

Inspection of a good school: Navigation Primary School

Hawarden Road, Altrincham, Cheshire WA14 1NG

Inspection dates:

4–5 February 2020

Outcome

Navigation Primary School continues to be a good school.

What is it like to attend this school?

Navigation Primary School is a happy place to learn and work for pupils. Pupils are polite, friendly and articulate. They are very proud of their school. One pupil described the school as 'amazing'. Pupils are respectful to each other and their teachers. They achieve well, particularly in mathematics.

Pupils respond well to staff's high expectations. They support the school's motto, 'working together, learning together'. Pupils follow a broad and interesting curriculum. They enjoy the wide range of activities that are on offer. These include after-school clubs for musical theatre, art and cookery.

Across the school, pupils are absorbed in their learning. Their behaviour in lessons and around school is impressive. The pupils I spoke with said that they feel safe in the school. They said that bullying is very rare. Pupils are confident that adults will sort out any problems that do occur.

Parents and carers appreciate the work that staff do to support pupils' well-being. A typical comment from a parent was, 'I am completely confident that my child is receiving the best possible care in school.'

What does the school do well and what does it need to do better?

The leadership team provide clear and positive direction for the school. They are well supported by the expertise of the governing body. Together, they understand the school's many strengths and where further improvement is needed.

Leaders have designed an ambitious curriculum. There are clear plans that help teachers to know what needs to be taught and when. Staff are successful at making sure that pupils remember what they have been taught. As a result, pupils, including those with special educational needs and/or disabilities (SEND), achieve well in a broad range of subjects such as English, mathematics, science and history. In some subjects, such as art

and design and design technology, pupils have gaps in their knowledge and skills. For example, very few pupils could recall the name of any great artists they had studied before the inspection. This is because these subjects were previously not taught in sufficient detail. Leaders have made changes to the curriculum plans of these subjects. However, they are recent and have not had time to take full effect.

Reading is a high priority. Leaders promote a love of reading. Children learn about phonics as soon as they arrive in school. Children in the Nursery and Reception classes enjoy the stories and poems that teachers read. Pupils take full advantage of the wide range of books on offer in the new library. Teachers are quick to help any pupil who falls behind so that they catch up quickly. A high proportion of pupils achieve the expected standard in the Year 1 phonics screening check. Staff work closely with parents to help them support their children at home. Pupils achieve well in reading at the end of Year 6.

Mathematics is a strength of the school. Topics are taught in a logical order and build on pupils' previous learning. Teachers use their subject knowledge to develop children's understanding of early mathematics. Pupils are given opportunities to use their knowledge and understanding to tackle mathematical problems. They are confident in explaining their mathematical thinking and are taught that mistakes 'are just another way of learning'. Pupils achieve extremely well in mathematics by the end of key stage 2.

Teachers adapt the curriculum to meet the needs of pupils with SEND. This helps these pupils to learn well. Leaders plan learning carefully so that disadvantaged pupils can join in with their classmates in all aspects of school life.

Pupils behave very well around the school and when in class. They are kind to each other and show good manners. Pupils attend school regularly.

Leaders are determined that pupils leave Navigation Primary School ready to thrive in tomorrow's world. The work that the school does to promote pupils' health and well-being is a strong feature of the school. Pupils spoke positively about the 'Zen Zone', where they can take time out from the bustle of the playground to be quiet and calm. They understand the importance of what it means to have a healthy and happy body and mind. The rich curriculum helps pupils to develop morally, spiritually and culturally. Pupils learn to celebrate what people have in common and respect for what is different.

Staff feel valued and enjoy working at the school. There is a strong sense of teamwork among staff at the school. Staff morale is high. Leaders and governors are considerate of staff workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the safeguarding of pupils is a high priority. All checks are carried out on new staff to make sure they are safe to work with children. Staff have completed training in safeguarding. They know pupils well. This helps them to spot early signs that a pupil may be in need of additional support. Staff know what to do if they have any

concerns about a pupil. Records are detailed and carefully maintained. Leaders work effectively with external agencies to ensure that pupils and their families receive the help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have planned an ambitious curriculum for all pupils. This supports pupils well to learn the knowledge and skills they need in many subject areas. However, the plans for a small number of subjects, including design technology and art and design are recent and have not had sufficient time to take effect. Consequently, pupils have gaps in their learning in these subjects. Leaders need to make sure that all subjects are delivered to the same high standard so that pupils' achievement continues to improve.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Navigation Primary School to be good on 28 February–1 March 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106283
Local authority	Trafford
Inspection number	10122084
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair of governing body	Jessica Boothroyd
Headteacher	Joanne Patterson
Website	www.navigationprimary.com
Date of previous inspection	19 April 2016

Information about this school

- Since the previous inspection, six new members of staff have been appointed.

Information about this inspection

- I met with the headteacher, the deputy headteacher, subject leaders, and other members of staff. I spoke with members of the governing body and with a representative of the local authority.
- I spoke to pupils about their experience of school and their views on behaviour and bullying. I also observed pupils' behaviour during lessons and at breaktimes.
- I considered 108 responses to Parent View, Ofsted's online questionnaire, and the 108 free-text responses. I spoke with parents before school to gather their views. I also took note of 26 responses to the staff questionnaire and 34 responses to the pupils' questionnaire.
- I reviewed a wide range of documentation about the school, including information about safeguarding and checks undertaken on newly appointed staff.

- I looked in depth at reading, mathematics and art. For each of these subjects, I held discussions with subject leaders and teachers, visited lessons, looked at samples of pupils' work and talked with pupils. I also observed staff listening to pupils read.

Inspection team

Cathy Parkinson, lead inspector

Ofsted Inspector

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