

Inspection of Wrangle Primary School

Main Road, Wrangle, Boston, Lincolnshire PE22 9AS

Inspection dates: 14 and 15 September 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Wrangle Primary is like one big family. Staff know pupils and their families very well. Relationships between adults and pupils are positive. Pupils are happy here. They feel safe and are kept safe. They experience a wide variety of activities outside of the classroom. Pupils often use the school swimming pool, sensory garden and allotments. Pupils can attend a wide variety of after-school clubs and sporting events.

School leaders have high expectations for every child. They are determined that all pupils should succeed. This includes children in the early years, disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Pupils behave well. They sensibly follow the school routines. They enjoy receiving 'GEWPs' (Great Elite Wrangle Pounds) for good work and behaviour. These are collected and then 'spent' in the GEWP shop. Instances of bullying are extremely rare. Pupils have many adults with whom they can share any worries they may have.

Parents are unanimous in their praise of the school. One comment, typical of many, was, 'Our child is a valued member of this school. We are so pleased we found it. There is a real community here. It is an all-round fantastic school.'

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

The headteacher and subject leaders have ensured that the curriculum is well planned and sequenced. This includes in the early years. Pupils learn content through different topics. Subject leaders are clear about the subject-specific knowledge and skills they want pupils to learn in each topic. In science in Years 3 and 4, for example, pupils learn about different types of rock. This prepares them well for future learning when they will conduct tests on a range of materials. Not all subject leaders are aware of the content of the planned curriculum in the early years. They therefore do not have a full picture of how pupils learn in their subject from Reception to Year 6.

Staff have good subject knowledge. They explain activities carefully. Teachers check what pupils have remembered through quick quizzes and short tests. 'Flashback 4s' help pupils to recall their recent learning in mathematics. They help teachers to spot any gaps in pupils' understanding. Teachers then change future lessons accordingly.

The teaching of early reading and phonics is a strength. Staff have had effective training. They use a consistent approach through Reception and in key stage 1. Staff ensure that reading books match the phonic sounds pupils are learning. Leaders instil in pupils a love of reading. Recent online visits from authors and poets have encouraged pupils to read more often. Any pupil in danger of falling behind is spotted quickly and given effective support. Pupils keep up rather than catch up.

This well-thought-out approach is working. Pupils in key stage 2 enjoy reading. There is a good range of challenging books from which they can choose.

Pupils have positive attitudes to their learning. They are motivated and keen to learn. They take pride in their achievements and are proud to have their work displayed. Attendance has improved since the previous inspection. The vast majority of pupils arrive at school on time.

Pupils get on well with each other. One pupil said, 'When I first got to this school, I made friends in five minutes.' Pupils are polite to adults. They know the difference between right and wrong. Their knowledge of diversity and of faiths and cultures different to their own is not always as strong as it could be.

There is a wide range of opportunities for pupils to pursue their talents and interests. They learn how to stay safe when riding their bikes. The school council and school prime minister help to decide on fund-raising activities. The headteacher ensured that a range of activities still occurred online during the pandemic.

There is a robust system in place to identify and meet the needs of pupils with SEND. Teachers make adaptations to the curriculum for pupils who might need extra help. Short 'pre-teach' sessions help pupils with SEND to understand new vocabulary. Staff have received appropriate training in, for example, autism awareness and dyslexia.

Leaders have overseen improvements across the school. They have successfully tackled the right issues at the right time. Leaders appreciate the support from the local authority. Governors are knowledgeable and skilled. They ask challenging questions to hold leaders to account. They understand their statutory duties.

Staff enjoy working at the school. They appreciate the training opportunities available to them. They say that leaders are sensitive to their workload and 'help if we have a problem'.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received appropriate safeguarding training. They know about 'Prevent' and county lines drug trafficking, for example. They are vigilant to the potential signs of abuse or neglect. Staff are aware of the procedures to follow should they have any safeguarding concerns. Safeguarding leaders keep appropriate records. They ensure that outside agencies are contacted promptly. Policies consider the latest statutory guidance. This includes peer-on-peer abuse and harmful sexual behaviour. Pupils know how to keep themselves safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all subject leaders know how their curriculum subjects begin in the early years. They do not have a full overview of their subject from the Reception class through to Year 6. Subject leaders should ensure that they make themselves aware of this content, so that they have the full picture of how pupils develop knowledge in their subject as they move through the school.
- Some pupils do not have a detailed enough knowledge of diversity and of faiths and cultures that are different to their own. They are therefore not as well prepared for life in modern Britain as they could be. Leaders should ensure that the curriculum contains effective opportunities for pupils to develop their knowledge in these areas, so that they develop their understanding of diversity and difference in British society.

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 information from Ofsted Parent View 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	120685
Local authority	Lincolnshire
Inspection number	10199982
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair of governing body	Stuart Pinchbeck
Headteacher	Matthew Petch
Website	www.wrangleprimaryschool.com
Date of previous inspection	2 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils and of pupils with SEND is above the national average.
- The school does not use the services of any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors held various meetings with the headteacher, subject leaders and two representatives from the governing body, including the chair. A conversation was held with a representative from the local authority.
- Inspectors carried out deep dives in phonics and early reading, mathematics, science and personal, social and health education. For each deep dive, inspectors

met with subject leaders, looked at the curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- In order to inspect safeguarding, an inspector checked the single central record. Checks were made on staff training and their knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors observed pupils during their lessons and during social times. Meetings were held with the headteacher and early years leader to gather evidence about pupils' personal development and the provision in the Reception class.
- There were 12 responses to Ofsted's pupil questionnaire, 15 responses to Ofsted's staff questionnaire and 13 responses to Ofsted's Parent View questionnaire that were taken into consideration.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Rebecca Jackson

Ofsted Inspector

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