

Wolfreton School and Sixth Form College

South Ella Way, Kirk Ella, Hull, HU10 7LU

Inspection dates 23–24 October 2013

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The quality of teaching has improved and is continuing to improve. Lessons are well planned with a good range of activities to effectively engage students in their learning.
- Achievement has improved with students making better progress to secure higher results in English and mathematics in 2013. Students in the school currently are making good progress.
- Students are making better progress in most subjects with increasing proportions making better than expected progress.
- Behaviour is improving and is now good.
- Relationships between teachers and students are respectful. Students are appreciative of the hard work of their teachers and the ways their teachers support and help them to achieve their best.
- The school is a caring community where students are safe.
- Senior leaders have both an uncompromising commitment to and a clear understanding of the need to accelerate the progress of all students and to address the needs of disadvantaged students and thus raise achievement. Teachers are purposefully united in these shared priorities.
- Senior leaders and subject leaders lead and manage teaching well. They provide appropriate support and challenge which is improving the quality and effectiveness of teaching.
- The sixth form consortium arrangement with two other local schools works well to provide a comprehensive curriculum.
- This is an improving school.

It is not yet an outstanding school because

- A small amount of teaching requires improvement as it does not always meet the needs of all students.
- Students need to make more rapid progress in some subjects in order to achieve the higher GCSE grades.
- The gaps between the performance of disadvantaged students and other students are closing but there is still some way to go in reducing these gaps further.
- The sixth form requires improvement as students do not all achieve as well as they should in some subjects.

Information about this inspection

- Inspectors observed 51 lessons, including five joint observations with the headteacher or members of the leadership team.
- Discussion were held with senior staff, subject leaders, learning and pastoral managers, teaching staff, the Chair and vice-chair of the Governing Body, and the link adviser from the East Riding local authority.
- Inspectors met with representatives of the student senate and other groups of students from each key stage, listened to students read and spoke to students in lessons, at break time and during lunchtimes.
- Inspectors checked work in students' books and looked at a range of documents relating to students' progress over time, the school's view of its own performance, improvement planning and safeguarding procedures.
- Inspectors took account of the 70 responses to the online questionnaire (Parent View), the school's own analysis of questionnaire responses from over 400 parents over the past year and over 130 responses to the staff questionnaire.

Inspection team

Michael Blaylock, Lead inspector	Additional Inspector
Andrew Henderson	Additional Inspector
Linda Davies	Additional Inspector
Osama Abdul Rahim	Additional Inspector
Christine Kennedy	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- Wolfreton School is a larger than average-sized secondary school which is divided between two sites, one housing students in Key Stage 3, the other for students in the sixth form and Key Stage 4. The buildings are one and a half miles apart.
- Sixth form students are part of a well-established consortium with two other schools in the local authority.
- The proportion of students known to be eligible for the pupil premium, which is additional funding for those students who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority, is well below the national average.
- The proportions of students from minority ethnic groups and for whom English is an additional language are much lower than those typically found.
- The proportion of disabled students and those with special educational needs supported at school action is below average.
- The proportion of students supported at school action plus or with a statement of special educational needs is well below average.
- Although most students come from the locality, almost one third of students are resident in the neighbouring local authority.
- A total of 44 Year 10 and Year 11 students access vocational courses for one day a week as part of a mixed timetable arrangement with the local Hull College.
- The school has met the government's current floor standard, which sets out the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good and with more that is outstanding to accelerate the progress of all students, increase the proportions making more than expected progress and reduce further the gaps in performance between different student groups by:
 - using information about students' performance and abilities to ensure that the work better matches and meets the needs of individual students
 - providing sufficient challenge in lessons to extend the most-able students and increase the number of students achieving the higher GCSE grades of A and A*
 - giving greater opportunity for students to reflect on their achievements and respond to teachers' comments from the marking of their work in order to increase the effectiveness of marking.
- Improve the sixth form provision and outcomes by:
 - securely and consistently embedding the recently implemented systems to check on the teaching and work of students
 - ensuring that all students make the progress they should and thus raise achievement, particularly in advanced level and vocational courses.

Inspection judgements

The achievement of pupils is good

- Achievement has improved in recent years such that it is now good. Students are now making the progress they should, and standards are rising.
- Students enter the school in Year 7 with standards that are significantly higher than that found in most schools.
- The 2012 examination results showed that while standards attained were higher than those typically found this did not represent good progress because the students could have achieved more. This is seen in the low proportions of students achieving A and A* GCSE grades in many subjects.
- A sharp focus on increasing the proportions of students who are making expected and more than expected progress means that progress is now good as is seen in the work of students currently in the school and in better 2013 examination results, particularly for English and mathematics.
- The school's detailed analysis of the performance of the current Year 11 provides convincing evidence that their progress exceeds that of the previous year such that their GCSE results promise further improvement.
- The gaps between the achievement of students eligible for the pupil premium funding and their peers have been larger than what is typically found. Most of the available achievement measures showed a narrowing of these gaps in 2013. The priority given to the achievement of these students is raising their achievement and gaps for students within the school are closing. In 2012, the gap was equivalent to one and a half GCSE grades per subject.
- The progress of students supported at school action plus and those with disabilities or a statement of special educational needs is generally good and has improved.
- Students following Level 1 vocational courses at Hull College for one day a week are responding positively to these opportunities and for some this is providing greater motivation for their work in school-based subjects. In some areas, students may be capable of accessing more demanding Level 2 courses which are not currently offered.
- Literacy is promoted well through form-time activities and opportunities for extended writing in different subjects. Students' literacy skills are good as is seen in the quality of their written work.
- A small number of students enter GCSE mathematics early for valid reasons and with due attention to subsequent progression in the subject.
- Students in the sixth form start AS courses in the lower sixth with a broader range of attainment than is normally found. They make good progress to achieve standards that are in line with national averages. Progress on A2 courses in the upper sixth and on the vocational courses is more variable and overall requires improvement. Students make good progress in both AS and A2 level mathematics.
- The online parent questionnaire showed that over four fifths of parents agreed that their child makes good progress at this school. The range of inspection evidence considered confirms that this is increasingly the case.

The quality of teaching is good

- The quality of teaching in the majority of lessons observed by inspectors was good or better. While the quality of teaching is good in the lower school the best teaching observed was in the upper school. The quality of teaching in English and mathematics throughout the school is usually at least good.
- Teachers have comprehensive data and tracking systems which are being used well by most teachers to inform planning and to meet the needs of individual students. However, these are not yet being used successfully by all teachers or consistently across all areas of the curriculum to match work to the needs of individual students.

- In the best teaching observed, questioning was used effectively to engage students' interest, develop their understanding and to promote their learning. In most subjects, work is carefully and effectively planned to support students' progress.
- Students are positive about their learning and feel very well supported by their teachers not only in lessons but also with one-to-one and small-group tutorial support.
- The consistent implementation of the school's marking policy ensures that students' books are marked well and are up to date. Teachers' comments on specific assessment tasks identify well what students need to do to improve. However, this is not always as effective as it could be because sometimes there is insufficient opportunity for students to respond to and reflect on teachers' comments.
- Regular tests and the checking of students' work provide accurate information to track students' progress against their targets and inform increasingly accurate projections of examination performance.
- Teachers are acutely aware of those students eligible for pupil premium funding resulting in these students making similarly good progress to their peers.
- Students with disabilities or special educational needs are supported well. Their performance is tracked closely by the school and this shows that they make good progress in lessons.
- A consistent approach is effective in developing students' literacy, communication and numeracy skills across the curriculum.
- The quality of teaching observed in the sixth form was good during the inspection with good identification of and support for any sixth form students who are underachieving.
- Students recognise and appreciate the good support that teachers provide which helps them make good progress in their work and successfully promotes equal opportunities.
- Parents are supportive of the school and believe that students are well taught.

The behaviour and safety of pupils are good

- Students throughout the school, including the sixth form, are very positive about their school and are appreciative of the hard work and support of their teachers in helping them learn.
- They display positive attitudes to learning although some low-level disruption was seen in a small number of lessons where the teaching required improvement. Students recognise that overall their behaviour is good with respectful relationships evident both between students and between students and staff. Students and staff show respect and courtesy to each other in an atmosphere of trust.
- The implementation of a smarter school uniform has given students greater pride in their appearance.
- There is good recognition of student achievements, academic, sporting and other, which are celebrated by the school through displays, in assemblies and in form groups.
- Students are aware of bullying in its various forms. Bullying is rare. Should it occur, students know that this can be reported to staff or fellow students and that it will be dealt with.
- An enterprising cyber-bullying mentor scheme provides good peer support from trained mentors to address any issues arising from inappropriate messages on social networking.
- Attendance over recent years has been consistently above the national averages. Attendance figures are broken down for different student groups and show that attendance for all groups, including those eligible for the pupil premium funding, is either in line with or above the group average.
- Similarly, exclusion figures are below national averages both overall and for different student groups.
- Staff, students and parents alike all recognise that behaviour is good.

The leadership and management are good

- All school leaders, including the governors, share a vision of improvement for the school with middle leaders sharing and informing these goals. Subject leaders have a good and consistent understanding of and commitment to improving the quality of teaching and accelerating the progress of students, especially those eligible for pupil premium funding.
- School leaders have taken effective action since the last inspection to bring about improvements in the quality of education that the school provides. The school's diligent and successful pursuit of the improvement issues identified in the previous inspection has been key to driving improvements in achievement, teaching and behaviour. Staff support this vision for improvement and understand their part in it.
- School self-evaluation is thorough and informed with accurate overall judgements resulting in a clear and focused improvement plan.
- Teaching is very well led and managed by both senior leaders and subject leaders. Checks are now rigorous with subject reviews and regular work scrutinies to determine the quality of teaching and learning.
- Subject leaders are held to account and recognise their responsibilities for continual improvement. Current priorities to improve the quality of teaching and thus raise achievement are well understood. A comprehensive training programme is in place to support and develop all teachers. A recent focus on questioning has contributed to the improving quality of teaching.
- Thorough and robust tracking data and its analysis are in place and they clearly identify areas for improvement for all students including those students eligible for the pupil premium and the most able.
- There is an effective whole-school professional development programme where best practice is shared across the school and this, together with a teaching school alliance, has led to improved teaching and learning and includes addressing inadequate teaching.
- Changes in the leadership and management structures for the sixth form, made in response to the previous inspection report, provide stronger systems for checking performance and driving improvements. This includes both sharper and more precise checks on the quality of teaching, the progress of students and the performance of different subjects.
- The curriculum is broad and balanced and meets the needs of most students with a good mix of academic, technical and practical subjects which promote learning and contribute to positive behaviour. The curriculum is enriched well by a good range of after-school activities and school visits both locally and internationally. (At the time of the inspection, a group of students were on a work-experience trip in Spain.) The rich curriculum opportunities help to broaden students' horizons and successfully promote their spiritual, moral, social and cultural development.
- Senior leaders are building capacity by developing their own future leaders, working in partnership with the local authority and sharing best practice within the school.
- The local authority has provided good support and guidance.
- **The governance of the school:**
 - Governors are knowledgeable about educational issues and are strongly committed to improving the work of the school. They provide good support and challenge to the headteacher and have a good understanding of students' achievements and the improving quality of teaching. Governors are very aware of the priority given to increasing the proportions of students who are making expected and more than expected progress as well as raising the attainment of disadvantaged students in order to narrow the achievement gaps. They are well informed as to how the pupil premium funding is used and have a good awareness of its impact. The Chair and vice-chair are committed to strategically developing the expertise of governors further through training to increase the effectiveness of all governors. The Chair and vice-chair have been fully involved in the drafting and successful implementation of new performance management systems that have taken effect this term. Consequently, governors have a good understanding of what is being done to reward good teaching and tackle underperformance. Governors are increasingly involved in the life of the school and have a good understanding of their responsibilities.

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	118083
Local authority	East Riding of Yorkshire
Inspection number	425877

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1686
Of which, number on roll in sixth form	317
Appropriate authority	The governing body
Chair	Lance Boanas
Headteacher	David McCready
Date of previous school inspection	14 February 2012
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