

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Navenby Church of England Primary School

#### Vision

Our vision is based on the concept of 'family' (Ephesians 2:19) as an extension of the household, where positive interactions, support and aspiration are the foundations for everyone to feel they belong so they can flourish and achieve in God's name. We serve our community and celebrate that each child is unique and unconditionally loved. We respect individual liberty and have open minds and hearts to live in harmony with our brothers and sisters globally. We are 'rooted in faith, strengthened by family'.

Navenby Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- The school's Christian vision 'Rooted in faith. Strengthened by family' is clearly understood and confidently articulated by pupils, staff, and governors. It shapes the language and daily interactions of the community, creating a strong shared identity and a purposeful culture.
- The vision consistently informs leadership decisions at every level, directing curriculum thinking and approaches to pastoral care and wellbeing. Actions taken by leaders demonstrate a clear commitment to enabling every member of the community to flourish academically, emotionally, and spiritually.
- Collective worship provides a valued time to stop, gather, reflect, and share as a whole school community. This means worship is communal, develops a sense of belonging and supports spiritual flourishing.
- The vision fosters a deeply relational ethos characterised by love, acceptance and a strong sense of family. Pupils and adults are treated with dignity, equity and respect, creating a happy and harmonious school environment.

#### Development Points

- Deepen pupils' understanding of different ways people think about faith, beliefs, and real-life experiences in RE. This is so they can confidently explore and discuss questions about life, meaning, and how people live out their beliefs.
- Strengthen pupils' everyday spiritual language so they can talk meaningfully about reflection, awe, big questions, and meaning-making. This is to nurture spiritual growth and to support pupils and adults to deepen their understanding of themselves, others and the world.



## Inspection Findings

### Vision and Leadership

Rooted in scripture and strengthened by a deeply embedded sense of family, Navenby cultivates a culture of belonging. In this school, unconditional love, care and mutual respect are lived realities. The concept of working together as a family acts as a driving force behind decision-making at every level. Leaders communicate it with clarity and conviction, ensuring that it shapes culture, systems and lived experience. Their commitment to nurturing belonging results in a community where people feel valued, known and cherished. Roles of responsibility are aligned with areas of expertise, allowing leaders and governors to be informed and knowledgeable when monitoring subjects. Working in close partnership, leaders and governors model teamwork. Governors champion the vision through regular visits. They work with staff to monitor curriculum areas, policies, and planning. This helps to maintain strong partnerships with teaching staff and support pupils' daily flourishing. The Christian values of thankfulness, forgiveness, faithfulness, peace, respect and hope flow from the vision. They are firmly established and recognised by pupils as universal life values. They are relevant to those of all faiths and none, setting clear expectations for behaviour and attitudes. Pupils shared, 'These values help to build our characters. If we all live them, the world will be a better place'.

### Vision and Curriculum

The Christian vision is a golden thread through the curriculum. 'Rooted in faith' inspires curiosity, reflection and questioning. 'Strengthened by family' shapes an approach built on inclusion, relationships and belonging. Leaders recognise pupils learn in different ways. They support teachers to adapt teaching so that all can flourish academically, physically, mentally and spiritually. This reflects the school's commitment to valuing each pupil as unique and an important part of the whole community. The school's 'curriculum drivers' of resilience, collaboration and curiosity have a marked impact on pupils. They demonstrate a willingness to ask questions, work together, persevere and view mistakes as valuable learning opportunities. The school provides additional learning support for pupils with special educational needs and disabilities (SEND) and those who are vulnerable. This is a positive and integral part of whole school provision. Staff know pupils well and recognise that progress looks different for each member of their 'family'. Pupils celebrate one another's gifts and talents without comparison. The school is developing a shared approach to spirituality. It is enabling pupils to pause, reflect and explore deeper questions. This is beginning to contribute to a curriculum and worship life in which spiritual development is increasingly visible.

### Worship and Spirituality

Daily collective worship is the heartbeat of the school day. It gathers the school family in a shared moment of belonging, love and spiritual grounding. A wide range of people lead worship. This offers a rich and diverse expression of faith. Worship is values-based and rooted in biblical teaching, offering meaningful examples of lived faith. Pupils aspire to become worship councillors, viewing the role as one of responsibility and contribution to the school family. Worship celebrates achievements from both school and home, reflecting leaders' belief that family recognises and uplifts one another. Engaging and inclusive worship offers time for reflection, invitational prayer and active participation. Leaders, governors and pupils speak of the power of gathering in God's presence, reinforcing a strong sense of community. This time provides guidance, nurtures wellbeing and equips pupils and adults for the day ahead. Moments of reflection create opportunities for the school community to pause, think deeply and begin shaping their own developing worldviews within a Christian framework. Joyful singing, thoughtful storytelling and opportunities to wonder contribute to an environment in which enables spiritually flourish.

### Vision and School Culture

Staff know pupils well and work collectively to ensure the vision is seen, felt and enacted in daily practice. This ensures pupils are recognised as an individual and enabled to thrive. Leaders make strategic choices that



prioritise wellbeing, mental health and holistic development alongside academic progress. This enables pupils to flourish as their individual needs are cared for. Experienced staff contribute to a stable and deeply relational environment, strengthening the school's capacity to meet needs with sensitivity and consistency. High expectations are upheld within a caring family ethos. This enables pupils and adults to develop their character, confidence, and achievement. Pupils speak of the vision as something they experience daily. They describe school as a second family home where they feel included and safe.

#### Vision, Justice and Responsibility

The vision shapes pupils' understanding of justice, responsibility and their place within God's world. Carefully planned enrichment opportunities help pupils make sense of issues and their responsibility to respond. Events such as 'parliament week' allow pupils to explore democratic processes, including decision-making, debate, and law making. These experiences help pupils understand fairness and the importance of having a voice. It inspires them to make conscious choices such as choosing to walk to school, contributing to positive change. Pupils demonstrate an emerging awareness of injustice, articulating it as 'removing your rights to do things or have things you need' This shows that the school is increasingly effective in enabling pupils to think critically about responsible action. Parents speak positively about the way the school nurtures strong morals and a compassionate outlook. It prepares pupils for their future by helping them recognise inequality and understand their rights. Leaders are beginning to create opportunities for pupils to think about justice, challenge unfairness, and recognise their ability to make a difference.

#### Religious Education

Religious education is purposeful and effective. It is highly valued because it broadens pupils' understanding of their place in the world and supports the school's vision. The new RE curriculum allows pupils to revisit key concepts and remember what they have learned before. This strengthens progression and deepens understanding. Staff are alert to gaps and respond swiftly to address them. Leaders have prioritised training and networking opportunities, making effective use of diocesan support. Pupils enjoy grappling with big questions linked to purpose, meaning and design. This philosophical dimension of RE, though challenging for both pupils and staff, is beginning to help pupils to think deeply and reflect more. Pupils describe RE as 'a time to learn about how people live their life, find out about different perspectives and develop your own view of the world'. Visitors help pupils to understand the lived experience of religion and to appreciate both similarity and diversity. Support from local clergy and the church community enriches pupils' understanding of global Christianity. Leaders draw on their missionary experience to offer pupils an understanding of the lived diverse nature of religious expression. While RE provision is strong overall, pupils' understanding is not yet consistently secure across the three core disciplines of believing, thinking, and living. As a result, pupils' understanding sometimes lacks depth and balance when engaging with religious and non-religious worldviews.

## Information

Address	East Road, Navenby, Lincoln, LN5 0EP		
Date	9 February 2026	URN	120532
Type of school	Voluntary controlled	No. of pupils	194
Diocese	Lincoln		
Headteacher	Craig Elliott		
Chair of Governors	Jim Kirby		
Inspector	Jemma Coulson		