English and mathematics by identifying the progress of different groups of pupils and adjusting their targets and the plans made for them so that these are more closely aligned with national expectations and ensure that they make the best possible progress.
- Improve the behaviour of pupils by ensuring that policies and procedures for the management of behaviour are applied consistently.

Inspection judgements

The achievement of pupils requires improvement

- The majority of pupils are working below the levels expected nationally when they enter the school as a result of their special educational needs. The majority of pupils make broadly expected progress in literacy and numeracy when compared to pupils with similar starting points. The inconsistent teaching they have received, however, means that good progress has not been made as often as it could be, although the new leadership is ensuring that this is not now the case.
- Attainment in English and mathematics by the end of Year 11 is variable with some pupils making more headway from their starting points than others. This is usually because these students have made good progress in their personal development and this has meant that they have re-engaged with learning.
- The school's records of pupils' attainment and progress indicate that pupils in older age groups make less progress than younger pupils. Nevertheless, the vast majority of students are achieving an increasing range of qualifications at the appropriate level by the end of Year 11. This improvement is particularly evident in mathematics due to the wider range of qualifications available in mathematics than in English.
- Pupils with learning difficulties or autism are supported effectively and achieve at least as well and often better than other groups of pupils. There is no difference in the progress of girls and boys overall. Those entitled to the pupil premium funding sometimes make better progress from their starting points than their peers. In these cases the gap between the attainment of pupils who are known to be eligible for free school meals and that of their peers is closing. This demonstrates the school's commitment to equality of opportunity.
- Younger pupils at lower levels of attainment in reading when they start at the school make better progress than older pupils and those at higher levels in reading. Less-confident readers use their knowledge of letters and sounds to work out words they are unsure about. They are enthusiastic about their reading books and told inspectors that they read regularly in school.
- An increasing number of parents agree that they are pleased with the progress being made.

The quality of teaching requires improvement

- Although the quality of teaching is still variable, it has improved exceptionally rapidly over the last two terms and the majority of teaching observed during the inspection was good. At its best, the good teaching helps pupils to learn well and to make good progress.
- School records and work in pupils' books indicates that too much teaching over time was not good enough; consequently, pupils did not make as much progress as they should.
- Where teaching is not good, teachers' planning is aimed at what is to be taught rather than what pupils need to learn. In these lessons pupils' needs are not always met, they become impatient and learning slows. Teachers do not take account of where the pupils are in their learning and change what they have asked pupils to do in response to this information. As a result knowledge and skills are not deepened as effectively as they could be.
- Although teachers' marking comments upon what pupils have done and what work they will cover next, it does not often enough give information to pupils about what they need to do to improve their work. Consequently, marking does not have as much impact on achievement as it could.
- In the best lessons teachers plan well for pupils' learning needs. They make sure that each pupil is set work at the right level for them to make the best progress and they ensure that pupils spend most of the lesson completing these tasks. In these lessons pupils learn well because the atmosphere in the classroom is one of brisk pace and high expectations of behaviour and concentration.
- The quality of teaching for those with special educational needs such as learning difficulties or

autism is now sometimes good because special arrangements made for them are effective. This means that occasionally they make better progress than other groups of pupils.

- One of the strengths in good lessons is the way in which teaching assistants are used to support pupils' learning and behaviour. In these lessons assistants give pupils the extra encouragement and support which enables them to participate fully in the lesson.
- Teachers promote pupils' moral and social and development well in lessons by frequently asking them to reflect on their own and others progress. Pupils are given opportunities to work together through joint tasks. Music and drama have a significant impact on spiritual and cultural development.

The behaviour and safety of pupils

requires improvement

- Since the last inspection pupil's behaviour deteriorated significantly; however, the new leadership is taking effective steps to deal with unacceptable behaviour and, although this is having a good impact, as yet pupils do not always exercise self-control and do not comply with the boundaries set by staff. During unstructured times such as breaks and lunchtime the behaviour of some pupils becomes over boisterous.
- Although most staff now deal with unacceptable behaviour well, particularly in lessons, and improvements are evident, behaviour management remains inconsistent. This lessens the impact of the good policies and procedures which have been put in place in order to modify the impact that the poor behaviour of some pupils has on their learning and that of others.
- Pupils are mostly polite and welcoming and keen to let visitors know how well they are progressing. They are very pleased to receive recognition for their reading or singing and pleased if others do well.
- Relationships between staff and pupils are strong and pupils support each other well. For example, in a physical education lesson pupils knew that it was important for the success of their partner if they rolled the ball more carefully and slowly.
- An experienced, committed and skilful pastoral team works with families as well as pupils in school to remove any barriers to pupils achieving as well as they can. For example, members of this team have worked well to ensure that parents and pupils know how important it is to attend well. As a result, attendance has improved very rapidly and continues to rise.
- Pupils understand clearly about the different forms of bullying and say that it is not an issue. The vast majority of parents who responded to school surveys agree with this view and agree with the pupils when they say they feel safe and well cared for.

The leadership and management

are good

- The executive headteacher is pivotal to the exceptionally rapid progress the school has made over the last nine months. He has ensured that there are clear structures in place so that the vision of the governing body can be achieved. He is exceptionally well supported by the head of school and this partnership is highly effective because together they ensure that training for staff is linked closely to individual teachers' needs so that any underperformance is quickly eradicated and good performance is rewarded.
- The local authority recognised that after a considerable turbulence in staffing the school needed support and has contributed very effectively to school improvement through an adviser with expert knowledge who knows the school well. She has helped the school to move the majority of teaching from inadequate or requires improvement to good in the space of two terms.
- The middle leadership team is strong as a result of a good level of expertise and an enthusiasm to take the school forward rapidly. They understand clearly what the strengths and weaknesses of their areas are. The plans put in place have had a big impact on improvement in a very short time because they are clear, well focused and link together well. The effectiveness of this team is added to considerably by the opportunity to work alongside staff from the partner school

because ideas and areas of good practice can be shared.

- Curriculum plans, including those for off-site provision, meet pupils' needs well. They are enriched by, for example, instrumental lessons, drama productions and outdoor pursuits. Plans made to enable pupils to understand how to stay safe are seen as a priority and pupils know, for example, the serious consequences of starting fires.
- Partnerships with other agencies have a good impact on pupils' well-being because the deep understanding and high quality information held about pupils is shared carefully so that the best decisions can be made to achieve the best outcomes for individuals.
- Leaders ensure that additional funds, such as the pupil premium, are used to good effect by providing additional opportunities for identified pupils. Teachers ensure that these additional resources are accessed by identified pupils and it is clear that the way the funding is being used is making a positive difference. Inequality is not tolerated
- However, there is still much to do and this is recognised by the leadership because the school knows itself well. Systems that track pupils' progress need further refinement so that clearer comparisons with national benchmarks can be made for pupil achievement and, as a result, ensure that tasks set for pupils in classrooms always match their abilities. Similarly, the application of systems for promoting good behaviour is not monitored sufficiently to ensure a consistent approach is taken by all.
- **The governance of the school:**
 - The governing body now meets the needs of the school effectively as it has been strengthened by the addition of two local authority governors. Working together with the governing body of the partner school has added further expertise. For example, they worked jointly on the performance management of the executive headteacher and this resulted in a high-quality process. Governors increasingly contribute well to the leadership of the school because the training they have undertaken and the quality of the information they now receive has enabled them to stand back and see the wider perspective as well as seeking answers to probing questions. They gain first-hand evidence of the quality of teaching and pupils' progress through the involvement they have with pupils, parents and staff. Governors manage the budget effectively and make sure that all safeguarding procedures are rigorous. They are clear about how the pupil premium is being spent and can identify the positive effect this is having on eligible pupils. Governors are fully included in information about how well teachers are performing and know about the quality of teaching and how good performance is rewarded through links to pay.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126705
Local authority	Sheffield
Inspection number	403811

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community Special
Age range of pupils	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Arline Kersey
Headteacher	Tony Middleton
Date of previous school inspection	9 June 2010
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