

# Wrangle Primary School

## Inspection report

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Unique Reference Number	120685
Local Authority	Lincolnshire
Inspection number	339756
Inspection dates	21-22 September 2009
Reporting inspector	Terry Elston

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

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Type of school	Primary
School category	Foundation
Age range of pupils	5-11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	Stuart Pinchbeck
Headteacher	Caroline Lister (Acting)
Date of previous school inspection	15-16 February 2007
School address	Main Road Wrangle Lincolnshire PE22 9AS
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons, and held meetings with governors, pupils and staff. They observed the school's work, and looked at safeguarding documentation, attendance records, evidence of pupils' progress and the 46 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the teaching and curriculum promote good progress in writing
- the effectiveness with which staff use data on pupils' progress to raise standards
- the extent to which the school promotes community cohesion.

## Information about the school

This very small school admits pupils from Wrangle and surrounding villages. Compared with most schools the proportions of pupils eligible for free school meals or who have special educational needs and/or disabilities are above average. Very few pupils come from minority ethnic backgrounds or speak English as an additional language. The acting headteacher was appointed just before the inspection, following the termination of the collaboration arrangement with the local secondary school. Children in the Early Years Foundation Stage are taught alongside those in Year 1 and Year 2.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

## Main findings

Wrangle Primary School provides a satisfactory standard of education. The school has undergone significant staffing turbulence in recent years and continual changes in its leadership. Nevertheless, the staff have showed considerable resilience, and pupils' attainment is improving year by year. The new leadership team has a clear view of the school's priorities, an ambitious plan for the future and a staff that is fully behind them. This team rightly recognises that one of its first jobs is to improve the school's use of assessment data to ensure staff can track the progress of all groups of pupils accurately and compare their performance with other schools nationally. Newly introduced systems mean that this is beginning to happen, and the school's self-evaluation is satisfactory. The school has made satisfactory progress since the last inspection. The curriculum is planned more creatively, and standards are significantly higher. With the staff working effectively as a team to rectify weaknesses, for example in the use of assessment and standards in writing, the school has a satisfactory capacity to improve further.

Pupils' attainment by the time they leave is broadly average, and above average in mathematics where the teaching is consistently good. Pupils say how much they enjoy numeracy lessons and relish the challenges set for them. Fewer pupils enjoy writing, and for some years, their attainment in writing has been too low. This is because teachers give them too few opportunities to write at length in a range of subjects.

Pupils really like being part of a small school where they know everyone so well and adults take such good care of them. They enjoy taking responsibility for their community, and the school council has helped make good improvements to the play facilities and healthy tuck shop. They respond well to the many opportunities given to reflect deeply on issues such as poverty in developing countries, and have a good understanding of how their actions affect others. They nearly always behave well, and in lessons they listen carefully to the teacher. They have a good level of awareness and involvement in their local community, but their experience of other cultures and faiths in this country and abroad is patchy.

Pupils are full of praise for their teachers, particularly for the way they provide work that is, 'challenging but fun.' Teachers have very good relationships with pupils and nearly all lessons are calm and busy. Teaching assistants play an important part in lessons as they work effectively with small groups and support individual pupils who need extra help.

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Teachers have developed an interesting curriculum that has a strong focus on basic literacy and numeracy skills while providing many opportunities for pupils to enhance their talents in art and design, dance and music. The curriculum provides much to teach pupils about how to stay healthy and keep safe and they speak with authority on the best foods to eat, how to stay safe and the hazards of smoking and drugs. There is a wide range of popular clubs at lunchtime and after school to enhance the curriculum.

### What does the school need to do to improve further?

- Raise standards in writing by:
  - giving pupils more practise in writing at length
  - including more opportunities for them to write in all subjects.
- Gain a clearer view of pupils' progress and accelerate their learning by:
  - assessing them more regularly
  - ensuring that staff are aware of how the performance of different groups of pupils, and how it compares with that in other schools.
- Improve community cohesion by giving pupils more opportunities to experience different faiths and cultures at first-hand.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### Outcomes for individuals and groups of pupils

3

Lessons observed during the inspection showed that pupils concentrate well, enjoy their work and make satisfactory progress. The small numbers of pupils assessed at the end of each key stage mean that standards fluctuate markedly from year to year. Over time, however, it is clear that attainment is broadly average at both key stages, and has shown significant improvement in mathematics and science over the last five years. In recent years, boys have done better than girls in most subjects, but currently there is no significant difference in their achievements.

Standards in English in the tests at both Year 2 and Year 6 are stubbornly lower than other subjects because of weaknesses in pupils' writing skills. In English lessons, pupils learn the skills of spelling and punctuation well, and try hard to think of interesting words to use. However, even the most able pupils sometimes show a reluctance to write at length or use exciting language and prefer those tasks when a list will do. In discussions, pupils make comments such as, 'Writing is a bit boring,' and 'It makes my hand ache.' Mathematics is a different story. Pupils enjoy quick-fire mental mathematics sessions and their hands shoot up when the teacher asks them to find the missing number or explain why  $60+40$  is the same as  $40+60$ .

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The good support for pupils with special educational needs and/or disabilities means they make good progress and have equal opportunities to learn alongside more able groups. They grow in confidence and beam with delight when their teaching assistants help them answer questions in class.

Pupils are very keen to talk about how their school teaches them to stay safe and live healthy lives. They show off their platefuls of salad and baked potatoes proudly, and explain how eating the right food helps them keep fit. They rightly say that behaviour is good, and hate being put on the 'sad face wall'. They are adamant that no-one gets bullied. Nearly all attend regularly and are ready to work on the dot at nine o'clock.

*These are the grades for pupils' outcomes*

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance <sup>1</sup>	3
The extent of pupils' spiritual, moral, social and cultural development	3

## How effective is the provision?

In most lessons, teachers have high expectations of pupils' work, and they try hard to meet the challenges set. Pupils like the way teachers make learning fun by giving them plenty of practical activities and opportunities to discuss their work with their 'talking partner'. The pace of lessons is nearly always brisk, and there is a good balance between the teacher explaining things to the whole class and pupils working independently or in groups. The pace of learning wanes, however, when teachers talk too much and keep going over the same work when pupils already know what to do. This is when some start to fidget and lose their enthusiasm. The teachers keep detailed assessment records of pupils' progress, and their marking shows them clearly what they need to do to improve their work. Not all teachers, however, use

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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this data well enough to track the progress of different groups of pupils or compare their performance with pupils in all schools. The school recognises that this is one of the main barriers to pupils making the best possible progress.

The teachers have worked hard to provide an interesting curriculum that meets the needs of the different ages and abilities of pupils in the class. Themes such as The Himalayas, for example, grab pupils' interest and enhance their learning in a wide range of subjects. Some opportunities are missed, however, to encourage pupils to write at length in these topics. The well planned personal, social and health education provision ensures that pupils gain a good awareness of health and safety issues and learn the importance of understanding other's feelings. A wide range of visits and visitors enriches the curriculum and help to make learning fun. Extra-curricular clubs are popular, and help pupils develop their skills in sport and the arts.

Parents are quick to say how well the school cares for their children. They really appreciate the 'family atmosphere' that makes their children feel secure and valued. Vulnerable pupils and those with emotional and learning difficulties benefit from sensitive support and flourish as a result. One parent sang the school's praises and remarked, 'He was so shy when he first came but he's a different boy now!'

*These are the grades for the quality of provision*

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

### How effective are leadership and management?

The school has developed valuable partnerships with other schools and professionals that have helped the leaders gain an accurate view of its strengths and weaknesses. The leaders' priorities are ambitious, and are the right ones to move the school forward. Their targets are clear and have a sensible timescale. They show a strong commitment to providing equal opportunities for all pupils, and will not tolerate any form of racism or discrimination. The acting headteacher has made a good start, and staff show an unwavering commitment to school improvement. Recent improvements in the assessment of pupils' progress and the teaching of writing are starting to reap benefits, and illustrate how well the staff work as a team. The governing body is knowledgeable and fully supportive, but appreciates that it needs to have a deeper knowledge of pupils' attainment compared with those of other schools to improve the school further.

The school runs smoothly, and safeguarding systems are fully in place. The governors and leaders have forged strong links with parents and the community that

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add much to its effectiveness and the promotion of community cohesion. However, the school is at an early stage in the development of links with contrasting communities that would give pupils a better awareness of the diversity of faiths and cultures in the world.

*These are the grades for leadership and management*

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

## Early Years Foundation Stage

The provision is satisfactory. Children start school with skills below those typical of their age and leave Reception with attainment in line with that expected in all areas except reading and writing where it is lower. The good care and support mean that they feel safe at school and improve their personal and social skills particularly well. The well-established systems for teaching children how to understand the rules help them manage their own behaviour and develop their independence. They show confidence registering themselves in the morning and organise their clothes and equipment competently. The arrangements for teaching these children alongside other age groups are satisfactory, but sometimes mean that they have to wait while the teacher sets the older ones work.

The adults provide an interesting range of activities that provide a satisfactory balance between those directed by them and those chosen by the children. Staff observe and record children’s progress carefully and use this information well to plan the next steps in learning. However, these assessments are more detailed when children are working at structured tasks than when they are working independently.

The curriculum is planned well to provide children with a good balance of work and

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play. The classroom is bright and stimulating with lots of examples of children’s work to remind them of their learning. Adults use the outdoor area well, as was seen in one session when they hid numbers around the playground for children to discover with great glee. Competent leadership and management mean that staff work effectively as a team and constantly seek ways to improve the provision.

*These are the grades for the Early Years Foundation Stage*

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

### Views of parents and carers

Parents feel strongly that the school gives children a good start to their education. They are particularly appreciative of the good pastoral support staff give their children in this small school, and the way all adults respond to their individual needs. They feel that behaviour is mostly good, but a few think it could be better. Parents feel welcome at school and well-informed about their children’s progress. Those with children who have learning difficulties and/or disabilities rightly feel that the good provision helps them become confident and happy learners. Overall, parents’ views reflect the inspection findings.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wrangle Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 14 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	79%	3	21%	0	0%	0	0%
The school keeps my child safe	14	100%	0	0%	0	0%	0	0%
The school informs me about my child's progress	9	64%	5	36%	0	0%	0	0%
My child is making enough progress at this school	7	50%	6	43%	0	0%	1	7%
The teaching is good at this school	11	79%	2	14%	1	7%	0	0%
The school helps me to support my child's learning	9	64%	4	29%	1	7%	0	0%
The school helps my child to have a healthy lifestyle	10	71%	4	29%	0	0%	0	0%
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	79%	2	14%	1	7%	0	0%
The school meets my child's particular needs	9	64%	4	29%	0	0%	1	7%
The school deals effectively with unacceptable behaviour	11	79%	1	7%	2	14%	0	0%
The school takes account of my suggestions and concerns	9	64%	3	21%	2	14%	0	0%
The school is led and managed effectively	8	57%	6	43%	0	0%	0	0%
Overall, I am happy with my child's experience at this school	10	71%	3	21%	1	7%	0	0%

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



23 September 2009

Inspection of Wrangle Primary School, Wrangle, PE22 9AS.

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons, play so happily outside and sing so beautifully in assembly. The many of you who were kind enough to speak to us showed how much you enjoy school. Your school is satisfactory. This means that some things are good, but others could be better.

What we found out about your school:

- You work hard and make satisfactory progress. Your work is at a similar level to that in most schools, but you need to do better in writing.
- Your behaviour is good, and you help make the school a happy place.
- You live healthy lives and know how to stay safe.
- You think a lot about people who are not as fortunate as you.
- Your leaders run the school satisfactorily and help it run smoothly.
- The good range of activities provided for you are interesting, and you enjoy the clubs at lunchtime and after school that teach you important skills in things like music and sport.
- Your teachers are doing a satisfactory job. They work hard to plan interesting work and help you when you find things difficult.
- All staff at the school take good care of you and keep you safe.

What we would like the school to do now:

- Help you improve your writing. You can help by trying hard to write as much as you can and making sure it is your very best work.
- Make sure that your teachers check on your progress really carefully so they know where you could do even better.
- Give you more opportunities to learn about the lives of other people in the world.

Good luck for the future.

Yours faithfully

Terry Elston  
Lead inspector

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