

Naunton Park Primary School

Naunton Lane, Cheltenham, GL53 7BT

Inspection dates 11–12 June 2013

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make excellent progress through the school and their attainment in English and mathematics is well above average.
- High-quality teaching inspires, motivates and challenges all pupils, including the most able and those who find learning difficult.
- Teachers' outstanding subject knowledge enables them to ask probing questions that extend pupils' thinking and deepen their understanding.
- Pupils' learning is supported very effectively by the well-trained and highly skilled teaching assistants.
- Teachers interpret the curriculum in imaginative ways that appeal to pupils. One pupil, reflecting the general view, remarked, 'I come to school every day, knowing there will be something exciting to do.'
- Pupils are unfailingly enthusiastic, polite and extremely well behaved. They are inquisitive and exceedingly keen to learn.
- The school is a harmonious, vibrant community where pupils feel entirely safe. They are secure in the knowledge that every individual is valued.
- Parents and carers hold the school in high regard. Typical of their comments was, 'a happy, friendly and inclusive school atmosphere with a good community spirit'.
- The promotion of pupils' spiritual, moral, social and cultural development is central to the school's core values and is a common thread which binds together teaching, learning and the curriculum.
- Both in their daily lessons and in the extremely wide range of extra-curricular activities, pupils enjoy a wealth of opportunities to excel in art, music and sport.
- Under the headteacher's dynamic and inspirational leadership, all staff share a common ambition to ensure pupils do as well as they can.
- As a result of determined efforts, the quality of teaching continues to improve. As a result, pupils' progress has accelerated and high levels of attainment have been maintained over the last seven years.
- School leaders are extremely well supported by the governors. They keep a sharp eye on pupils' performance and visit the school frequently to gain first-hand information about the curriculum and the quality of teaching and learning.

Information about this inspection

- Inspectors observed 24 lessons, five of which were joint observations with the headteacher or deputy head. They listened to pupils read and discussed their reading habits and preferences with them.
- Inspectors discussed various aspects of the school with pupils and looked at a range of their work. They took account of the school’s data on pupils’ attainment and progress.
- Meetings were held with school leaders, members of the governing body and a representative from the local authority.
- During the inspection, inspectors took account of the 98 responses to the online Parent View survey and a recent parental survey conducted by the school to which there were 96 responses. They had informal discussions with parents and carers and took account of the 43 questionnaires returned by staff.
- Inspectors looked at a number of documents, including plans for improvement, teachers’ plans, safeguarding arrangements, records relating to behaviour and attendance, minutes of meetings of the governing body and records of the school leaders’ monitoring of lessons.

Inspection team

Rob Crompton	Lead inspector	Additional Inspector
Fiona Robinson		Additional Inspector
Anne Stopforth		Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. Most pupils are White British, with around 10% from a range of minority ethnic groups. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals for whom the school receives additional funding through the pupil premium is well below average. The pupil premium also provides additional funding for children in the care of the local authority and children of parents and carers serving in the armed forces, but there are no such children in the school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported through school action plus or with a statement of special educational needs is below average. Their needs relate mainly to moderate learning difficulties.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- A group of parents and members of staff independently run a breakfast and an after-school club. In addition, there is a privately managed pre-school located in the school grounds.
- The school holds the Healthy Schools, International Schools and Eco Schools awards, Artsmark Gold and the Active mark.

What does the school need to do to improve further?

- Enhance existing opportunities for children of all ages to explore, actively learn and show creativity in the outdoor environment.

Inspection judgements

The achievement of pupils is outstanding

- As children start school in Reception, their skills, knowledge and understanding are broadly as expected for their age. They are eager to learn and, due to high-quality teaching, make rapid progress in the key areas of social development, language and mathematics. As they enter Year 1, most have made a very good start in reading and writing. They count confidently and many can add and subtract small numbers.
- Pupils continue to make outstanding progress through the school. By the end of Year 2, pupils' attainment is well above average in reading, writing and mathematics, with twice the national average typically reaching the higher levels.
- Pupils' progress through Key Stage 2 maintains a brisk momentum. This is reflected in the well-above-average proportion of Year 6 pupils whose rate of progress through Key Stage 2 exceeded expectations in 2012. Also, almost all pupils reached the expected levels in both English and mathematics, as against the national average of 79%. The number reaching the higher levels in both subjects was twice the national average.
- Current pupils are making similarly outstanding progress through the school, with around a third of those in Year 6 working in English and mathematics at levels not usually expected until Year 9.
- Daily phonics (the sounds letters make) teaching means the younger pupils tackle new words with increasing confidence and, by the end of Year 2, pupils read fluently.
- By Year 6, pupils read extensively and their skills in spelling, punctuation and grammar are firmly established. Discussing their reading habits with inspectors, pupils discussed maturely the appeal of different authors. One talked of reading in bed: 'First its one more paragraph and then it turns into another chapter!'
- The content of pupils' writing shows great maturity. One pupil, among numerous examples of similar quality, showed great flair and grasp of personification in her poem:

*The stapler is always hungry
Ready to gnaw at another papery snack
It sits at the table, waiting patiently to be fed
Its razor sharp teeth glint with saliva...*
- Throughout Key Stage 2, pupils build extremely well on the secure skills in basic numeracy that they acquire in earlier years. Pupils in Year 4 learn to use short methods of multiplying and dividing, and tackle mathematical problems with increasing confidence. By Year 6, pupils are adept at calculating to two decimal places. They learn to represent numerical relationship graphically and to use the associated algebraic expressions.
- Pupils known to be eligible for free school meals progress as rapidly as their classmates. In 2012, all reached the expected levels in both English and mathematics. Across the school current pupils are making equally rapid progress as other pupils.
- Disabled pupils and those with special educational needs benefit from very skilled and well-organised provision, closely matched to their individual needs. Consequently, they progress extremely well from their starting points. This reflects the school's unswerving commitment to equal opportunities.

The quality of teaching is outstanding

- Staff in Reception work closely as a team and take every opportunity to extend children's learning in the extremely stimulating indoor and outdoor areas. They devise activities that immediately appeal to children. For example, children delighted in listening to the story of *The Bad Tempered Ladybird* and responded eagerly to the teacher's questioning: 'I think it's more like a stag beetle', said one.
- Activities such as singing 'I Can Sing a Rainbow' and simultaneously communicating in sign language contribute well to children's language development, at the same time promoting their empathy for other people.
- Across the school, teachers are highly skilled in assessing how well pupils are progressing in their learning and ensuring all groups are sufficiently challenged. During highly effective lesson introductions, they use a wide range of questioning strategies to move pupils' learning forward.
- Teachers' excellent subject knowledge means they anticipate pupils' misconceptions and devise ways to address them. This was evident during a Year 4 mathematics lesson when pupils' understanding was deepened as the teacher described short division as 'squeezing small numbers into big numbers'.
- Lessons move at a brisk pace and, at the same time, provide opportunities for pupils to reflect on their learning and progress. Pupils are clear about their individual targets and classrooms abound with prompts for learning. Pupils frequently refer to these when assessing their own work.
- Teachers provide excellent feedback to pupils in their marking, often negotiating and agreeing individual targets. Many books include a mature dialogue between teachers and pupils, indicating that pupils take notice of teachers' comments and try to improve subsequent work.
- Teachers very successfully promote pupils' understanding of grammar and help them extend their vocabulary. This was evident during a Year 6 lesson on modifying nouns when pupils' responses included, 'It depends whether the noun is collective, abstract, common or proper' and 'We've suggested petrified, intimidated and mortified.'
- Teachers are highly imaginative when planning activities which motivate and inspire pupils, and which promote their spiritual development. For example, pupils were spellbound as a performance poet led introductory sessions and then went on to lead poetry workshops (as part of the art week taking place during the inspection). Pupils were eager to share their poems, most of which revealed a sensitive, personal response to the original stimulus.

The behaviour and safety of pupils are outstanding

- During lessons, pupils are completely absorbed in their work and make every effort to do well. When they work in pairs or groups, their discussions are animated and sensible.
- Behaviour at break times and around school is also outstanding. Playground games develop pupils' social as well as their physical skills. The result is a happy, sociable learning environment for everyone. Pupils attending the breakfast and after-school clubs appreciate the extra time in school and make the most of it.
- Pupils respect one another and trust the teachers. They are self-reliant and develop a great deal of independence. Activities such as recycling give them a strong sense of responsibility and raise their awareness of ecological issues.
- Pupils are proud of their school and their achievements, for example their success in running competitions and tag-rugby. When asked how they would persuade another child to come to Naunton Park, pupils explained, 'It's very friendly. We learn a lot and it's fun. The teachers are nice, and when you move up, work becomes more challenging.'

- Pupils feel entirely safe. They have a mature understanding of different forms of bullying and are confident that there is no bullying or racism in their school. They were keen to explain how they could avoid potential hazards, such as when using the internet or playing near water.

The leadership and management are outstanding

- The headteacher's excellent leadership is acknowledged by governors, parents and carers, staff and pupils. Their views were summed up by the comment from one member of staff: 'He has harnessed the school's potential capacity and made good into great.'
- The impact of the highly effective leadership team is seen in pupils' outstanding achievement and behaviour, the first-rate teaching and the imaginative curriculum.
- The school does not rest on its laurels. Self-evaluation is rigorous and enables leaders to make well-founded plans for improvement. For example, although the pupils benefit from spacious and well-equipped play areas, school leaders are, rightly, planning enhancements so that children of all ages have more opportunities to explore, actively learn, and show creativity in the outdoor environment.
- The leadership of teaching is excellent. Subject managers lead by example as outstanding practitioners. They work alongside colleagues, share ideas and suggest improvements. All staff know how effective their teaching is because pupils' progress is tracked meticulously.
- The school uses performance management extremely well to encourage and reward outstanding teaching. Staff take full advantage of the wide range of training opportunities. There is a very strong team spirit. Typical of teachers' comments was, 'I love working at Naunton Park. It is a warm, supportive and stimulating place to work.'
- The inventive curriculum provides ample opportunities for pupils to practise consolidate and extend their literacy and mathematics skills. Creative arts and sport feature strongly and make an excellent contribution to pupils' all-round development. Pupils' awareness of cultural diversity is enhanced, for example, through making comparisons between their own lives and how children live elsewhere in the country and around the globe.
- The local authority provides light-touch support for this outstanding school. Indeed, it draws on the expertise of leaders and teachers to support other schools.

The governance of the school:

- Governors are closely involved in helping the school to continue to improve. Their in-depth knowledge of how assessment data are used to track pupils' progress enables them to ask probing questions. Governors seek assurance that pupil premium funding is used to overcome any barriers to learning and that good teaching is suitably rewarded. They keep well informed, through their own regular professional development, and not least because they are regular visitors to the school and see the positive impact leaders have on the team spirit and purposeful atmosphere. They ensure that safeguarding procedures fully meet requirements.

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	115590
Local authority	Gloucestershire
Inspection number	413268

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	434
Appropriate authority	The governing body
Chair	Nicole Flint
Headteacher	Richard Humphrey
Date of previous school inspection	21 May 2008
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