



# Heritage Park Primary School

## Inspection Report

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**Unique Reference Number** 131693  
**Local Authority** CITY OF PETERBOROUGH  
**Inspection number** 293816  
**Inspection date** 9 November 2006  
**Reporting inspector** Raymond Jardine

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>	Primary	<b>School address</b>	Park Farm Way
<b>School category</b>	Community		Park Farm, Peterborough
<b>Age range of pupils</b>	4-11		Cambridgeshire PE2 8XA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01733 703656
<b>Number on roll (school)</b>	201	<b>Fax number</b>	01733 703657
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Simon Bucknell
		<b>Headteacher</b>	Mrs Karen Hepworth-Lavery
<b>Date of previous school inspection</b>	Not previously inspected		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

The school is about average in size and serves the district of Park Farm on the edge of Peterborough. Most pupils are of White British heritage but about one fifth comes from a range of other ethnic backgrounds. The proportion of pupils who are at an early stage of learning English has increased and is about average. An above average proportion of pupils have learning difficulties or disabilities. Pupils' attainment on entry to Reception has fallen in recent years and is currently a little below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Heritage Park is a good school. It has some outstanding features, particularly the very encouraging climate for learning and excellent relationships. Pupils thoroughly enjoy school life and they achieve well as a result. Their behaviour is very good and they gain much in their personal development from the many opportunities provided through the school's well-planned and rich curriculum. Parents are very pleased with the school's work and the headteacher enjoys their full confidence. Her excellent leadership has united the staff, gives clear direction for the school and has maintained momentum during periods of staffing difficulties. This is a key factor underpinning the school's considerable rise in standards since its last inspection.

Children in Reception progress well as a result of the stimulating curriculum and teaching provided. Most reach or exceed the standards expected by the time they move into Year 1. Pupils continue to make good progress in later years and reach above average standards by Year 2 and Year 6. Their progress and standards are particularly good in English and science but less so in mathematics. There are weaknesses in some pupils' mathematical problem-solving skills which the school is currently working to improve. Teaching and learning are good. As one pupil put it, 'Lessons are fun but we also learn a lot.' Teachers plan lessons that engage pupils in challenging tasks and encourage extensive discussion between 'talking partners.' This helps pupils to grasp key ideas and concepts more quickly.

The school provides good care for its pupils. Their progress is monitored and reviewed regularly in relation to challenging targets in key subjects. Assessment is used very well to plan for pupils' next steps and to ensure that appropriate support is directed to where it is needed. The curriculum is good and pupils particularly enjoy the many visits, visitors and additional activities that enrich their learning. The recent investment in extensive new information and communication technology (ICT) resources is helping to raise standards. The school is working on curriculum planning and staff training to fully utilise its potential.

The school is well led and managed. The evaluation of its performance is accurate, securely based on a broad range of information and involves all the staff. Governors are integral to these arrangements. They are very well informed and challenge the school's work in its priorities. Parents and pupils are also consulted. Consequently, the school diagnoses its weaknesses and acts promptly to bring about improvement. The considerable rise in standards demonstrates its good potential to improve further. The school provides good value for money.

### What the school should do to improve further

- Raise standards in mathematics by placing more emphasis on enabling pupils to apply their skills to solve mathematical problems.
- Make full use of newly acquired ICT resources across the curriculum to enhance teaching and learning and so raise pupils' standards further.

## **Achievement and standards**

### **Grade: 2**

In Year 2, pupils have attained consistently above average standards in reading, writing and mathematics since 2002. In Year 6, there is a pattern of rising standards in English, mathematics and science since the last inspection. In 2004, the school identified writing as a relative weakness and put in place a range of effective strategies to address this. Since then, standards of writing have since risen considerably throughout the school. In 2005, English standards were very high and a high proportion of pupils achieved above the expected level in both English and science. Standards were again above average in English and science in 2006. However, mathematics has lagged behind the standards of both these subjects and was average in 2006. The school met its challenging targets in English, and was extremely close in mathematics. Weaknesses in the teaching of mathematical problem-solving skills have been rightly identified and this is the school's current focus for improvement. Overall, pupils make good progress, particularly so in English and science. There is no pattern of difference in the progress of boys and girls or of different groups in the school. Progress seen in lessons is also good and the school is currently on track to achieve even higher standards in 2007.

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

### **Grade: 1**

Pupils' outstanding personal development is particularly evident in their excellent behaviour and the relationships that they enjoy with other pupils and adults. The school is a very harmonious and diverse community where pupils feel safe and secure. Pupils very much enjoy school life and take full advantage of the many opportunities that it offers, especially through clubs, visits and the opportunities for all pupils to learn a musical instrument. Attendance is above average. Pupils are learning very well how to live healthy and active lives, reflecting the impact of the school's achievement of Healthy School and Sports England Active Mark awards. Pupils readily take responsibility in lessons and around the school. The well-established school council is influential and pupils contribute much to the school and wider community through their involvement in performances, community events and fund-raising activities. Their spiritual, moral, social and cultural development is outstanding. Pupils acquire a very good knowledge of their own and other cultures through the broad range of resources and cultural activities, both in and out of school, which form an integral part of its curriculum.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good with lessons well-planned around very clear objectives. Teachers use a range of stimulating strategies to engage pupils' interest and involvement in learning. Class discussions are well-managed and pupils are encouraged to talk at length with partners so that they can reflect and provide more thoughtful responses to questions and tasks. The excellent relationships and relaxed atmosphere in lessons enable pupils to ask questions confidently and seek further guidance when they need it. Most lessons progress at a good pace, particularly in English, where teachers' knowledge and skills are used very effectively. Lessons are challenging for the range of pupils' abilities, although in mathematics this is not consistently high enough. Teaching assistants are well-trained and knowledgeable and provide effective support for specific pupils and groups. All pupils are provided with individual targets for their next steps in both English and mathematics which feature prominently in classrooms. Pupils say that they find these very helpful in guiding their work and reflecting on how well they are doing.

### Curriculum and other activities

#### Grade: 2

The curriculum is well-planned and broadly based to provide pupils with a well-rounded education. It meets the needs of the great majority well. Much is done to ensure that it is adapted for the range of pupils' needs and backgrounds, particularly those with learning difficulties. Very good use of the local and wider community enriches pupils' experiences and helps to bring their learning to life. Pupils' acquire good basic skills in literacy and numeracy and learn to work collaboratively and independently, which prepares them well for their future lives. While the use of ICT across the curriculum is reasonably extensive, there are weaknesses in its use in some subjects. Recently acquired computer and other ICT resources are providing new opportunities to extend it further and the school is currently working to develop this through training for all staff and revisions to curriculum plans. Pupils' personal social and health education is well planned to guide pupils in how to stay safe and live healthy lives. There are many clubs and additional activities, involving the arts, music, a foreign language and various sports which are very popular with pupils.

### Care, guidance and support

#### Grade: 2

Pupils are well cared for, guided and supported and there are good arrangements to ensure their safety and welfare. The extensive induction arrangements for children in Reception are much appreciated by parents. Teachers and teaching assistants know the pupils well. Those with learning difficulties or disabilities are assessed well, drawing on a range of specialist external advice where appropriate to guide their education

plans. Termly reviews of all pupils' progress towards their challenging targets focus on reading, writing and mathematics and the school acts promptly on its analysis. The central database of assessments is used very well in this respect but its scope has not been extended to include other subjects. For example, science assessments, which the subject leader has recently begun to collate and analyse, are not made full use of because they do not yet feature in central records. A range of effective support strategies are used, including group support for targeted pupils and the deployment of teaching assistants to where they are most needed.

## **Leadership and management**

### **Grade: 2**

The senior leadership team works well together and the school's daily routines run very smoothly. The headteacher is highly respected and enjoys the full confidence of parents, staff and governors. She has engendered a strong sense of teamwork across the school focussed strongly on raising standards. Together, the headteacher and staff have established an encouraging atmosphere for learning where pupils are challenged to achieve their best.

Self-evaluation is well developed, systematic and its outcomes accurate. The school rigorously compares its performance with others nationally. It regularly analyses patterns and trends in pupils' progress to check how well it provides for individuals and vulnerable groups. Parents and pupils are regularly consulted on their views and the staff are much involved in evaluating the school's performance. As a result, the priorities in the school's development plan are soundly based. Subject leaders are very enthusiastic, but some are new and still developing their roles. Most are skilled at evaluating strengths and weaknesses in their subjects and acting on their findings. Past weaknesses in writing standards, for example, have been addressed well. Governors are effective and influential in shaping the school's development through their support and challenge. They focus their own monitoring closely on school priorities and the effectiveness of their spending decisions to help achieve good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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 quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
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	1
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>	2

<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.

## 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	2
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**

Dear Pupils

Heritage Park Primary School, Park Farm Way, Park Farm, Peterborough. PE2 8XA

Thank you for the warm welcome and politeness with which I was received when I visited your school recently. I spoke with many of you in lessons, on the playground and in discussions. The information you provided me helped to confirm what the staff, parents and governors had to say about the quality of education that you receive. I was impressed with:

- Your excellent behaviour and the respect that you show each other and adults.
- The good progress that you make in lessons, especially in English and science.
- Your enthusiasm for learning and enjoyment of school life, especially the many additional activities that so many of you take part in.
- Your very good awareness of how to live healthy and active lives.

It was very clear to me that you are very proud of your school, and rightly so. I think that you go to a good school. The headteacher, staff and governors work very hard to provide you with a wide and interesting range of activities. You told me how much you enjoy the many visits out of school and school visitors. You also like the opportunity all of you have to learn to play a musical instrument. You clearly enjoy your lessons and I was impressed by how involved you are in them. Teachers work hard to help you to improve. You can help them by checking how well you are progressing towards your targets, especially in mathematics. The staff and governors are constantly looking for ways of making the school even better. They are going to help you to improve your skills at solving mathematical problems and are also looking at the best way to use the new computer resources that you have in classrooms and in the ICT suite.

With all good wishes for your future at Heritage Park Primary School,

Ray Jardine Reporting Inspector