

Inspection of Wrawby St Mary's CofE Primary School

Vicarage Avenue, Wrawby, Brigg, Lincolnshire DN20 8RY

Inspection dates: 13 and 14 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Darrell Brown. This school is part of Lincoln Anglican Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jackie Waters-Dewhurst, and overseen by a board of trustees, chaired by Jerry Woolner. There is also an executive headteacher, Sandra Fawn, who is responsible for this school and one other.

Ofsted has not previously inspected Wrawby St Mary's CofE Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Since becoming an academy, the school has experienced a period of transformation. Leaders are resolute in their ambition to provide a high-quality education for all pupils, including those who are disadvantaged. Many parents and carers, as well as older pupils, recognise the improvements that have been made in recent years.

The school's inclusive ethos supports pupils with special educational needs and/or disabilities (SEND) well. Pupils acknowledge that some of their peers find learning more challenging than others. They show kindness and respect in their actions. Pupils are polite and courteous to their peers and adults. Older pupils are strong role models to those who are younger. Most pupils behave well in class. They demonstrate the positive behaviours that are expected of them. Pupils are taught to recognise how their actions affect themselves and others. The school teaches them strategies to take responsibility for, and manage, their behaviour effectively.

Pupils are proud to carry out leadership roles in school. Pupils apply for responsibilities such as librarians, health and safety advisers and lunchtime helpers. They carry these out with maturity. Well-being ambassadors support pupils if they have any concerns. Pupils know that they can go to an adult if they are worried about something.

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

The school has prioritised developing the curriculum. Changes that have taken place are becoming increasingly embedded. Most pupils achieve well. Disadvantaged pupils progress well from their starting points. The school regularly checks that the support provided to pupils with SEND meets their needs. Adults support pupils' learning well. They know the small steps that are required to help pupils with their learning and development.

The school has carefully considered how the curriculum develops pupils' knowledge and skills over time. For example, in science, the skills required to conduct scientific experiments are clearly mapped out from Reception through to the end of key stage 2. Pupils have regular opportunities to plan and carry out scientific experiments. This well-established practice supports pupils to confidently apply their learning in science within a variety of practical contexts.

Teachers demonstrate strong subject knowledge in their teaching. They provide regular opportunities for pupils to revisit concepts. This helps pupils to remember what they have learned. The curriculum clearly identifies the vocabulary that pupils must learn. Pupils use this vocabulary with confidence when explaining their thinking.

The school has overhauled the teaching of reading in the school in recent years. This has provided a sharp focus and clarity in the teaching of phonics. Children begin to learn the sounds that letters represent from the beginning of Reception.

They quickly build a secure knowledge of phonics. Pupils segment and blend words accurately. This helps them to become increasingly confident and fluent in their reading. Pupils at risk of falling behind are swiftly supported through additional intervention. Pupils develop a love of reading from a young age. Older pupils recognise how the school's improvements to reading have had a positive impact on their enjoyment of, and confidence in, reading. Visitors to the school, including authors, poets and members of the local community who read to pupils, support the school's aim to promote the benefits of reading.

Children in Reception enjoy exploring and learning in the classroom and outdoor space. They play very well with their peers. Well-established routines enable children to settle quickly. They remain focused on activities for sustained periods. Adults know the children well. They skilfully interact with children. This enables them to develop children's learning further.

The school has developed a bespoke curriculum to support the teaching of personal, social and health education (PSHE). Leaders have ensured that the PSHE curriculum meets the needs of pupils and the school's community. Pupils know what they can do to keep physically and mentally healthy. Although at a relatively early stage, leaders have established a clear rationale to support pupils' personal development through purposeful projects that link to careers and the world of work. The school provides time for pupils to reflect on what they have learned and how it applies to their own lives. Pupils develop a firm understanding of right and wrong. They know the importance of treating others with tolerance and respect. The school provides regular opportunities for pupils to contribute to, and learn about, the local community. Pupils benefit from opportunities such as participating in services at the village church and visiting the local windmill. These enrich pupils' knowledge of culture and heritage.

Leaders, including those with responsibility for governance, recognise that the school is currently undergoing a period of transition due to the retirement of the executive headteacher at the end of the term. They have worked with trust leaders to support staff through this period of transition. The school recognises the need to ensure that staff continue to be supported effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some leaders are relatively new to their roles. Others are due to take on new responsibilities in the coming term. This means that some actions to further improve the school are at an earlier stage of development than others. The school should support leaders with new responsibilities, helping them to build on existing

strong practice so that all pupils benefit from a high-quality education.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148307
Local authority	North Lincolnshire
Inspection number	10290380
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	Board of trustees
Chair of trust	Jerry Woolner
CEO of the trust	Jackie Waters-Dewhurst
Headteacher	Darrell Brown (Head of School) Sandra Fawn (Executive Headteacher)
Website	www.wrawbyprimary.co.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of the Church of England Diocese of Lincoln. It has not had a section 48 inspection since becoming an academy.
- The school is well below the average-sized school.
- The proportion of pupils eligible for free school meals is well below the national average.
- The proportion of pupils with SEND is well below the national average.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the head of school, executive headteacher and special educational needs coordinator. They also spoke to the school's improvement adviser from the trust.
- Inspectors carried out deep dives in these subjects: early reading, science and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the development of the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector spoke to parents at the school gate.
- The lead inspector held separate meetings with the representatives of the school's academy committee, a representative of the board of trustees and the chief executive officer.
- An inspector spoke to the director of education from the Diocese of Lincoln.

Inspection team

Matthew Harrington, lead inspector	His Majesty's Inspector
Jonathan Glazzard	Ofsted Inspector

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