

# Heritage Park Community School

## Inspection report

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<b>Unique Reference Number</b>	126705
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	293591
<b>Inspection dates</b>	21–22 March 2007
<b>Reporting inspector</b>	Noreen Buckingham

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Arline Kersey
<b>Headteacher</b>	Mr John Hill
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Norfolk Park Road Sheffield South Yorkshire S2 3RU
<b>Telephone number</b>	0114 2796850
<b>Fax number</b>	0114 2758476

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<b>Age group</b>	7–16
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Heritage Park Community School admits pupils with social, emotional and behavioural difficulties who have been excluded from school. It opened in September 2005. Attainment on entry is low and sometimes very low because of pupils' disrupted education. All pupils have statements of special educational need. Of the 83 pupils on roll only 10 are girls. Seventeen pupils are from minority ethnic backgrounds and 14 pupils are in the care of the local authority. About three quarters of pupils are eligible for free school meals which is very high.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with a number of outstanding features, not least of which are the impressive levels of care and support available to pupils. The school gives its pupils a good all round education. The clear vision of the headteacher to build on these emerging strengths is shared by all staff and his outstanding leadership is steering the school towards further success.

Most pupils achieve well and make good progress. Not only do pupils achieve well academically but their personal development, including their behaviour and attendance, also improves. The range of externally accredited examinations offered is increasing and the expectation of success is becoming the norm. Any pupil showing talent in any particular area is encouraged and supported. Last year some pupils achieved success in GCSE subjects even though they had not completed any preparatory work at their previous schools. This demonstrates not only their determination but also that of the school to ensure that pupils are able to achieve as well as they can.

Teaching and learning are good overall, especially where teachers have secure subject knowledge and use it well to engage pupils. This is particularly well done in music and physical education where pupils' enthusiasm is evident. In some subjects too many worksheets for routine tasks limit pupils' achievements and teaching is not as good or as interesting as it could be. Assessment information is used to set targets for pupils, but while they are aware of their personal and behaviour targets they are not so aware of their academic targets. The physical organisation of the building means that pupils in different key stages rarely meet, which enables staff to manage pupils quietly in small groups. This is successful in maintaining a generally calm environment in which pupils can learn.

Alongside this good teaching is the outstanding care and support pupils receive. The school is proactive in galvanising support for pupils. A wide range of help, both in and outside of school, is used to guide pupils and their parents. This has a significant impact on pupils' personal development, which is good. Many opportunities promote pupils' spiritual and cultural development, for example, in celebration assemblies and subjects such as art and religious education. While behaviour is sometimes difficult to manage, any problems are managed well so that exclusions are kept relatively low and disruptions are managed in school with minimum interruption to learning. Parents are very happy with what the school does for their children. The curriculum has been carefully individualised and links with mainstream schools, colleges and work placements enables pupils to make the most of any opportunity provided.

The headteacher keeps governors well informed about the general running of the school but they lack first hand knowledge of how the school works on a day to day basis. However, all those involved with the school are committed to making sure that it continues to develop and improve. The clear vision for further improvement, which includes improved attendance, decreasing exclusions, the developing work of the 'engagement' team and early successes in external examinations, supports the judgement that the capacity to improve is outstanding.

### What the school should do to improve further

- Ensure that pupils know what they need to do to move on to the next step in their learning.
- Ensure that good teaching is maintained and built on in order to improve achievement.
- Ensure that governors are more active in monitoring the work of the school more effectively.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. They start from a low and sometimes a very low base because of the disruptive nature of their previous learning and the nature of their difficulties. Nevertheless, good teaching and good resources mean that pupils have many opportunities to achieve and make good progress. Many pupils make good progress in their personal and social development, which has a positive impact on their learning generally and willingness to attend school. In addition, in music and physical education pupils make outstanding progress because of the high quality specialist teaching. Initially, pupils had not begun any external awards when the school opened, but many pupils in Years 10 and 11 last year were able to achieve well in a number of subjects, for example, mathematics and art and design. The range of externally accredited courses is increasing and pupils in Key Stage 3 are encouraged to gain entry level awards in, for example, mathematics. Older pupils are offered a range of GCSE subjects, ASDAN and COPE awards encourage a work ethic that is expected as the norm. Although the school only has one full years' data, regular assessments show that most pupils are meeting the targets in their Pupil Progress Passport.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including spiritual, moral, social and cultural development is good. It is successfully promoted. Most pupils try hard to behave and, while they may not always succeed, the number of disruptive incidents has halved. Similarly the number of restraints used has decreased and incidents are less likely to escalate. Although pupils say there are incidents of bullying, they know they will be dealt with appropriately. Attendance is good and has improved since the school opened. The majority of older pupils now travel independently, arriving on time, which demonstrates how much they are now enjoying school. The school council endorses the view that Heritage Park is a good school and they feel well supported by all staff. One pupil said, 'We are proud of this school. It's good.' This is borne out by the respect they pay to the buildings and resources. Parents too feel that the behaviour of their child has improved. All successes are celebrated which promotes pupils' self-esteem and confidence. Pupils have a very good awareness of healthy lifestyles because of the strong emphasis on personal, social and health education and many opportunities for physical exercise. Whilst pupils say they do not have many opportunities to be involved in the local community this is increasing, for example, by pupils making sculptures in the local park and helping to develop a wildlife park within the school grounds. Work related learning and the emphasis on developing basic skills gives pupils a good awareness of what is needed for their later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning overall is good. All staff work very well together and have a good understanding of the difficulties some pupils have in managing their lives. They know pupils well and the positive relationships they build with pupils help them achieve. Any disruptions are effectively and consistently managed. The most successful lessons are those which involve pupils in practical activities or topics which are particularly relevant, such as

aspects of personal and social education. Specialist subject knowledge is used well. This was particularly evident in music and physical education where pupils are very enthusiastic to learn and rise to the challenges set. Here their enjoyment and motivation are very evident. However, in some lessons, because the teachers rely too heavily on worksheets, pupils make limited progress. These worksheets often lack challenge and do not inspire enthusiastic learning. In addition, marking doesn't always indicate to pupils what they need to do to improve. Although pupils know their behaviour targets they are less aware of their academic targets, so are not confident about what they need to do to improve their work more. Assessments, however, are regular and information meticulously recorded but, because the school has only been open for 18 months, it has insufficient data to analyse trends.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and has been carefully personalised to meet pupils' individual needs well. Because pupils often come with poor literacy skills there is a specific emphasis and support for this. In addition, good attention is given to numeracy, information and communication technology and personal, social and health education, the latter having a significant impact on pupils' self-confidence and maturity. The curriculum is enriched by a number of clubs both at lunchtime and after school, with music and physical education being very popular. The 'engagement team' and family support team offers holiday activities. Links with mainstream schools are developing well enabling a few pupils to benefit from their facilities. Older pupils are well prepared for the next stage in their lives through links with local colleges and work placements. Extended work placements for some gives them a chance to develop good social skills, positive attitudes to work and a range of work related skills.

## **Care, guidance and support**

### **Grade: 1**

Pupils are exceptionally well cared for. The school has many people and agencies involved to support pupils whose needs are very wide ranging. It recognises that to make progress pupils need all round care and support. To this end a family support worker, school nurse and 'engagement team' work together with all school staff to ensure the best possible guidance. The school is developing a strong philosophy of trying to engage the most hard to reach disaffected pupils via the 'engagement team'. Arrangements for safeguarding pupils are secure, as are child protection and risk assessment procedures. Rigorous tracking of pupils' progress not only follows academic progress but their behaviour and every aspect of the Every Child Matters agenda. Every incident and restraint is monitored and analysed so that improvements can be put in place. Attendance is checked and any disaffection with school is followed up by the 'engagement team' and support put in place to give every pupil every chance to succeed.

## **Leadership and management**

### **Grade: 2**

Leadership and management, including governance, are good. The leadership of the headteacher is outstanding and in a relatively short time he has successfully established a very positive ethos and learning environment for pupils who have been disengaged and excluded from mainstream education, often for some time. The distinctive way the school is organised, the early successes by pupils in examinations and their good levels of achievement are a mark of this outstanding

leadership. Added to this his clear vision for future development is wholeheartedly shared by staff and governors. Extending the schools' expertise to support mainstream schools is part of this vision for the future. Consequently, the school's capacity for further improvement is outstanding. All adults involved with the school are dedicated to ensuring that every pupil receives the very best they can give. Staff are willing to go that extra mile if it means that pupils will benefit. Every member of the school feels valued as part of the team. They share a determination to give pupils the very best education they can. School self-evaluation is extremely accurate, demonstrating how well senior managers know the strengths and weaknesses of the school so that school performance is improved. Staff performance is monitored effectively and all are offered a good range of training. All managers are clear about their roles and responsibilities and subject leaders are becoming more influential in monitoring their subjects and making a difference to achievement. Governors are supportive of the school and all statutory requirements are in place. The chair of governors is a frequent visitor but other members of the governing body have yet to have an input into monitoring the work of the school on a day to day basis. Accommodation and resources are effectively managed, which has a positive impact on pupils' achievements and personal development.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Heritage Park Community School, Sheffield, S2 3RU

Thank you very much for making me so welcome in your new school. I could see how very proud you were of the building because you have kept it so tidy and the displays of your work enabled me to see a good range of the work you do.

I was impressed with a number of things I saw. In particular, all the staff want you to do well so that when you leave you are well equipped with the skills and knowledge you need to find a job. A lot of effort is put in by all staff to try and ensure that you are given every chance to succeed and to support you. I know you have had disappointing experiences of school before you came to Heritage Park, but I could see that most of you are trying very hard with your work, behaviour and in improving your attendance. It makes such a difference to how successful you can be if you attend regularly. Those I spoke to said how much they enjoyed school now. I like music and I did enjoy listening to some of you play, especially the accordion! I think how very lucky you are to have such good musical opportunities. I could also see how much effort you put into physical education activities. You also worked well in other classes too. While you know what you have to do to improve your behaviour, I have asked the teachers to make sure you know what the next steps are in your learning. You are well taught in lessons and I would like to see this maintained and even improved. I also think it would be good for governors to come and see you during the day.

You have a school you can be proud of and I hope that it goes from strength to strength as planned. With your help it will do.