

Inspection of Heritage Park Primary School

Park Farm Way, Park Farm, Peterborough, Cambridgeshire PE2 8XA

Inspection dates:	8 and 9 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2012. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Heritage Park is a welcoming and happy school. Pupils have positive relationships with each other and adults in school. They feel safe and are well cared for. Pupils know if they ever feel worried, they have an adult to talk to. Pupils attend well.

Pupils enjoy the different subjects they learn in school. They talk enthusiastically about the different topics they study and know the importance of learning new knowledge. Pupils achieve well and are well prepared academically for their next stage.

Pupils' positive approach to school supports them to behave well. They listen attentively in class and concentrate fully. Classrooms are calm and orderly. Learning typically proceeds without disruption. Playtime is a fun and happy time. Structured games and imaginative play proceed positively.

School councillors and house captains take pride in their roles. They develop leadership skills and take an active role in school life. The school's curriculum is enriched by a range of different trips and visits. Pupils benefit from the chance to visit different places of worship. Residential trips provide the chance for pupils to develop independence and take on new challenges.

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

The school has designed an ambitious and broad curriculum, which starts in early years. Pupils build upon their knowledge and skills as they progress through the school. The school's curriculum plans are evolving and developing over time. Some curriculum subjects are more established than others.

Children make an excellent start in early years. They learn the routines and expectations of school quickly. A well-designed curriculum means children access a balance of adult-led learning tasks and opportunities to extend their learning through thoughtfully planned activities. Children develop strong early communication and number skills. Adults interact effectively with children to check and extend their learning. Adults adjust learning, when necessary, to meet need. As a result, children in early years achieve well and are suitably prepared for their next stage.

Reading is high priority. The school have designed an early reading curriculum, which works well for pupils. Trained staff deliver this curriculum effectively. Adults check how well pupils are progressing with their reading and give support to pupils when they need to catch up. Pupils read books which match their stage in learning. Adults promote books by reading to pupils daily. Older pupils speak fondly of the different books they read and enjoy. Pupils learn to read fluently and develop a love of reading.

The curriculum is typically delivered well. Teachers revisit previous learning. They check how well pupils are progressing and adjust the curriculum to help pupils when they need some additional support. On occasion though, new knowledge is not introduced to pupils as clearly as it should be. Sometimes, the key learning pupils need to secure is not made

clear. In these lessons, pupils do not achieve as successfully. Over time, they do not always learn the intended curriculum content securely.

Support for pupils with special educational needs and/or disabilities (SEND) is effective. Pupils' additional needs are accurately identified. Staff make well-considered adjustments to their teaching approaches. Many pupils with SEND access the same curriculum as their peers successfully. Some pupils need something more individual. The school caters well for these pupils. They have plans to develop this provision further.

Staff apply high expectations of behaviour consistently across the school. Adults model the behaviours they expect from pupils and pupils respond well. The school is a positive and calm learning environment as a result.

The school places significant importance on pupils' wider development. Pupils learn about different cultures and beliefs. They recognise the importance of respecting people's differences. They learn about how to keep themselves safe, including online. Pupils know the value of keeping their minds and bodies healthy. They know they learn best when they feel safe and secure. Pupils are suitably prepared for life in modern Britain.

The school is working hard to further engage with its parent community. Many parents support the school and feel informed about their child's progress and the school as a whole. However, some parents feel less engaged and would like clearer communication. The school is developing their systems in this area.

After a period of change, governors are now more effective. They recognise the strengths of the school and its next steps. They monitor regularly and hold leaders to account. Staff feel supported by leaders around their workload and well-being. They value the training they receive but would also appreciate more support to keep refining their practice.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, the pedagogical choices made by teachers are not as effective as they could be. This means pupils do not always learn as successfully as they might. The school should support staff further to present the intended knowledge confidently and effectively across all areas of the curriculum.
- The school has not fully embedded its communication systems with parents. This means that some parents feel that they are not communicated with as well as they might be. The school need to ensure that it fully embeds and develops its communication with parents so that they all feel fully informed.

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

Unique reference number	131693
Local authority	Peterborough
Inspection number	10323689
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Daryl Martin
Headteacher	Karen Bell
Website	www.heritageparkschool.co.uk
Date of previous inspection	15 March 2012, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.
- The school operates a breakfast club provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher, subject leaders, staff, members of the governing body, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- 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 reviewed a range of documents, including behaviour logs, attendance records, pupil records, records of governing body meetings, school development plans and school self-evaluation documents.
- The inspection team considered the views of parents through responses to the online survey, Ofsted Parent View, and conversations held during the inspection.
- Inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector

His Majesty's Inspector

James Chester

Ofsted Inspector

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