

Navenby Church of England Primary School

Address: East Road, Navenby, Lincoln, Lincolnshire, LN5 0EP

Unique reference number (URN): 120532

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils make a positive start in early reading. The proportion of pupils meeting the expected standard in the Year 1 phonics screening check is above the national average. Pupils build secure knowledge of early reading, spelling and number, which they draw on as they move through the school. By the end of Year 6, pupils' attainment in reading, writing and mathematics is broadly in line with the national average. Pupils' attainment in grammar, punctuation and spelling is typically above that of their peers nationally. Across the curriculum, pupils' work shows that they build and use knowledge securely.

Pupils with special educational needs and/or disabilities, and those for whom national data is not available, make appropriate progress from their starting points. Small cohorts of disadvantaged pupils, many of whom face considerable and overlapping barriers to their learning, achieve well from their starting points. This progress through the curriculum is not necessarily reflected in published data. Pupils are well prepared for their next steps in education.

Attendance and behaviour

Expected standard 

Leaders make attendance a priority, and pupils attend well. Pupils' attendance has been above the national average over time and rates of persistent absence are below the national figure, including for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Leaders understand why pupils may be absent and work closely with families and external agencies to remove the barriers they face. Pupils enjoy morning activities that help them make a positive start to the day.

Pupils behave well. Leaders have created a calm, orderly and respectful environment and pupils show integrity, tidying away equipment after breaktimes without being asked. Pupils have positive attitudes to learning. They work well together and some pursue their interests further at home. Generally, staff apply the school's agreed approaches to behaviour. This helps pupils know clearly what is expected of them.

Pupils understand the systems for recognising positive behaviour and take pride in earning certificates and rewards linked to the school's values. They say bullying does not happen at their school and trust staff to address any concerns they have. Staff are trained to respond to any issues and adapt their approaches, when necessary, to support pupils with SEND.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that reflects the school and its pupils. It identifies the important vocabulary, reading, spelling and mathematical knowledge that pupils need to learn over time. Leaders refine the curriculum so that it remains purposeful. For example, recent changes in mathematics give pupils more opportunities to solve problems. Staff adapt learning for pupils with special educational needs and/or disabilities. As a result, all pupils can access the full curriculum and, as a result, speak positively about the learning opportunities they have.

Staff teach the school's phonics programme highly effectively, in groups that are well matched to each pupil's stage of learning. This means that pupils who find reading difficult quickly receive the support that they need. Teachers check pupils' progress carefully. Leaders make sure staff have the knowledge that they need to teach well. As a result, pupils become fluent readers. However, the teaching of writing, including handwriting, is less consistently effective. Some pupils, including those who reverse letters or numbers, receive feedback on their handwriting but do not routinely benefit from purposeful opportunities to practise. At times, this affects how fluently they write down their ideas.

Teaching is typically effective. Staff use a range of strategies to help pupils learn well, including questioning, clear explanations, purposeful activities and prompts so that pupils can complete the tasks they are given. Teachers check what pupils understand and identify gaps in their knowledge. Pupils who need extra help receive support in lessons or through personalised strategies, including targeted tutoring for the disadvantaged pupils who need this support. This helps them keep up with their peers.

Early years

Expected standard 

Leaders have prioritised the early years and children get off to a good start. The curriculum is ambitious and builds on children's interests and curiosity. It identifies the important knowledge that children need to know and remember, and develops their language, early literacy and mathematics.

Children settle quickly, feel safe, follow routines and grow in independence, taking responsibility for looking after the resources and spaces in which they learn. Staff establish calm expectations and interact skilfully with children. They question well, check that children understand key vocabulary and build on what children know by modelling, scaffolding and extending their ideas. As a result, children develop their early reading, writing and fine motor skills. For example, they hold pencils with an appropriate grip, apply their phonics knowledge and take part in activities that strengthen the muscles they need for writing. The indoor and outdoor environment is purposeful and children use vocabulary such as floating and sinking as they explore.

Staff identify children's emerging needs early and put targeted help in place, such as sensory support. They carefully check children's development and any change in their needs. Most children reach a good level of development and are well prepared for Year 1.

Inclusion

Expected standard 

Leaders make inclusion a priority. Positive relationships between staff, pupils and families create an inclusive atmosphere. Parents and carers who shared their views with inspectors spoke positively about the school's personalised approach. Staff know pupils well, which helps pupils feel that they belong.

Staff notice when pupils need extra help and put support in place to develop their wellbeing and confidence. Teachers use careful checks, discussions with leaders and information from parents to identify pupils' needs and put in place appropriate support. This helps staff adapt teaching for pupils with special educational needs and/or disabilities. Pupils who need an

adjusted start to the day receive the support that they need, including sensory breaks and calm spaces.

Pupils known to social care receive well-designed support. Leaders work effectively with families, carers, the virtual school and specialist services. Personal education plan reviews include pupils' and carers' views, and leaders ensure necessary actions to help pupils make progress are carried out promptly and effectively.

Leaders use additional funding to support disadvantaged pupils' wellbeing and access to wider opportunities. Staff provide bespoke support that helps disadvantaged pupils to fill any gaps in their knowledge. However, leaders do not consistently check closely enough which strategies make the most difference. This means that, on occasions, they cannot be sure where their work has had the greatest impact and when it needs to be adapted.

Leaders understand the needs of pupils from service families, who meet together regularly. Some pupils take part in projects linked to military charities. This helps pupils feel understood, included and connected to school life.

Leadership and governance

Expected standard 

A culture of support and collaboration runs through the school. Staff are positive about the school and its leaders. They feel very well supported to manage their workload and wellbeing. Staff unanimously believe in the school's child-centred vision. This is because leaders are role models in how to live by the school's values.

Parents who responded to Ofsted's survey were positive about the impact of leaders and staff on children and families. Many parents describe the school as an extended family. One parent said that the school 'wrapped its arms around me and my family'. Leaders also build links with the wider community, for example through pupils' projects with military charities.

Leaders are experienced and reflective. They know the school well and recognise what they need to do next to enhance their offer for pupils. However, at times, leaders' evaluation lacks depth. This means that, at times, leaders do not know precisely which strategies have worked best for pupils or promptly adapt strategies that have not had the intended impact. Leaders ensure that staff take part in purposeful professional learning. They look beyond the school, for example by working with external experts, to learn from effective practice.

Governors understand their roles and fulfil their responsibilities, including by helping to shape the school's vision and values. They work with the headteacher on the school's strategic priorities and identify areas for improvement. Governors draw on the expertise of external partners and ask challenging questions to hold leaders to account. They have taken part in relevant training, including for safeguarding.

Personal development and wellbeing

Expected standard 

Leaders provide a broad, values-led approach to pupils' personal development, shaped around the school's curriculum drivers of curiosity, collaboration and resilience. The relationships education and health education curriculum is sequenced from the early years to Year 6 and pupils build their understanding of important issues well as they progress

through the school. Through their learning in the classroom, carefully designed assemblies, visitors to the school and wider activities, pupils learn about relationships, safety, respecting difference and responsibility.

Pupils know right from wrong and show an age-appropriate understanding of respect and tolerance. They learn to manage their emotions and can describe the strategies that help them, including breathing techniques, support from an emotional literacy support assistant and time in the sensory room. Pupils understand risks to their wellbeing online and offline. For example, they learn about road safety through their roles as junior road safety officers, and water safety through visits from lifeguards. Pupils learn to stay safe online through the computing curriculum.

Pupils understand the fundamental British values and their relevance to their lives in school and beyond. They can define democracy and recognise that people should be treated with respect, whatever their differences. Pupils broaden their horizons. They recall learning about a range of faiths, including Hinduism, Islam, Sikhism, Buddhism and Christianity.

Pastoral support is well matched to the needs of pupils who require additional help, including through play therapy, sensory circuits and a group for pupils from service families. Leaders work with parents, carers and external agencies effectively. Leaders and staff know their pupils well. Pupils take part in a range of wider opportunities, many of which are tailored to pupils' interests and needs. Leaders ensure that any barriers to participation, including for disadvantaged pupils, are removed.

What it's like to be a pupil at this school

Pupils enjoy being part of this welcoming and happy school community. They say they feel a sense of belonging from the moment they arrive and use phrases such as 'like a family' and 'this school feels like home' to describe their experiences. Pupils feel known by adults and trust that there are people who will listen to them, help them when things are difficult and celebrate with them when things go well.

Pupils feel safe. They know who to go to for help and can name the adults and spaces that support them when they feel anxious or need time to ensure that they feel calm. Pupils say that they do not experience bullying and are confident that adults would act quickly if they did.

Pupils enjoy their learning. They talk enthusiastically about their writing, including their work on 'Macbeth', and remember what they have learned in art, such as pointillism, shading and still life. Pupils recognise that they have improved their skills and developed patience. Pupils achieve well across the curriculum, and leave at the end of Year 6 suitably prepared for secondary school. Children in the early years get off to a positive start, settling quickly and growing in confidence and independence.

Pupils behave well and are kind to one another. Relationships with staff are warm and respectful and older pupils help younger ones to understand routines and expectations. Pupils benefit from a broad range of opportunities, particularly in sport, where they say everyone gets the chance to take part. Many try new activities such as water polo for the

first time. Pupils also value opportunities in art and when learning outdoors. These experiences help pupils discover interests, build confidence and develop broad ambitions for their futures.

Next steps

- Leaders, including those responsible for governance, should refine how they evaluate the impact of their work so that they can identify, and adapt as necessary, the strategies that will have the greatest positive impact on pupils.
 - Leaders should embed a sequenced approach to teaching writing across the school so that pupils have regular, purposeful opportunities to practise and secure key skills, including in handwriting.
-

About this inspection

The chair of the board of governors in this school is Jim Kirby.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, members of the governing body, including the chair of governors, and representatives from the local authority during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. It is in the Diocese of Lincoln. Its last section 48 inspection was in February 2026.

The school currently uses no alternative provision.

Headteacher: Craig Elliott

Lead inspector:

Haydn Mitton, His Majesty's Inspector

Team inspectors:

Al Mistrano, His Majesty's Inspector

Kate Rouse, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 30 June 2026

School and pupil context

Total pupils

202

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.37%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.48%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.42%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (final)	61%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	64%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	73%	Close to average
2024/25 (final)	71%	74%	Close to average
2023/24 (final)	84%	73%	Above
2022/23 (final)	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	32%	46%	Below
2024/25 (final)	29%	47%	Below
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	62%	Below
2024/25 (final)	43%	63%	Below
2023/24 (final)	50%	62%	Below
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	59%	Below
2024/25 (final)	43%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	60%	Below
2024/25 (final)	43%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	33%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	32%	68%	-36 pp
2024/25 (final)	29%	69%	-41 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	80%	-32 pp
2024/25 (final)	43%	81%	-38 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	78%	-30 pp
2024/25 (final)	43%	78%	-35 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	80%	-38 pp
2024/25 (final)	43%	81%	-38 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	33%	79%	-46 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.3%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	13.0%	Below
2023/24 (3 term)	6.8%	14.6%	Below
2022/23 (3 term)	8.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright