

# Navigation Primary School

## Inspection report

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<b>Unique Reference Number</b>	106283
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	355923
<b>Inspection dates</b>	28 February 2011–1 March 2011
<b>Reporting inspector</b>	Bernard Jones

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	348
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Helen Yates
<b>Headteacher</b>	Mr Steve Busby
<b>Date of previous school inspection</b>	24 September 2007
<b>School address</b>	Hawarden Road Altrincham Cheshire WA14 1NG
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 24 lessons, where 14 different teachers were seen. The inspectors held meetings with a member of the governing body, the School Improvement Partner, staff, groups of parents and carers, and pupils. They observed the school's work and looked at pupils' work, data on pupils' performance, development plans, safeguarding documents and records of the school's own monitoring of its performance. The responses to 228 parents' and carers' questionnaires were considered, alongside responses from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of actions taken to improve standards in writing.
- How well teachers use information about pupils' abilities when planning their lessons to challenge and meet the needs of all.
- How well the school uses targets to inform pupils about how well they are doing and what steps they need to take to improve further.
- How well information and communication technology is used as an aid to enhance teaching and learning.

## Information about the school

This school is larger than the average primary school. The proportion of pupils with special educational needs and/or disabilities is below average. The number of pupils known to be eligible for free school meals is below average. There are few pupils from minority ethnic backgrounds and while a small number speak English as an additional language, none is at an early stage in learning English. The school has gained the Enhanced Healthy Schools status, the Primary Quality Mark, the Artsmark Silver Award and the ECO Schools Bronze Award.

The privately run on-site provision for childcare, 'School's Out' is subject to a separate inspection and its own inspection report is published on the Ofsted website.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that gives good value for money. Pupils achieve well and their attainment is significantly above average by the time they leave Year 6. Children in the Early Years Foundation Stage benefit from good provision and achieve well. Parents and carers give overwhelming support to the school. Pupils receive teaching that is predominantly good and there is some outstanding teaching across the school. There is some excellent practice where teachers plan their lessons so that different groups of pupils learn very effectively as they respond to well pitched and targeted challenges. However, there are some inconsistencies where teachers' planning is not as precise and opportunities are missed to get the very best from different groups of pupils. Targets for improvement are accurate, but inconsistencies in marking sometimes leave pupils unclear about the next steps they need to take to improve further. Information and communication technology is used effectively to enhance learning.

This is an inclusive school where pupils make an outstanding contribution to the school and the wider community. The excellent quality of care, guidance and support pupils receive is reflected in their positive relationships with each other and their teachers. The good provision for spiritual, moral, social and cultural development is reflected in pupils' good behaviour and their positive attitudes to school. Attendance levels are high. Pupils are very willing to take responsibility and they enjoy doing so. They are very positive in their approach to living healthily and have an excellent understanding of the importance of exercise and a keenness to participate in sport. They show a good understanding of how to stay safe. Vulnerable pupils are catered for particularly well and, as a result, make good progress and participate fully in school life.

The school has good capacity to sustain improvements and improve further. For example, recent weaknesses in pupils' progress in writing in Key Stage 2 have been successfully identified and tackled. The school knows well its strengths and weaknesses because self-evaluation systems are well established and effective. It has rightly identified that more work is needed to improve writing in Key Stage 1. The headteacher gives a strong lead and is supported effectively by leaders throughout the school. The governing body makes a good contribution by supporting and challenging the school. Along with the senior team, it ensures a clear vision that all staff subscribe to.

## What does the school need to do to improve further?

- Ensure all pupils are challenged to produce their best efforts in lessons by:
- – improving lesson planning to use assessment information more precisely to stretch and challenge all pupils to achieve the best of which they are capable

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- – ensuring that teachers and pupils are clear about what constitutes good progress in their lessons
- – confirming that pupils know the next steps they need to take in their work to improve further.
- Improve the writing skills of pupils in Key Stage 1 by:
  - – planning more precisely to give pupils further opportunities to develop their writing in subjects across the curriculum
  - – improving pupils' skills in sentence construction.

**Outcomes for individuals and groups of pupils****2**

Pupils have good relationships with each other and their teachers and are rightly trusted to take responsibility. The quality of learning is good in lessons because teachers prepare interesting work that pupils enjoy. As a result, classrooms are characterised by pupils behaving well and making a strong contribution to their own learning. They listen carefully and participate fully in the many opportunities given to share their learning with their 'talking partners' and in groups, whether comparing their answers or working to solve problems. Pupils enjoy their work, achieve well and are equipped and ready for the next stage of their education. Children enter the Nursery with levels of skills and knowledge that are broadly in line with those expected for their age. In recent years, improvements have led to children making good progress through the Early Years Foundation Stage and these pupils are now building on this to achieve well through the rest of the school. Pupils currently in the Nursery and Reception classes continue to make good progress. Pupils typically leave Year 6 with attainment that is well-above average. Pupils with special educational needs and/or disabilities, other vulnerable pupils and the very few learning English as an additional language make good progress and achieve well. They enjoy their work because of the good quality support they receive in lessons from teachers and teaching assistants and because they benefit from well-targeted interventions to help them. Pupils have a good understanding of right and wrong, which contributes significantly to the harmonious relationships that characterise the school. Pupils are open and welcoming to visitors. Members of the school council play a good role in putting forward ideas and respond well to the responsibilities they are given. Pupils eat healthily and have an excellent awareness of the benefits of playing sports and keeping fit. Many take part in physical activities offered by the school in addition to the good programme of planned lessons in physical education. Overall, pupils are equipped and ready for the next stage of their education, helped particularly by their high levels of attendance and their positive attitudes to school and learning.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

While a very small proportion of teaching and learning is satisfactory, the very large majority is good and there is some that is outstanding. Throughout the school, teachers manage their classes very well and ensure a good atmosphere where pupils enjoy their learning. The best teaching is particularly effective in using data about pupils' attainment and progress to match learning material to their differing needs. In such lessons, all pupils are stretched and challenged to produce their best. Where teachers are not as precise in their planning and where teachers and pupils are not as clear about what represents good progress, learning slows. Teachers' marking of work is undertaken conscientiously and is encouraging and helpful and the best marking directs pupils clearly to the next steps they need to take to improve further. This is not consistent across the school, so some pupils are not always clear about how to improve their work. Information and communication technology (ICT) is used well to engage pupils, make lessons interesting and to help teach new concepts.

The broad and balanced curriculum makes a positive contribution to pupils' personal development, further enhanced by the many visitors and educational visits and the annual residential experiences for Year 4 and Year 6 pupils. The curriculum is good and is successful in raising pupils' academic achievement. Provision is extended by effective partnerships developed with other schools and agencies and the local community. These help to ensure a good range of additional activities in sports and the arts, which are

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popular with pupils and enrich the life of the school. The school's excellent care, guidance and support and the effective links between the school and outside specialists ensure pupils' well-being and contribute to their good personal development. There is a very strong and effective partnership established with parents and carers early in the pupils' life in the school so that any concerns are dealt with quickly. Pupils feel safe in school. All pupils who may have additional educational, language or social needs are well catered for by teachers and teaching assistants. Their caring relationships with pupils and carefully targeted support ensure that these pupils feel secure and make good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

This is an ambitious school where the clear vision of the headteacher, senior teachers and the governing body is used well to set the pace and direction for the school's development. Staff throughout the school share in the ambition to succeed, and middle managers make a significant contribution in developing their subject areas. Self-evaluation is based firmly on measuring the impact that actions taken have on pupils' attainment and progress. Targets set are challenging and are used well to encourage pupils to aspire to higher achievement. The school has a good understanding of its strengths and where it needs to improve further. Good quality planning at all levels supports further improvement. The result is a successful school where pupils achieve well. All staff contribute effectively to ensure good quality teaching and learning and a drive to improve further. The governing body is careful to ensure that all recommended practice is observed regarding the safeguarding of its pupils. It also meets well its responsibility to tackle assiduously any form of discrimination and ensure equal opportunities for pupils in all aspects of their school life. Financial planning and accountability are good and resources are used well. The provision for community cohesion is good. Its impact can readily be seen in the way pupils from different backgrounds interact positively to produce the harmonious atmosphere that exists in and around the school. Pupils also show a good awareness of life in other societies than its own. Productive partnerships with other schools ensure a flow of expertise into the school.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Effective induction procedures ensure that children settle very quickly into the Nursery. Parents and carers are successfully encouraged to be full partners in the education of their children. They are very supportive and interact very productively with the teachers and other adults throughout the Early Years Foundation Stage. As a result, children make good progress overall and thoroughly enjoy their experiences in the calm, purposeful learning atmosphere engendered by the staff. Teachers know well how young children learn and provide very stimulating activities that the children enjoy. For example a post office was set up, complete with post box, where children responded with enthusiasm to opportunities to write letters and have them stamped and posted. The good quality leadership and management ensure a well-structured curriculum that builds children's learning systematically. Teachers' planning and the associated assessment of children's progress are good. Leaders have rightly identified that children's progress is slower in developing calculation and writing skills and teachers are tackling this effectively. Children benefit from a good balance of adult-led or their own choice of activity. Activities are carefully planned and children are given choices of activities both indoors and outside. The classrooms provide a particularly rich learning environment, but the outside areas are not used as effectively. Well-established routines help children to acquire the necessary social skills to participate fully in the range of activities provided. Staff are particularly successful in developing children's personal and social development. The few children who are from minority ethnic backgrounds and any children considered vulnerable benefit from the additional help and care provided and they too make good progress.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers returned the questionnaire, a well above-average response. The overwhelming majority are supportive of the school, as are those who met the inspectors. Parents and carers say they are aware of their children's progress and are satisfied with their children's achievement. They value the safety and security provided by the school. They also approve of the approaches taken to ensure pupils develop good relationships with each other and with adults and the way the school deals with any unacceptable behaviour. They are very positive about their children enjoying school and learning how to behave and respect other people. The comment, 'The school provides a challenging, safe, exciting and caring environment', typifies the opinions expressed in the many positive comments. The inspection team found that the school works hard and effectively to include parents and carers in all its activities.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Navigation Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 228 completed questionnaires by the end of the on-site inspection. In total, there are 348 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	141	62	83	36	2	1	1	0
The school keeps my child safe	178	78	47	21	2	1	0	0
My school informs me about my child's progress	129	57	95	42	2	1	0	0
My child is making enough progress at this school	125	55	100	44	1	0	0	0
The teaching is good at this school	152	67	74	32	0	0	0	0
The school helps me to support my child's learning	131	57	92	40	5	2	0	0
The school helps my child to have a healthy lifestyle	137	60	83	36	6	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	127	56	82	36	2	1	0	0
The school meets my child's particular needs	125	55	94	41	5	2	2	1
The school deals effectively with unacceptable behaviour	123	54	86	38	11	5	0	0
The school takes account of my suggestions and concerns	126	55	92	40	7	3	0	0
The school is led and managed effectively	154	68	71	31	2	1	0	0
Overall, I am happy with my child's experience at this school	148	65	74	32	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



02 March 2011

Dear Pupils

**Inspection of Navigation Primary School, Altrincham, WA14 1NG**

Thank you for being so friendly and welcoming to me and my colleagues when we inspected your school recently. Please thank your parents and carers for all their letters and for taking the time to talk to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. We found that yours is a good school. We like the way you take responsibility, and how helpful older pupils are to younger children. You obviously enjoy coming to school and this shows in your good behaviour in classrooms and around the school and your high levels of attendance. We appreciate how your school helps you to live healthily and safely so that you develop into mature young people, ready to progress to Year 7.

The teaching you receive is good. As a result, you make good progress and achieve above average standards. You say that you like your teachers and the way they take good care of you and you were very positive in your questionnaire responses. To make things even better, we have asked your headteacher and teachers to help you by changing some of the ways they plan lessons. This should help all of you achieve the best you possibly can and ensure that you know how well you are doing and are clear about how to improve further. Younger pupils in Years 1 and 2 also need further help to improve their writing skills. You can help by continuing to work hard.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Bernard Jones

Lead inspector

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