

Wrangle Primary School

Wrangle, Boston, PE22 9AS

Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children make a good start in Reception. They settle quickly and are well prepared to start learning in the main school.
- Pupils have made rapid progress this year in Key Stages 1 and 2.
- There is a very good system of rewards for good work and behaviour. Poor behaviour is increasingly rare. Pupils feel safe.
- Pupils are learning more quickly in English and mathematics, partly because of a new scheme for reading and writing.
- Teachers use questions to help pupils work things out for themselves. They make pupils think hard and learn for themselves.
- School leaders have brought in new teachers and ideas. Pupils are making better progress than in the past.
- The school makes best use of the skills and experience of staff in their partner schools to improve teaching and management.

It is not yet an outstanding school because

- When teachers mark pupils' work, they do not always give advice about how to improve.
- Teachers do not always give pupils an opportunity to respond to the advice they are given.
- Teachers do not always remind pupils of the skills they use in English and mathematics when tackling topic work.
- School leaders and teachers do not check accurately the progress that pupils make in subjects other than English and mathematics.
- Using the school's record-keeping system, governors are not able to independently follow the progress that pupils make.

Information about this inspection

- All teachers were observed twice. This made a total of six lessons.
- The inspector met staff, pupils, governors and a representative of the local authority.
- A range of documents were seen, including the school's self-evaluation, minutes of governing body meetings, school policies and safeguarding documents.
- The inspector took account of the 14 responses to the online questionnaire (Parent View).
- The inspector looked at information about how well the pupils achieve. He looked at pupils' books and listened to children read.
- Two of the three teachers are new to the school.

Inspection team

John Hucker, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average primary school.
- All of the pupils are White British.
- The proportion of pupils eligible for the pupil premium is higher than the national average. The pupil premium is funding provided to support pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled students and those who have special educational needs supported through school action is much higher than average. The proportion supported at school action plus or with a statement of special educational needs is also much higher than average.
- The school meets the government's current floor standards, which set minimum expectations for students' attainment and progress.
- All pupils are educated on site. The school uses CMS Sport and Mark Ferguson Music to teach Years 2 to 6, for one morning each week.
- The school is part of a collaborative partnership with two other local primary schools.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - teachers' marking always shows pupils how to improve
 - pupils are routinely given the opportunity to respond to the advice teachers give them when they mark their work
 - pupils are routinely reminded of the skills in literacy and numeracy that they need to use in topic work.
- Raise standards in subjects other than English and mathematics across the school by checking more accurately how well pupils are learning in these subjects.
- Improve the quality of leadership and management by ensuring that governors are able to follow the progress of individuals or groups of pupils, using the school's own record-keeping system.

Inspection judgements

The achievement of pupils is good

- Throughout the school, pupils are making good progress in English and mathematics. This is much better than in previous years, when standards and progress were below average. Each year group has made better progress this year than is expected nationally.
- Pupils do better in reading and mathematics than in writing. The school has brought in a new scheme of work for English and the pupils' writing is now improving more quickly than the other subjects.
- Children who attend the Early Years Foundation Stage get an outstanding start. By the time they leave Reception, most are doing better than might be expected for children of that age and all have made very good progress. They are well prepared to start Key Stage 1 lessons.
- Pupils who are supported by the pupil premium continue to make progress in English and mathematics at the same rate as other pupils at the school. They reach the same standards. This is true for looked after children and those known to be eligible for free school meals.
- Pupils supported at school action, school action plus and with statements make slower progress than other pupils. These are small numbers of pupils and one pupil can make a big difference. Pupils supported at school action make better progress than similar pupils nationally.
- The school uses outside agencies to teach the Years 2 to 6 pupils for one morning each week. The activities focus on physical education and music. The specialists do not plan with the class teachers and some pupils do not get work at the right level for them, so they cannot make good progress.

The quality of teaching is good

- The good progress in English and mathematics this school year reflects the quality of teaching. Pupils have opportunities to progress at their own rate and are keen to do well. Pupils enjoy their lessons because teachers keep them interested.
 - The teachers and their assistants are skilled at asking the right question at the right time. They ask to make pupils think harder. They ask simpler questions to help pupils work answers out for themselves. They also ask to judge just how well pupils understand the work.
 - Pupils are given lots of opportunities to work things out or learn new things for themselves. This is important for pupils to make better progress as they do not have to learn at the same pace as other classmates.
 - Teachers use technology with children and pupils of all ages. Tablet computers are available to them most of the time and they enjoy taking responsibility for the equipment and for their own learning.
 - Teachers use the reward system well. Good work and good behaviour earn pupils points that can be collected and banked like money. Pupils enjoy earning points that they can later spend in the shop. Pupils are working extra hard for extra points.
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- Teachers do not always mark pupils' books to a high standard. When they do, pupils get advice about how to improve. They get a chance to practise the skill and then get more feedback. Sometimes, pupils are not clear about how well they are doing or how to move on to the next level.
- When pupils are doing topic work, teachers do not always remind them about how they are using good English or mathematical skills. Many pupils only think about practising these skills in English and mathematics lessons.

The behaviour and safety of pupils are good

- Pupils enjoy school and say that they feel safe. They say, in the past, bullying has been dealt with effectively and now there is none. Pupils know how to deal with different kinds of bullying, including when using computers, tablets and smart phones.
- Pupils and children enjoy the responsibility of being on the school council and being play leaders. They are looking forward to training as mediators. In this role, pupils are expected to help others to sort out their differences.
- Pupils are delighted with the school's reward system. They are able to save up their reward tokens towards prizes of different values. They enjoy the responsibility of managing their own choices. They learn that by saving longer they get bigger rewards.
- The behaviour records show that poor behaviour is rare. There have been no exclusions for two years. A small minority of parents are concerned about behaviour but the inspector did not see anything to reflect their concerns. Nearly all parents agree that their children are safe, happy and well cared for.

The leadership and management are good

- School leaders have made very good use of the skills and expertise of staff in their partner schools. As a result, the quality of teaching has improved. The quality of leadership and management has improved at all levels.
 - School leaders have not yet had an opportunity to relate teachers' pay based on the impact their teaching has on pupils' progress.
 - The very effective support put into the teaching of English and mathematics has brought about rapid improvement. Pupils now make much better progress in these subjects.
 - The school provides well for pupils' spiritual, moral social and cultural development. Pupils enjoy the trips out of school. They like to be involved in supporting local and national charities. Pupils have experiences that help them to understand the positive aspects of living in a multicultural United Kingdom.
 - The school has a very strong parents', teachers' and friends' association. They make major contributions to the life of the school, including the total upkeep of the swimming pool and its related structures.
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- The local authority has given well-targeted support to help the school improve. This has been very effective and the school now gets light-touch support.
 - The school closely monitors the pupils' progress in English and mathematics. Progress in other subjects is not monitored in the same way. School leaders are not clear about how well pupils are learning in these other subjects.
 - **The governance of the school:**
 - The governors have a generally good understanding of the school's strengths and weaknesses but they rely on the headteacher to know how well their school is performing compared to other schools nationally. They question senior leaders about pupils' achievement and hold them to account. Governors know the pupil premium is spent on one-to-one tuition, learning mentor support for emotional wellbeing, trips out and visitors to school. They check that this all helps eligible pupils to keep up with the others. Governors regularly attend training and meet all their other statutory duties. They have ensured that all requirements for pupils' safeguarding are fully met. They frequently visit the school and some help in class, as guided by teachers. The method they are using to hire the best staff is helping to raise standards. Governors do not yet have the skills to use the school's system of record-keeping to check for themselves how well pupils are learning.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120685
Local authority	Lincolnshire
Inspection number	401960

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Stuart Pinchbeck
Headteacher	Caroline Lister
Date of previous school inspection	21 September 2009
Telephone number	01205 870509
Fax number	01205 870567
Email address	enquiries@wrangle.lincs.sch.uk

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