



Wrangle Primary School

Inspection Report

Unique Reference Number 120685
Local Authority LINCOLNSHIRE
Inspection number 291833
Inspection dates 15–16 February 2007
Reporting inspector John Messer

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

Type of school	Primary	School address	Main Road
School category	Foundation		Wrangle, Boston
Age range of pupils	4–11		Lincolnshire PE22 9AS
Gender of pupils	Mixed	Telephone number	01205 870509
Number on roll (school)	68	Fax number	01205 870567
Appropriate authority	The governing body	Chair	Mr George Danby
		Headteacher	Miss Lisa Meacher (Acting Deputy)
Date of previous school inspection	1 October 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Pupils are taught in three classes in this small village primary school. Nearly all pupils are from White British families. The proportion of pupils entitled to free school meals is above average. On entry to the school the attainment of most, but not all, children is below national expectations. The proportion of pupils with learning difficulties or disabilities is above average. The proportion of pupils who enter or leave the school part-way through their education is well above average. In September 2006 the school entered a formal working partnership with the nearby secondary school. Under this arrangement the headteacher of the secondary school became the executive headteacher of this school with responsibility for strategic planning. One of the teachers at Wrangle School became the acting deputy headteacher responsible for the day-to-day running of the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's judgement that it gives its pupils a satisfactory standard of education is accurate. It is emerging from a challenging period when staffing difficulties caused serious problems and standards fell as a result. The school lacked leadership because, despite its best efforts, the governing body was unable to appoint a suitable headteacher. A creative and innovative solution to this problem involved the school entering a close partnership with the nearby secondary school. This partnership is proving to be highly successful and standards are rising. The leadership and management of the school is satisfactory but the partnership was only formally established five months ago and so it is too early to demonstrate its full impact on improving achievement or its ability to sustain its success. Governors are fully involved in creating plans to raise standards. Parents are pleased with the education provided for their children. Finances are managed efficiently and the school provides satisfactory value for money. The school is realistic about the need to raise standards and has a sound platform for further improvement.

Teaching is satisfactory overall and much of it is good. The older pupils travel to the secondary school for a proportion of their lessons and teachers from the secondary school visit to provide specialist teaching, particularly in science and mathematics. The school itself now has a much more stable team of teachers who benefit from the good direction of the acting deputy headteacher. She has introduced an excellent system to measure pupils' progress in literacy and numeracy in order to identify any who are not making as much progress as they should. The progress of all pupils is examined frequently and extra support is provided to help those who have met with some difficulty in their learning. Occasionally teachers do not take sufficient account of the wide range of ability in each class. They do not always adjust their teaching sufficiently to match pupils' widely varying stages of learning so that all groups make good progress.

Pupils' personal development is satisfactory. They enjoy school. Children settle happily in the Reception class where their achievement is satisfactory, as is the pupils' achievement in Years 1 to 6. Although standards are improving, by Year 6 they are still below average in English, mathematics and science, partly because there is a high proportion of pupils with learning difficulties or disabilities in Years 5 and 6. The curriculum is satisfactory. It is extended through the partnership by, for example, including lessons in Spanish at the secondary school. The school has identified the need to link the subjects taught in both schools more closely to make learning more stimulating, meaningful and purposeful. The care, guidance and support provided for pupils are good. They receive good guidance about what they need to do to reach the next stages in their learning. They have made a sound start in developing the skills necessary to support them in their working lives.

What the school should do to improve further

- Accelerate pupils' achievement in Years 3 to 6 and raise the standards they attain in English, mathematics and science.

- Make sure that teachers match learning activities more closely to pupils' particular stages of development so that all groups make good progress.
- Further develop the curriculum and devise projects that capture pupils' interest and imagination.

Achievement and standards

Grade: 3

Children make satisfactory progress in the Reception class and are on course to attain most of the goals expected for them by the end of this school year. Pupils in Years 1 and 2 build on the sound foundations laid in Reception and by Year 2 standards are broadly average in reading, writing and mathematics. This was confirmed by national assessments in 2006. Progress in Years 3 to 6 has not been so steady and the school identified inadequate progress in Years 5 and 6. This has now been resolved but it left gaps in pupils' learning and involved much catching up. The achievement of pupils, including those with learning difficulties or disabilities, is now satisfactory. In the national tests in 2006 the school's performance was better than in 2005, when results were exceptionally low. They were still below average in 2006 in English and science and exceptionally low in mathematics. These results should be treated with caution as the group that took the tests was very small so the performance of one single pupil can have a marked effect on overall results. Also, a third of the pupils in that year had been identified as having learning difficulties or disabilities. Pupils' work and teacher assessments indicate that results this year are likely to improve again and be closer to national averages.

Personal development and well-being

Grade: 3

Pupils enjoy coming to school and say that most lessons are interesting. Attendance is satisfactory. Behaviour is good in lessons and around the school. Most pupils are confident learners but a number said that they did not enjoy mathematics because they found some of the work hard and difficult to understand. Generally pupils are self-assured and bubbling with fun and good humour. Good opportunities are provided in class assemblies for them to sing and act in performances that illustrate some of the work they have completed. This promotes self-confidence well. Spiritual, moral, social and cultural development is satisfactory. Pupils learn to develop a respect for themselves and they are sensitive to the needs of others. They make firm friendships and have a keen sense of fair play. The school has close links with the village and pupils make a contribution to village life. There is a school council but councillors agree that they meet too infrequently to have as much impact on improving the school as they would like.

Quality of provision

Teaching and learning

Grade: 3

Teachers manage behaviour well and relationships are warm and friendly. Teaching assistants make a satisfactory contribution to the quality of teaching and learning and are particularly skilled at supporting those with learning difficulties or disabilities. In each class there is an exceptionally wide range of ability. Teachers assess pupils' attainment well and group them by ability so that they can give each group appropriate work. Sometimes teachers spend too long explaining ideas and explanations are too complex for the slower learners and dwell for too long on concepts that the faster learners have already mastered. Teachers plan and prepare lessons thoroughly but tasks are not always matched closely enough to the learning needs of all groups. Consequently, learning is not always as rapid as it could be and some groups do not make as much progress as they should. Teachers have worked hard to create colourful displays of work and a stimulating learning environment.

Curriculum and other activities

Grade: 3

The curriculum is carefully planned so that all aspects of the National Curriculum are taught. The school has identified the need to make the curriculum more exciting by linking subjects together more creatively in order to make learning more stimulating. Resources are good. All classes have interactive white boards but the full potential of these has not yet been fully reached. Classrooms are bright and colourful. The curriculum is enriched by a good range of visits and visitors. The parent teacher association organises a popular annual 'sleep over' on the school field that extends pupils' social development well. The partnership with the secondary school extends learning opportunities well through, for example, the teaching of musical composition with electronic keyboards.

Care, guidance and support

Grade: 2

Pupils say that the school is a friendly place where they feel safe and secure. They know how to look after themselves and have a sound understanding of how to lead healthy life styles. Child protection arrangements are in place and are understood by all staff. Teachers offer pupils good guidance about personal development and talk to them about how to improve their work. The school is situated in a watery fenland environment so the school places a strong emphasis on swimming and water-safety. Nearly all pupils learn to swim well in the school's swimming pool. Pupils learn about different faiths and customs and this helps to prepare them satisfactorily for life in modern Britain. The frequent visits that the older pupils make to the secondary school encourage them to feel particularly confident about transferring at the end of Year 6.

Leadership and management

Grade: 3

Less than half way through its first year, early indications are that the partnership with the secondary school is working well and is making a good contribution to improving achievement and raising standards. The secondary school headteacher and his deputies strengthen the school's leadership and management and have provided good training experiences for the acting deputy headteacher. This school benefits from being able to give its pupils access to resources and expertise that it was previously unable to provide. The acting deputy headteacher has succeeded in developing a much improved climate for learning in which staff share a commitment to raising standards. Governors have considered the implications of the partnership carefully and support it wholeheartedly. A good 'Partnership Action Plan' guides developments. The partnership has helped to reinvigorate the school and give a renewed impetus to teaching and learning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 February 2007

Dear Children

Wrangle Primary School, Main Road, Wrangle, Boston, Lincolnshire, PE22 9AS

I thoroughly enjoyed my short visit to your school just before half term. Thank you for being so helpful and for telling me all about the school.

There are lots of good things about the school. You told me that you enjoy school and one of the best things is the good friendships that you make. You said that you like most lessons but some subjects are much more interesting than others. You listen carefully to the teachers and you are keen to learn more about the world. All the staff take good care of you. You smile a lot and are always ready to share a joke. Your behaviour is good and you are sensitive to the feelings of others. I particularly enjoyed Red Class's performance about the Great Fire of London. They have so much information about the fire and it was clever of them to get Christopher Wren to visit and explain his plans for rebuilding the city! The older ones told me that they really appreciate the close links that you now have with the Giles School and enjoy being taught by some of the teachers from your partner school.

The standards you reach in English, mathematics and science have been improving steadily but I think that there is room for further improvement and I know that the teachers are keen for you to do even better. I think that the work you are given could be more closely matched to the particular stages that you have reached in your learning so that you are all given tasks which really challenge you to do well and attain high standards. The teachers are thinking hard about how they can link subjects together to make learning even more interesting. I think that this is a good idea. I know that you have sensible attitudes to work and are just as keen as the teachers to make sure that everybody does their very best.

I think that there are exciting times ahead and the school will continue to improve. I wish you all every success in the future.

Yours sincerely

John Messer

Lead Inspector