

Inspection of Wragby Primary School

Silver Street, Wragby, Market Rasen, Lincolnshire LN8 5PJ

Inspection dates:	12 and 13 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Adults at Wragby Primary School are supportive and caring. Pupils like their lessons because they know that adults will help them to do their best. There is an inclusive environment where pupils respect and value each other. This is demonstrated in the way older pupils enjoy helping younger pupils at playtime. Pupils understand the school's expectations. Pupils are happy. They like it when they receive house points and stickers for demonstrating the school values.

Staff are ambitious and have high expectations for all pupils. They have thought carefully about how to inspire and motivate pupils to be curious in their learning and to think deeply about a range of topics. As a result, pupils achieve well. A range of experiences are planned to help bring the curriculum to life, such as a trip to the local air museum to see a real Lancaster bomber. Children in the early years enjoy exploring the stimulating environment, which helps them to learn in a variety of ways.

Pupils are proud to attend Wragby Primary School and like to represent the school in a range of community events. They enjoy learning about schools around the world through writing to their pen pals in France.

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

Leaders have high expectations for pupils and have a strong understanding of the school's strengths and areas for development. This knowledge is used to precisely identify the next steps for the school. As a result, recent changes have been made to some of the wider curriculum subjects so that the knowledge that pupils should know and remember across every year group is clearer and more ambitious. Checks on the effectiveness of these new curriculums are not yet fully in place.

Teachers present ideas in a way that helps most pupils understand how to attempt their work independently. Vocabulary mats and mathematical equipment, such as counters, are used effectively to help pupils to understand ideas more deeply. Teachers use questions skilfully to help pupils to investigate. Pupils enjoy their new art lessons as they like to find out about 'real artists'. They enjoy evaluating pieces of art and justifying their ideas with each other.

In the wider curriculum subjects, teachers are beginning to make stronger links to the knowledge that pupils have previously learned. This is helping pupils to connect their learning together and, as a result, they are starting to remember important ideas. However, some curriculums in the school are newer. In these subjects, the checks that teachers make on the knowledge pupils know are sometimes not precise enough. This means that sometimes pupils move on to new learning before their understanding is secure.

There is a strong focus on helping pupils learn to read. All staff have received high-quality training so that phonics lessons are taught consistently well. Regular checks help teachers to spot pupils who are slower to learn the sounds they need to read fluently. Additional

support is quickly arranged to help these pupils so that they develop their reading comprehension. Pupils read a range of texts as they move through the school. They enjoy opportunities to show expression when reading performance poetry.

The school identifies pupils with special educational needs and/or disabilities (SEND) effectively. Adapted resources for pupils with SEND help them to access learning and achieve well in lessons.

Children in the early years access a wide range of activities to help them to apply their learning through play. Children enjoy connecting their play to the stories that they are learning, for example by making puppets to retell the story of 'Little Red Riding Hood'.

The school places a high priority on supporting pupils' mental health and well-being. The pastoral support that pupils receive helps them to talk about their worries so that they feel safe and listened to. Pupils have a strong understanding of how to stay safe online. They are knowledgeable about a range of faiths and learn about the importance of showing respect to everyone.

Pupils demonstrate positive behaviour choices in classrooms and in their free play. Pupils engage well with their learning and show enthusiasm in their lessons.

Educational research is used to help the school make effective choices about the plans for the school. Staff receive training to support them in implementing new ideas. Governors fulfil their duties effectively and take an active approach in finding out about the work of the school.

The school is considerate of staff's workload, and staff's well-being is prioritised.

The school works closely with the community to provide a range of opportunities for pupils to represent the school at local events.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is new. In these subjects, the way teachers check pupils' learning is not fully developed. Consequently, teachers do not always identify gaps in pupils' understanding. Sometimes, they move pupils on to new learning before they are ready. The school should support teachers to use assessment effectively in all subjects, so that gaps are identified and addressed. This will help pupils to build their knowledge securely over time.

- In subjects where the curriculum is new, the school's checks on the effectiveness of the curriculum are not yet fully established. As a result, the school does not have a strong overview of what is working well and what needs to change in these subjects. The school should ensure that the necessary checks on the quality of the curriculum are fully in place, so that pupils have opportunities to learn equally well in all subjects.

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	120488
Local authority	Lincolnshire
Inspection number	10347429
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair of governing body	Dr Sue Cordell
Headteacher	Rachel Osgodby (Co-Headteacher) Laura Kenyon (Co-Headteacher)
Website	www.wragby.lincs.sch.uk
Date of previous inspection	6 March 2019, under section 8 of the Education Act 2005

Information about this school

- There is a new co-headship arrangement in the school.
- The school does not currently make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 met with the headteacher and with other leaders. The lead inspector met with those responsible for governance, including the chair of the local governing body. The lead inspector also held a discussion with a local authority representative.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors met with subject leaders to discuss 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 observed some pupils reading to a familiar member of staff. Inspectors also discussed the curriculum and reviewed curriculum documentation in some other subjects.
- Inspectors observed behaviour in lessons and at other times around school. Inspectors met with those responsible for behaviour, attendance and personal development and with the pastoral support lead.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan and information about governance. Inspectors also considered information about pupils' attendance and behaviour.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's online survey for staff.

Inspection team

Sarah Sadler, lead inspector

Ofsted Inspector

Chris Stevens

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024