

Wragby Primary School

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

Inspection dates 17–18 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The determined and effective leadership of the headteacher has created a settled environment where staff have the confidence to be creative, and thus ensure that children flourish.
- Effective senior leadership has made sure that the quality of teaching is good.
- Teachers have high expectations of what pupils can achieve. As a result, all groups of pupils make good progress and achieve well.
- Children in the early years do well. They develop good reading, writing and number skills and become confident learners.
- From below average starting points, pupils reach average standards by the end of Key Stage 2. Pupils currently in Year 6 had already, by spring term, reached standards in reading, writing and mathematics well in advance of those reached in 2014.
- Pupils are keen to learn because the curriculum is exciting and it interests them. Pupils' spiritual, moral, social and cultural development is strong. This ensures that pupils are very well prepared for life in modern Britain.
- The school's arrangements for safeguarding pupils are good. Pupils say they feel safe.
- Parents are pleased with the progress their children are making. They feel the school looks after their children well.
- Pupils' attitudes to learning are good. Their conduct and general behaviour are impressive and mature.
- Attendance has improved markedly over the last two years and is currently above average. Pupils say that this is because, even though teachers make them work hard, learning is fun.
- Governors make a good contribution to the leadership of the school. They know the school's strengths and weaknesses and hold the headteacher firmly to account.

It is not yet an outstanding school because

- Pupils are not always given work that is at the right level for them. Occasionally it is too easy for some and too hard for others.
- Subject leaders do not always check the quality of teaching and learning in their subjects.

Information about this inspection

- Inspectors observed pupils learning in 20 lessons or part lessons. Two of these lessons were joint observations, with senior leaders. They looked at pupils' work and listened to pupils in Year 2 and Year 6 read.
- Inspectors spoke with pupils, parents, subject and senior leaders, two governors and a representative of the local authority.
- Inspectors gained the views of parents through discussions before and after school, and through the 26 responses to the online questionnaire for parents, Parent View
- Inspectors gained the views of staff through various meetings, and from the 20 responses to the staff questionnaire.
- Inspectors looked at a wide range of the school's documents dealing with: safeguarding, pupils' well-being, pupils' progress, self-evaluation, development planning, the monitoring of teaching and learning, the views of the local authority and governing body meetings.

Inspection team

Terry McDermott, Lead inspector

Additional Inspector

Jennifer Cave

Additional Inspector

Full report

Information about this school

- Wragby Primary School is smaller than the average-sized primary school.
- Each year group, including the Reception class, comprises one full-time class.
- The proportion of girls in the school is lower than is usually found.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils who are supported through the pupil premium is above average. This funding is for pupils in the care of the local authority, and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There have been significant changes in staffing, including the headteacher and deputy headteacher.
- More pupils enter or leave school during term time than is usual.
- The school operates small clubs both before and after school.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by ensuring work is always at the right level so that all pupils make exceptional progress.
- Improve leadership and management by ensuring that all subject leaders have the necessary skills and opportunities to check the quality of teaching and learning in their subjects.

Inspection judgements

The leadership and management are good

- The headteacher is a dynamic and very motivated leader. The deputy headteacher and members of the governing body share her high aspirations. She has firmly established a learning culture where relationships are positive, teaching can flourish and where pupils are expected to behave well and work hard. Weak teaching in the school has been eradicated.
- The good leadership of teaching in the school is currently very dependent upon the headteacher and her capable deputy headteacher. They keep a careful, regular check on pupils' progress. They give clear and achievable feedback to teachers. This helps them to improve their practice.
- The school's self-evaluation is accurate because it is solidly based on how well pupils are learning. Leaders have an accurate picture of where improvements are needed, and they act decisively to ensure these improvements happen. For example, the introduction of methodical approaches to the teaching of mathematics and writing from September 2014 onwards has brought about immediate and significant improvements to the quality of teaching in these subjects.
- The curriculum is well designed. It promotes pupils' academic development well. The school makes sure that pupils have plenty of opportunities to develop their literacy and numeracy skills, and to then apply those skills through a series of themes. The curriculum also provides a very wide range of special events to stimulate pupils' learning in other subjects such as the music, food and the history of other cultures. Educational visits, including residential stays, and visitors to the school bring learning to life, and make a good contribution to broadening pupils' experiences.
- A well-planned series of assemblies and themed lessons underpin the school's clear key messages that pupils should always behave with respect and kindness to each other. The school expects pupils to take responsibility for their own actions from a young age, for instance through tidying up areas which have been used for learning. This ensures pupils have a high level of awareness of British values such as tolerance, equality and fairness for all, and the rule of law. As a result, pupils' spiritual, moral, social and cultural development is strong, there is absolutely no discrimination in the school, and all pupils have equal opportunities to gain success.
- The primary school sports funding is used well. Pupils participate well in games, sports and physical activity both during lessons and after school. The school makes good use of an outside supplier to provide specialist guidance in the teaching of physical education. Staff work alongside coaches to enhance their teaching skills.
- The school uses its pupil premium funding well to support disadvantaged pupils. It has used some of the funding to employ additional adults in classrooms to work with the pupils, to provide an increased amount of support and encouragement. The rest is used to provide extra resources to ensure that disadvantaged pupils can play a full part in the life of the school, and have access to all that it offers. As a result, pupils make good progress, and gaps in learning are closing quickly.
- Systems for safeguarding pupils are effective and meet all of the latest requirements. Policies and procedures are based on well-established local guidance, and are implemented consistently by all staff. Staff training is up to date. Visitors and staff are properly vetted. Access to the school is well controlled.
- The local authority has given good support to the school in recent years. An adviser gives valued support to the headteacher through realistic challenge and helpful guidance.
- Subject leaders are beginning to take on roles relevant to their areas of expertise. However, they do not always check the quality of learning, largely because they have not yet acquired the expertise or the opportunity so to do.
- **The governance of the school:**
 - Governance is effective. Members have a wide range of professional expertise. They fully understand the extent and importance of their roles. They carry out their duties conscientiously and well. They have challenged the headteacher to improve the quality of teaching, and have supported her in making sure it happens. They are able to check that only good performance in the classroom is rewarded, because they have a good understanding of what the school's information on performance means.
 - They keep a close check on the school's use of its additional funding for disadvantaged pupils and for sport, and ensure that all safeguarding requirements are met.
 - Members of the governing body oversee the effective running of small before- and after-school clubs. They ensure that these clubs give children valuable opportunities to get their day off to a healthy start, to complete homework, or simply to be well looked after and safe.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. There are examples of outstanding conduct and behaviour in the older classes. Pupils behave with unfailing politeness to each other and to visitors around the school. Lunchtimes and breaktimes are calm and well ordered with little need for direct supervision.
- Attendance has improved over the last two years and is currently above the national average of 2014.
- Pupils have good attitudes to learning. They take pride in completing their work neatly. They usually make good contributions in lessons, though the interest of some wanes when work is too easy.
- Older pupils readily help younger ones, particularly at break times when they might be feeling lonely or uncertain. This exemplifies the depth of pupils' spiritual, moral, social and cultural awareness and development throughout the school.
- Low-level disruption is extremely rare. Occasionally, younger pupils need to be reminded about the importance of concentrating and listening carefully but this pays dividends as pupils grow older.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say, with confidence, that they feel safe in school. They are emphatic that 'teachers always look out for us' and 'you should see our new fence'. Pupils say they also know how to keep themselves safe, including when using the internet.
- The parents who responded to the online questionnaire, and those who were spoken to at the school gates, unanimously agreed that the school looks after their children well and keeps them safe.
- A small number of parents expressed the view that they were unhappy about the way the school deals with bullying. However, pupils who were interviewed said that they feel the school works hard to prevent bullying. School records suggest that this is the case. Pupils are clear about the different types of bullying, including homophobic- or cyber-bullying. They are confident that they could approach an adult if they had any concerns.

The quality of teaching is good

- Teaching is now consistently good and as a result, most pupils make rapid progress. Teachers have high expectations that pupils will behave well and work hard. They trust pupils to carry out tasks in a sensible way. This trust is based on excellent relationships founded on mutual respect.
- Teachers have very good subject knowledge and use questioning effectively to check pupils' understanding. Pupils are fully prepared to explain, and always try to use well-constructed sentences and powerful vocabulary.
- The teaching of reading is good. Phonics sessions, where younger pupils learn about the sounds linked to letters, help pupils to progress in reading. Pupils gain confidence quickly and move forward rapidly. The teaching of reading higher up the school is good, and pupils' reading records show that older pupils read for pleasure at home, and regularly during guided reading lessons in school.
- Over the past year, teaching of mathematics has improved enormously throughout the school because the school has adopted a common approach to the subject. Teachers in all years now routinely expect pupils to use their powers of reasoning and apply what they already know to new situations. Pupils say this way of working 'is really hard, but good fun because you win in the end'. Parents come into mathematics lessons so that they can support their children's learning more effectively.
- The teaching of writing has improved significantly across the school because of the introduction of weekly extended writing for all pupils. All teachers expect pupils to write carefully, to use good grammar and punctuation, and spell words correctly. Work in pupils' books is impressive in its accuracy, its legibility, the quality of its content, and not least the volume of work.
- Teaching assistants make a good contribution to pupils' learning. Additional adults give good support to pupils, although there are a few occasions when a small number of pupils rely too heavily on the adult to complete work rather than doing it themselves.
- Teachers in all classes mark pupils' work regularly. They always acknowledge and often celebrate in writing what pupils have done well. Occasionally, marking does not always make clear what a pupil might do next to improve.
- Teachers usually set work which is challenging and varied and makes pupils work things out for themselves. Occasionally, the same task is set for all pupils in a class. The most-able pupils find this work too easy and lose concentration. The less-able pupils find the work too hard and lose motivation. This is clearly shown in pupils' books when little work is completed.

The achievement of pupils is good

- Children join the Reception class with knowledge and skills that are overall lower than is typical for their age. This can vary markedly from one year to the next. However, a significant proportion consistently have weaker skills in reading, writing and knowledge of numbers. Children made good progress to reach the levels expected by the end of the Reception year in 2014, and those currently in the Reception year are making good progress from their starting points in all areas of learning.
- Results in the screening of phonics at the end of Year 1 were a little above average in 2014. Children in the Reception class and in Year 1 are making good progress in learning about letters of the alphabet and the sounds linked to them. Their attainment is at least in line with expectations for their age.
- In 2014, attainment at the end of Year 2 was broadly average in reading, writing and mathematics. However, most pupils made at least the expected amount of progress in Key Stage 1 because their attainment was below average when they moved into Year 1. Pupils currently in the school are making good progress in reading, writing and mathematics through Year 1 and Year 2, and their attainment is at least in line with expectations for their age.
- In 2014, the attainment of Year 6 pupils was broadly average in reading and writing, but below average in mathematics. This was due to disrupted learning in Years 5 and 6. The school's own assessments, supported convincingly by work seen in pupils' books, indicate that current Year 6 pupils, from a very similar starting point in Year 3 to the 2014 class, are on track to reach standards that are significantly higher in mathematics and writing, and even higher in reading.
- The proportions of pupils in Year 6 in 2014 making expected progress and more than expected progress in reading compared favourably with national averages. The proportions making expected progress and more than expected progress in writing, and particularly in mathematics, did not. School records and work in books show that all pupils, including those who enter during term time, are making good progress from their starting points in reading, writing and mathematics. Pupils are making the most rapid progress in all three subjects in Year 6.
- In Year 6 in 2014, the most-able pupils did not make enough progress. They were particularly badly affected by disruptions to staffing. None made more than expected progress in reading, writing or mathematics. All teachers now have a clearer focus on challenging the most able. As a result, most of these pupils are producing thoughtful and powerful written work.
- In 2014, disadvantaged pupils in Year 6 were about a term ahead of their classmates in mathematics, about a term behind in reading and about two terms behind in writing. In relation to other pupils nationally, they were about a term behind in reading, a term and half behind in mathematics, and two and half terms behind in writing. This picture was complicated because many disadvantaged pupils in this group also had special educational needs. The school is working successfully to narrow the remaining gaps in attainment between disadvantaged pupils and their classmates in all year groups. Younger pupils quickly catch up because of the extra resources and support they receive. Older pupils are making good or even better progress than their peers.
- In 2014, disabled pupils and those with special educational needs made less progress than their classmates during their time in Key Stage 2. Since then, the school has improved the way it teaches and supports the needs of these pupils. Progress records show that they are all now making at least the expected amount of progress.

The early years provision is good

- The early years provision is well led and managed. There are very good systems for finding out what children know or can do when they join the Reception class. The early years provision operates the same good safeguarding arrangements as the main school.
- Children enter the school with a lower level of knowledge and skills than is typical for their age. There are good opportunities for parents to contribute to their children's development. Staff keep parents well informed about how they can support learning at home. They also encourage parents to come into lessons.
- The quality of teaching in early years is good. Work seen in children's learning journals is high quality. Adults make learning very interesting, through practical activities.
- Children achieve well in the Reception class. Those who enter with weaker reading, writing and mathematics skills are helped to grow in confidence and quickly catch up. Consequently, most children reach a good level of development and move with confidence into Year 1.
- Adults are good role models and they are skilled in helping children to build their language skills through

conversation. Children become confident to explain their thoughts and this helps to develop their understanding. For example, as one boy, who was beginning to think about area as opposed to height, pointed out, 'It's harder to say which is biggest when things are lying down, without counting all their bits.'

- Children quickly learn to adopt good routines. They share toys and play and learn together in harmony. Excellent resources allowed children to find out the depth of meaning of 'How Big?' through counting in different units of measurement, learning about 'taller' or 'shorter', 'more than' or 'less than' and being able, as a reward, to literally water bomb the correct answer when solving calculations mentally. This generated great enthusiasm, which the children managed very well. This demonstrates clearly the very firmly laid foundations for the good behaviour they later on display as they move through the school.
- Children benefit from a wide range of adult-led and self-chosen activities. These develop children's understanding and skills around a central theme. However, opportunities for working outdoors are missed on a few occasions.
- Careful observation and analysis of what children have learned ensure that no individual child or group of children gets left behind. Consequently all children, including those who are disadvantaged, disabled or those with special educational needs, make good progress.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120488
Local authority	Lincolnshire
Inspection number	464186

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Marcus Coleman
Headteacher	Rachel Osgodby
Date of previous school inspection	5–6 October 2011
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