



Navenby Church of England Primary School

Inspection Report

Unique Reference Number 120532
Local Authority LINCOLNSHIRE
Inspection number 291772
Inspection date 18 September 2006
Reporting inspector Mr. Roger Fry

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

Type of school	Primary	School address	East Road
School category	Voluntary controlled		Navenby, Navenby
Age range of pupils	3-11		Lincoln, Lincolnshire LN5 OEP
Gender of pupils	Mixed	Telephone number	01522810628
Number on roll (school)	197	Fax number	01522 810958
Appropriate authority	The governing body	Chair	Mr.A Craggs
		Headteacher	Mrs. L Brewster
Date of previous school inspection	17 June 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Navenby is a smaller than average sized primary school which serves Navenby and the surrounding area. Most pupils enter with knowledge and skills which are broadly average. A lower than average proportion of pupils has learning difficulties, disabilities or a statement of educational need. The proportion of pupils eligible for free school meals is less than in the majority of schools nationally. Nearly all pupils are of White British background and their first language is English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Navenby is an outstanding school. It is highly effective because there is clear direction to its work, which is understood and embraced by everyone. The school's breadth of provision is successful in promoting the all round development of every pupil. Pupils are treated and valued equally. One parent summed up parents' responses, 'Navenby is an excellent school and I am so pleased my children attend there.' There is an atmosphere of rigour and thoroughness in the school. Pupils have made increasingly rapid progress because teachers look very carefully at what pupils understand within the subjects. This process of self-evaluation is very strong and is part of the routine of the school's work. The school identifies areas to improve in the long term and then builds in the necessary changes to teaching to ensure that targets are met. This work has been very successful. For example, Year 6 pupils' standards of work in English have risen in 2006 and are now as high as those in mathematics. The school has identified two areas of relative weakness in pupils' work. Firstly, pupils across the school have difficulty applying their mathematical knowledge in practical situations, such as when solving problems. Secondly, boys in some years find writing longer pieces a challenge and tend not to conclude their work as well as they could. The staff keep accurate records of assessments of all pupils' work, which they use very well to plan future lessons on a daily and weekly basis. Pupils have individual targets to reach which take full account of how they are getting on and where they are at any moment. Standards are maintained at a high level because experienced subject leaders are highly effective in their roles. Staff receive well focussed in and out of school training and there is clear evidence in teachers' work that they are doing what is agreed. For example, teachers make widespread use of 'success criteria' - targets for lessons - that reflect the school's priorities. Governors make a good contribution to the work and development of the school and keep a check on the school's work effectively. They are well aware of the headteachers' success in leading the school and complement her work extremely well. The school has an excellent capacity to improve further. Children make a very good start to school. Most children on entry have skills and knowledge that are broadly average. The very good adult to child ratio and good use of outdoor facilities give children many opportunities to settle into school routines and make quick progress, for example, with their speaking skills and capacity to answer questions. Children are well taught and consequently they are thoroughly prepared for Year 1 at the end of Reception. At this point, most children meet the nationally expected goals for learning for children of this age, and some exceed them. Teachers' assessments show that pupils attain above average standards at the end of Year 2 overall. National test results at the end of Year 6 are exceptionally high. Pupils have made outstanding progress by the end of Year 6 as a result of the school's high expectations of pupils and their positive attitudes to learning. Pupils' standards in science are exceptionally high because the subject is taught particularly expertly. Teachers consolidate pupils' good manners and excellent attitudes to work. Pupils make consistent progress in lessons because they understand the purpose of them. They willingly take on responsibilities, such as membership of the school council, which helps them to understand what good citizenship is. The school is underpinned by Christian values

which are evident in many aspects of its work. Pupils learn about how to stay healthy and safe. Relationships are excellent and behaviour is of a very high order because teachers reinforce school rules consistently. Pupils enjoy going to school very much because they feel safe and work is interesting. The curriculum is extremely well planned. The headteacher emphasises the idea that teachers should know in great detail what is expected in each subject. Between staff, there is considerable expertise. Teachers know how to build on what pupils know already, hence pupils' progress is rapid. The school also gives close attention to the skills that can be used in all subjects in its planning of lessons. Aspects of reading, writing and mathematics feature in a very well planned way in other subjects. Lessons proceed at a quick pace and pupils find they need to concentrate to keep up. Pupils know their personal targets and how to achieve them because marking is thorough and tells them what they must do to improve. Older pupils are assessing their own work and that of others critically and learning from this. Pupils' involvement in lessons in this extended way quickens their rate of progress.

What the school should do to improve further

- Improve pupils' problem solving skills in mathematics. - Improve boys' capacity to write at length, for example, to use a more extended vocabulary and to conclude their work effectively.

Achievement and standards

Grade: 1

Pupils of all abilities make exceptional progress. The provision for children in the Foundation Stage is comprehensive and children make good progress. By the end of the Reception year, most children meet the nationally expected goals for learning for children of this age, and some exceed them. At the end of Key Stage 1, the standards they reach are above national averages in reading and mathematics and average in writing. By the end of Year 6, results of national tests show pupils' attainment is exceptionally high in English, mathematics and science. There has been an upward trend in English in 2006 and results match those in mathematics.

Personal development and well-being

Grade: 1

From the outset in the Foundation Stage, children consolidate their good manners, a sense of respect for others and excellent attitudes to work. There is an outstanding programme of activities in all years that helps pupils develop into responsible young people, to stay safe and keep healthy. Pupils make an excellent contribution to the community by giving harvest gifts, performing for senior citizens and by helping to improve the village environment. Already this year, the oldest pupils have attended a character building outdoor residential week. Pupils' social, moral, spiritual and cultural development is excellent, with particular strengths in moral and social development. Relationships are excellent and behaviour is of a very high order. Teachers help pupils

by reinforcing school rules consistently. Pupils enjoy going to school very much and this is reflected in their above average attendance.

Quality of provision

Teaching and learning

Grade: 1

Pupils attain high standards and make exceptional progress because teaching and learning have been consistently outstanding. Changes in staff have had little effect, for example, on relationships which remain outstandingly good. Teachers plan work for pupils very carefully and assess their work accurately. They make excellent use of lesson targets (success criteria). In an English lesson in Year 6, the teacher reinforced pupils' knowledge of what they were trying to achieve by providing continuous reminders, verbal and written, of the success criteria for the lesson. The work set is well matched to pupils' differing capabilities, which means pupils make rapid progress. Teachers manage their classes effectively to sustain pupils' concentration. Just occasionally pupils' concentration wanders and they make less rapid progress.

Curriculum and other activities

Grade: 1

The school provides a highly relevant and enjoyable curriculum for all. Teachers have a deep understanding of how subjects should be planned and organised, such as by developing skills that pupils can use across many subjects. In the Foundation Stage, children develop their skills through a wide range of discovery and investigative work, including outdoors. Throughout the school the quality of lessons is enriched by a variety of visits and visitors. Navenby has strong links with groups of schools, both local and further afield, which has a positive effect on the curriculum for pupils. The Friends of Navenby School (FONS) are tireless in their efforts to support the school in its fundraising activities. There is a wide range of clubs, which include a good balance of musical and sporting activities.

Care, guidance and support

Grade: 1

This is a school where every child matters. Parents are very positive about how well their children are getting on and how well the school looks after them. Pupils grow into well rounded young people. Staff support pupils' personal and academic development systematically and they have made rapid progress in their work, particularly over the last year. Pupils receive strong encouragement to work hard and achieve high standards. They fully understand how they should be progressing throughout the year because they are well aware of their targets. The provision for higher attaining pupils and pupils with learning difficulties is thorough and well organised.

Leadership and management

Grade: 1

The leadership and management skills of the headteacher are excellent. She has guided the school, supported by the deputy headteacher, staff and governors, to a point where standards are very high. Strong teamwork by staff contributes to the high quality of education. The school has an exceptionally clear picture of its strengths and areas for development. Staff training is linked closely to maintaining the high standards pupils attain. Governors understand their roles and contribute significantly to school improvement through their links to a subject or aspect of the school. They keep a close check on all aspects of the school's work.

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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	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	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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 behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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?	1
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?	1

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 Navenby Church of England Primary School, East Road, Navenby, Lincolnshire. LN5 0EP Thank you for being so helpful during my recent visit. There are many outstanding features in your school. Here are some of them: - You make excellent progress from Reception to Year 6 in English, mathematics and science. - The standards of work that you reach are very high. - You enjoy school very much because teachers and other adults care for you and help you to learn really well. - You work hard and get on very well with one another. - Mrs Brewster and the staff do a fantastic job in running the school. Your teachers and I have noticed that there are two areas where you can improve: - Some of you have difficulty answering problems in mathematics, so you need to work hard on this. - Some boys are not as good at writing longer pieces and need to practise finishing their work really well. I hope that you will all keep on working hard and doing well. Roger Fry (Lead inspector)