

# Wragby Primary School

Inspection report

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<b>Unique Reference Number</b>	120488
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	380040
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Costall
<b>Headteacher</b>	Kate Hodson
<b>Date of previous school inspection</b>	8 January 2007
<b>School address</b>	Silver Street Wragby Market Rasen LN8 5PJ
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by six teachers. Meetings were held with groups of staff and members of the governing body and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 79 questionnaires from parents and carers, 26 questionnaires from staff and 85 questionnaires from pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do the unvalidated Year 6 national test results for 2010/11, the school tracking data and progress seen in lessons show good or satisfactory progress?
- What impact has the revised curriculum had on the progress pupils make?
- What opportunities currently exist for pupils to meet with those from different backgrounds and does this have sufficient impact on their cultural development?

## Information about the school

This is a smaller-than-average primary school. The vast majority of pupils are from White British backgrounds. Very few are from minority ethnic groups and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above that found in most schools. The proportion with statements of special educational needs is also above average. The proportion known to be eligible for free school meals is similar to most schools. The school has recently gained Healthy Schools status and the Activemark. Due to recent housing developments the school pupil numbers have risen from 134 in 2009 to the present 164. A privately managed play group operates within the school grounds and is subject to a separate inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Wragby Primary school provides a good education. Pupils make good progress and when they leave Year 6 have broadly average levels of attainment. This is because teaching is good and is well supported by a good curriculum which helps make learning fun. Whilst teaching and learning are good overall, and in some cases outstanding, in a minority of lessons the quality of teaching and learning is not quite so high. These lessons do not demonstrate the good pace of learning seen in the majority of lessons and the high expectations of pupils seen in other lessons. Senior leaders monitor teaching and learning very closely and, where the teaching is not leading to good progress, action is quickly taken to provide extra support for pupils who need it. The strategies the school has in place for these pupils, including those with special educational needs and/or disabilities, are closely monitored to ensure they are being effective.

The improved curriculum which was introduced two years ago very effectively motivates pupils through interesting topics which link the subjects across the curriculum. It also supports pupils' personal development well, including a strong focus on understanding the world around us, by comparing the local and distant communities. Opportunities have been established for pupils to meet those from different backgrounds to further support their cultural understanding.

A key strength of the school is the welcoming environment which successfully promotes very good relationships. There is an open-door policy so that all parents and carers can bring their children into the school in the morning to help them settle quickly. The wall displays are used well to celebrate pupils work and make the school a stimulating learning environment. Pupils have good attitudes to learning and behave well in lessons. Parents and carers are kept well informed about all school matters but not all parents and carers ensure that their children attend regularly.

The leaders and managers, including members of the governing body, have a good understanding of the strengths of the school and what needs to be done to give pupils the best opportunities. Their approach to self-evaluation is excellent and leads to a well-focused school development plan. There has been good progress on the areas identified as requiring improvement in the previous inspection report. Systems are currently fully embedded to support raising attainment and the good features identified at the last inspection have been consolidated. This demonstrates that the school has a good capacity for sustained improvement.

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

- Raise attainment by increasing the amount of good and outstanding teaching by:
  - sharing best practice
  - having consistently high expectations
  - ensuring that lessons always move at a good pace.
- Work with parents and carers to improve pupils' attendance.

## Outcomes for individuals and groups of pupils

2

The attainment on entry of those who joined the school at the start of their education was at the expected levels for their ages. These pupils have made good progress and their attainment levels are above average at the end of Year 6. However, many of the current and previous years' cohorts in Key Stage 2 have joined the school within the last three years. The school tracking data shows that they have all made good progress since they arrived and attain average standards. Overall levels of attainment are broadly average in English and mathematics. There are no significant variations between the progress made by any groups of pupils or the progress made in subjects. In all lessons there is an element of fun which stimulates learning. This was seen in a Year 6 literacy lesson where pupils were fully engaged with their learning which was well supported by short visual displays and discussion. Within the classroom there are very good relationships and positive interactions between pupils and adults. The pupils who need extra help, including those with special educational needs and/or disabilities, are well supported by teaching assistants who work with them very closely during all parts of the lessons to make sure they understand the activities. Pupils enjoy the topic work as was seen in a Year 2 lesson which effectively linked geography with literacy work. There was a buzz of excitement in this lesson as pupils compared pictures of Sydney and Skegness and showed good skills at writing very descriptive words about the two places.

Behaviour is good in lessons and generally around the school. Pupils say that a small number of pupils sometimes misbehave. Parents and carers also raised concerns about this. However the leaders are already taking action to improve the supervision outside the classroom. The vast majority of pupils say they feel safe in school. Pupils talked enthusiastically about the many opportunities they have to take responsibility such as being a committee member on the school council. The older pupils also help the younger ones settle in to school and one pupil said 'Everyone tries to help each other'. They make a good contribution to the local community and beyond by participating in community activities such as the Christmas Market, Summer Fair, the Lincolnshire Show Schools Challenge and by raising funds for a range of charities. Pupils understand about adopting a healthy lifestyle and eat fruit and drink water during the day. They also join in and enjoy the sporting activities available. The provision the school provides for healthy lifestyles is reflected by the awards of

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Healthy Schools status and the Activemark. Pupils’ spiritual, moral, social and cultural development is good. They have good social skills resulting in excellent relationships. They demonstrate the ability to reflect on moral issues and are very considerate to others. The links with other schools in Leicestershire and France support their culturing development which is well promoted within the curriculum. Pupils’ attendance is at the lower end of the ‘average’ range.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

The great majority of teaching is securing good progress and learning. Teachers have good subject knowledge, use imaginative resources and are enthusiastic. Other adults in the classroom are well deployed and make a significant contribution to pupils’ learning. Teachers question pupils well, give them useful feedback and set them challenging targets. Their planning recognises the differing needs and abilities of pupils in the class. In the less successful lessons the pace was too slow and the teacher did not have high enough expectations of the pupils. Assessment systems are used well in the classroom with pupils involved in assessing their own work and being aware of their targets. Teachers make good use of information and communication technology (ICT) to support teaching and learning, and they involve pupils effectively in using the interactive whiteboards during the lessons.

The curriculum is well managed to give good opportunities for creativity and independent learning. Pupils and their parents and carers have been consulted over the design of the curriculum. It is a ‘creative’ curriculum which involves interesting

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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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and relevant topics and responds to the needs of the pupils. It produces imaginative and effective opportunities which are much enjoyed by pupils and contributes well to their development and well-being. The pupils’ basic skills in literacy, numeracy and ICT are promoted well in all subjects throughout the day. The range of extra-curricular activities is good and well supported. The residential visits to an activity centre and to Scarborough are greatly enjoyed by pupils. The curriculum, although good, is still too new for its impact to be fully reflected in pupils’ higher achievement.

Pupils, parents and carers agree that pupils are safe and well cared for in school. The welfare provision is of high quality and all the adults in the school are considerate and kind when dealing with the pupils. Pupils are very aware and confident in talking to adults if they have any problems. There are good partnerships with external agencies to ensure additional support for pupils’ academic and social needs. There are good links in place to enable appropriate support for those pupils whose circumstances may make them vulnerable. There are good links with the secondary school and the pre-school to support pupils with the transition. Some pupils join the school during the school year and these are allocated a ‘buddy’ to support them in their early days. The procedure for promoting improved behaviour is robust and effective. Procedures to promote improved attendance are securely in place but are having a limited impact.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher and her leadership team provide good leadership with a clear vision and determination for the future. The staff survey shows that the staff are united in their vision for the school. The school development plan is sharply focused on raising attainment within an environment that develops every aspect of the pupil.

Governance is good. Members of the governing body have a good range of skills and experience. They know exactly where the school is and what needs to be done to move the school on even faster. They provide good support and challenge to the school and fully support the headteacher’s drive for improvement. Not all members of the governing body are able to get into school on a regular basis but one governor is always allocated to visit during the month. Statutory requirements are fully met.

The effectiveness with which the school promotes equal opportunities is good. There is no evidence of any discrimination and pupils say that they are all treated fairly. Any variations in performance between groups of pupils are quickly identified and the

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'focus group' given extra support with their progress closely monitored. Teachers ensure that within lessons all pupils are equally involved. All pupils have the same opportunities for participating in school activities. Safeguarding arrangements are good and contribute to the good care provided by the school. Records of the suitability of staff to work in the school are all up to date, as are risk assessments. Child protection procedures are good and all staff are appropriately trained. Policies are good with clear guidelines for staff.

The senior leaders know their community well and their action plan to promote community cohesion is monitored well through the school development plan. The school and the local community are very cohesive with the school being an integral part of the village community. There are good links with both the local churches. The school has developed a partnership with a Leicestershire school which has a multi-cultural community and is setting up ICT links with them. There is also a link with a school in France to enable pupils to gain a wider understanding of pupils in different countries.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Most children of Reception age join the Early Years Foundation Stage from the local pre-school. There are very strong transition arrangements so that they are well prepared for their start in school. They are quickly paired with a Year 6 pupil who will then support them for the first period in school. Attainment on entry tends to have been rising slowly over past years and is now around the expected levels in most aspects. There is, however, some variation from year to year. This year they are slightly above expected skills in literacy but below in phonics. Last year they were slightly below in communication, speech and language. Children make good progress

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and most achieve levels expected for their age by the end of the year.

The provision is good with a colourful and stimulating learning environment. Activities are well planned to link closely to the Early Learning Goals. The outdoor space is well used and there are plans in place for it to be further developed. Adults work closely as a team and support learning and development well by using the information from the assessment data. Children are happy and confident. Procedures are all in place to ensure they are safe and secure. Parents and carers are able to talk to the staff when they bring their children into school and are kept well informed.

The acting coordinator has a clear vision for the further development of the Early Years Foundation Stage. There are well embedded policies and procedures supporting this and this enables staff to continue their work in the absence of the coordinator. Records are well-maintained and the use of assessment data is constantly developing. The team know the children and their families well and there is a strong focus on inclusion.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are pleased with the school. There was a high return of questionnaires which reflected a good level of satisfaction. A significant number of parents and carers thought that unacceptable behaviour was not managed well. Inspectors found that the concerns refer mainly to when the pupils are not in lessons with their class teacher. This is an area already identified and being addressed through the school development plan. The other areas of concern reflect changes in leadership and absence of leaders for maternity leave. The inspection team discussed this and found that there had been continuity because leaders maintained close contact even when not in school. The systems to communicate with parents and carers are well established and being supplemented by text messaging and through the regularly updated web site.

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

Ofsted invited all the registered parents and carers of pupils registered at Wragby 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 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	58	33	42	0	0	0	0
The school keeps my child safe	38	48	39	49	0	0	0	0
The school informs me about my child’s progress	18	23	43	54	11	14	0	0
My child is making enough progress at this school	22	28	49	62	6	8	0	0
The teaching is good at this school	28	35	49	62	2	3	0	0
The school helps me to support my child’s learning	23	29	41	52	13	16	0	0
The school helps my child to have a healthy lifestyle	24	30	41	52	5	6	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)	25	32	44	56	2	3	0	0
The school meets my child’s particular needs	26	33	46	58	5	6	0	0
The school deals effectively with unacceptable behaviour	15	19	39	49	16	20	5	6
The school takes account of my suggestions and concerns	20	25	38	48	11	14	3	4
The school is led and managed effectively	23	29	33	42	11	14	2	3
Overall, I am happy with my child’s experience at this school	33	42	34	43	7	9	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 October 2011

Dear Pupils

### **Inspection of Wragby Primary School, Market Rasen, LN8 5PJ**

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you, hearing your views and looking at the work you do. Your school is giving you a good education.

Here are some of the things your school does well.

- You enjoy school.
- We know that you feel safe in the school and that most pupils behave well.
- You all make good progress as a result of good teaching.
- There are excellent relationships throughout the school.
- Adults look after you very well and there are good procedures to keep you safe.
- There are good partnerships with the secondary school and the pre-school.
- The school is well led.

We have asked the school to do the following things to make it even better.

- Ensure that you are helped to make even better progress in all your lessons by making the teaching even better.
- Ensure that teachers always have high expectations of what you can do so that you can make as much progress as possible.
- Work with your parents and carers to raise attendance levels.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood  
Lead inspector

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