

Naunton Park Primary School

Inspection report

Unique Reference Number	115590
Local Authority	Gloucestershire
Inspection number	311992
Inspection date	21 May 2008
Reporting inspector	Patricia Potheary

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 on roll	
School	378
Appropriate authority	The governing body
Chair	Simon Warren
Headteacher	Phil Aldridge
Date of previous school inspection	29 November 2004
School address	Naunton Lane Cheltenham GL53 7BU
Telephone number	01242 513114
Fax number	01242 513114

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- The quality of progress and provision in Reception and Key Stage 1, and in elements of English and mathematics across the whole school.
- Whether there are particular strengths in pupils' personal development and well-being and in the curriculum.
- The impact of leadership in improving areas of relative weakness.

Evidence was gathered from analysis of school data, the school's self-evaluation, the previous inspection report, pupils' work, parent questionnaires, school policies, monitoring reports, and other documents. Lessons were observed and discussions were held with pupils, senior staff, governors and the school's improvement partner. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Naunton Park is a larger than average primary school. Most pupils are from White British backgrounds and a very small minority are from a wide variety of other ethnic groups. There is an attached Hearing Impaired Provision for up to ten profoundly deaf pupils, which two pupils currently attend. The school is part of an extended services cluster, providing or directing parents to a range of services. It also supports before and after school care for 50 pupils on the premises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Naunton Park is a good school, which offers an exceptionally stimulating environment so that pupils achieve well academically and develop excellent personal skills. When pupils join the Reception class, their attainment is broadly in line with that expected for their age. They make good progress as they move through the school, so that by the time they leave, standards are above national averages, and often well above. This is particularly so in science, where progress is consistently outstanding. Pupils' good progress results from good quality teaching and an excellent curriculum, overseen by strong leadership.

The pupils love coming to school and are very happy there. This is reflected in their good attendance and excellent behaviour. Polite, hardworking and considerate, pupils are keen to do well and are very pleased when they meet their often-challenging targets. Indeed, many pupils describe learning and the skills of teachers as the best things about the school. Parents are equally positive about the school; as one, among many, typically commented: 'while there are high expectations of work and behaviour, the school as a whole is a relaxed and friendly place where children thrive.' Parents are also very appreciative of the extended school provision, which not only widens their children's horizons, but also provides a safe familiar place for them to be while parents work.

The good teaching is characterised by lively presentations and well-organised activities to engage and interest pupils. Procedures to guide pupils in doing well are very thorough. Pupils' progress is carefully assessed and tracked and lessons planned so that they make good progress against their individual targets. Pupils are involved well in this process and enjoy the challenge and success that they experience. It is particularly noticeable in lessons how well pupils respond to demanding questions with knowledgeable and perceptive answers.

Pupils with hearing impairment and those with significant difficulties with learning usually progress well in all year groups because they receive high quality support. The school has rightly identified that a minority of lower ability pupils in some classes in Key Stage 2 make satisfactory rather than good progress in mathematics and writing, although they do catch up in Years 5 and 6. This is because some lessons do not fully meet the needs of this group in the range of strategies used to support them or in the quality of planning. The school, in recognising this, has begun to strengthen the quality of teaching for this group of pupils.

Leadership and school management are good overall and the headteacher in particular has shown exceptional vision and skill in seeking to provide a well-rounded education for the pupils. For example, an effective focus on improving standards is balanced by the very high quality curriculum, ensuring a breadth and depth of understanding and enjoyment in pupils' experiences. Good quality self-evaluation means that the school knows its strengths and weaknesses very well and effective steps are taken to address shortcomings. This year, there have been improvements to the quality of provision in Reception, improved teaching for pupils aged 5 to 7 and clear improvements in English and mathematics. The capacity to improve is good.

The very rich range of activities and themed events that characterise the normal school year contribute substantially to pupils' outstanding personal development. Very high quality links with other schools and organisations support this provision. These include extensive work with international partners and some very good opportunities to learn other languages, including British Sign Language. There is some very impressive creative and performing arts work. Pupils respond to these opportunities with growing enthusiasm and confidence. They make a highly

positive contribution to their community. For example, they raise very large amounts of money for charity, often running their own projects to do so. They help others to read, look after younger ones in the playground and are involved in discussing, in some depth, changes they would like to see around the school. The Active Mark award achieved by the school reflects the very strong focus on sport and healthy living. As a result, many pupils use the school trim trail, join after-school clubs and eat more fruit and vegetables. Everyone seems to enjoy the early morning 'wake and shake' session. Pupils are keenly aware of how to keep healthy and safe, and the number of unkind or unsafe incidents is exceptionally low.

Procedures to safeguard and care for pupils are robust and several pupils who have experienced considerable difficulties in other schools do exceptionally well at this one. A few parents expressed their appreciation at the positive changes in the progress and personal confidence of their children once they had moved to Naunton Park. Pupils' responsible attitudes, good basic skills, positive outlook and ability to work well in teams means that they are very well prepared for a bright future.

Effectiveness of the Foundation Stage

Grade: 2

The Reception classes offer a good education and effective preparation for moving into Year 1. Children make good progress and securely meet national expectations in every area of learning by the end of Reception. Good skilled teaching and well-planned lessons ensure that learning is built systematically. There is a good level of adult support, some of it voluntary, to encourage children skilfully in their activities. The children are very well behaved and extremely busy, working out the hands on a clock face, for example, or timing how long it takes to fill a carton. There is a good emphasis on active learning, and the new outside learning area is used very effectively to widen the range of skills being practised. There are several instances of children exploring the world around them through imaginative games. Nevertheless, there is a lack of planned opportunities to encourage such self-directed learning during more formal sessions. Good leadership has ensured that children's achievements keep improving; for example, reading has improved this year due to a new phonics programme.

What the school should do to improve further

- Improve the consistency of planning and the quality of teaching in all lessons so that the needs of less able pupils are always met.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	1

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Inspection of Naunton Park Primary School, Cheltenham GL53 7BU

Thank you for being so welcoming when I visited your school. I very much enjoyed meeting you, joining you for lunch and seeing some of your lessons.

Your school has a lively and happy atmosphere. It is a good school, with many excellent things going on, just as you described. Good teaching helps you to make at least good progress in your lessons, and outstanding progress in your social and personal skills. You do exceptionally well in science. Those of you in Reception also make good progress and your new outside area is very exciting.

Staff and governors work hard to keep improving the school. For this reason, the standards you reach remain high. I have, however, asked them to make sure that all of you make as much progress as the majority by improving the way some lessons help you learn. I am sure that you will discuss this with your teachers and help them by working hard and doing your best to reach your targets.

Your teachers see to it that you have an outstanding range of activities to help you develop strong confidence, independence and creative talents. You were keen to tell me that the school also keeps you safe and looks after you well. It is therefore very pleasing to see that you are helping yourselves by taking plenty of exercise and eating such healthy food. Your behaviour is also excellent, especially in the way you value learning.

I am also impressed with the responsibilities that you take on within the school and how much help you give to others. You clearly really enjoy coming to school. All these things, together with your high quality basic skills and excellent skills in working together, will help prepare you very well for your next school and future lives.

Yours faithfully

Patricia Potheary Lead Inspector

22 May 2008



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Yours faithfully

A handwritten signature in black ink that reads 'Patricia Potheary'. The signature is written in a cursive style with a long, sweeping underline.

Patricia Potheary
Lead Inspector