

Inspection of a good school: Wolfreton School and Sixth Form College

Wolfreton School and Sixth Form College, Well Lane, Willerby, Hull, East Yorkshire HU10 6HB

Inspection dates:

7 and 8 October 2021

Outcome

Wolfreton School and Sixth Form College continues to be a good school.

What is it like to attend this school?

The school has a strong, caring ethos based around its values. These include excellence, endeavour and respect. Pupils behave exceptionally well. They focus on their learning in lessons. Pupils follow teachers' instructions, and they respectfully listen to one another. Pupils say that incidents of bullying are rare. If it happens, it is dealt with swiftly and effectively. There is a strong pastoral team that works closely with the safeguarding team. Pupils that we spoke to said that they feel very safe in school. Parents and staff agree.

Leaders and teachers have high expectations of what pupils can achieve. They want pupils to achieve well in a broad range of subjects. Many do. Pupils value the expertise and commitment of their teachers. Pupils told us that 'teachers go the extra mile to support them, even after school'.

Pupils have access to plenty of enrichment opportunities. They enjoy regular 'drop down days' that allow them to participate in experiences outside the usual curriculum. For example, pupils experience mock careers interviews. A wide range of after-school sports activities, music and drama clubs are also on offer. Pupils are willing take on leadership roles, such as peer mentoring, house captains and sports leaders.

A large majority of parents have very positive views of the school. Many are delighted by the academic and enrichment opportunities provided for their children by the school.

What does the school do well and what does it need to do better?

Leaders and governors have a clear vision for the school. Together, they are highly ambitious for all pupils. Leaders and staff have continued to provide a good quality of education for pupils and students. The school is well led and managed. Leaders know what the school does well and what it needs to do better.

Senior leaders have revised the curriculum so that it is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils study a wide range of subjects in Years 7 to 9. This provides a good foundation for pupils from which they can choose their GCSE subjects. Many pupils continue to follow the complement of subjects that make up the English Baccalaureate (the suite of subjects that includes English, mathematics, science, a language and either history or geography at GCSE level). In the sixth form, there are a wide range of courses to suit the needs and aspirations of all students.

Knowledgeable curriculum leaders are passionate about their roles. They have thought carefully about the order in which they teach subject content so that pupils build on their previous knowledge. For example, leaders have planned when pupils will learn the 'big ideas' in each subject. In history, science and mathematics, curriculum leaders have planned what knowledge and skills they want pupils to gain in a logical order. In a small number of subjects, curriculum plans are less developed. While pupils happily complete the activities that are set for them, they are not able to connect their learning to what they have been taught previously. Leaders have plans in place to address this.

Teachers have good subject knowledge. They make the right decisions about what to teach and when. There are regular routines that enable pupils to revisit the crucial knowledge that they have learned. For example, in mathematics, pupils can explain how previous learning is helping them to do more complex work. In science and history, pupils are able to use subject-specific vocabulary confidently to explain what they have learned.

Leaders and teachers have placed a high importance on developing pupils' literacy skills. 'Drop everything and read' sessions help to promote pupils' love of reading. Pupils who struggle with reading receive effective support to catch up. However, some pupils do not read widely enough.

There is an extensive range of opportunities for pupils to help prepare them for their next steps. During the inspection, Year 11 pupils participated in mock interviews with external employers. Pupils appreciate these experiences. They feel well informed to make decisions about their subject options and next steps. The personal, social, health and economics curriculum is well planned. Pupils develop their understanding of cultural and social issues effectively.

The school provides strong support and care for pupils with SEND. They study the same curriculum as their peers. Teachers make sure that the curriculum is suitably adapted to pupils' ability and needs. Consequently, these pupils are achieving well.

Leaders have created a strong sixth-form curriculum. Partnerships with two other local schools enables students to have access to a wide range of appropriate courses. Students enjoy their experience in the sixth form. They are highly motivated and have positive attitudes. Students value the extensive enrichment offer, including aspiration sessions. In these sessions, they learn how to apply to the top universities. Many students receive offers from highly competitive universities.

Trust leaders and governors provide strong support and challenge to school leaders. The governing body are well informed and hold leaders to account effectively. Governors check that plans for further improving the school are having a positive impact on the quality of education that pupils receive. Staff feel valued and supported by leaders, including with their workload. They are proud to work in this school. They appreciate the time they get to plan and conduct research together.

Safeguarding

The arrangements for safeguarding are effective.

The trust oversees the school's safeguarding arrangements. Leaders and governors make sure that safeguarding is a high priority. The right checks are completed on staff before they start to work at the school. Staff get to know the pupils well. They know that safeguarding is everyone's responsibility. Staff receive frequent safeguarding training. They are knowledgeable about keeping pupils safe. Leaders and staff are vigilant. Leaders' work with external agencies is timely and ensures that they secure the right support for pupils and families. Pupils are taught, and know how, to keep themselves safe in different ways, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is aware that a clear focus on reading for all pupils will improve their access to a knowledge-rich curriculum. Currently, some initiatives to develop a reading culture in the school are in their early stages. Leaders should ensure that improving reading skills continues to be a high priority for the school.
- The quality of curriculum planning in a few subjects is variable. In most subjects, the curriculum is ambitious and subject content has been carefully sequenced. But in other subjects, such as art, the curriculum planning is less coherent. This means pupils are less able to develop secure knowledge. Leaders should ensure that the quality of curriculum planning is consistently strong.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Wolfreton School and Sixth Form College, to be good in October 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144561
Local authority	East Riding of Yorkshire
Inspection number	10200606
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,504
Of which, number on roll in the sixth form	198
Appropriate authority	Board of trustees
Chair of trust	Ian Furlong
Headteacher	Susanne Kukuc
Website	www.wolfreton.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school uses one alternative provision: The Hub.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors met with the chair of the board of trustees and chief executive officer. Inspectors also met with the headteacher, the senior leadership team, the special educational needs coordinator, middle leaders and a range of teaching and support staff. An inspector spoke with representatives from the governors, including the chair of the local governing body.
- Inspectors evaluated the quality of education by looking closely at the following subjects: art, history, mathematics and science. Here, inspectors met with the

curriculum leaders for each subject, visited lessons, looked at pupils' work and spoke to pupils and teachers.

- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors spoke to pupils formally and informally, to discuss their views on behaviour. Inspectors also met with different members of staff, including early career teachers and support staff, to gauge their views on how well pupils behave and conduct themselves. Inspectors spoke to some pupils who have received sanctions in the past.
- Inspectors evaluated the effectiveness of safeguarding. Inspectors looked at the school's policies relating to safeguarding, met the designated safeguarding lead and considered records of the vetting checks the school makes on its staff.
- Inspectors looked at other information about behaviour, attendance and extra-curricular activities that support pupils' personal development.
- Inspectors considered 65 responses to Ofsted's online questionnaire for staff. Inspectors also considered the views of 147 parents in their responses to Ofsted's online questionnaire, Parent View, as well as 121 free-text responses.

Inspection team

Jean Watt, lead inspector

Her Majesty's Inspector

James Duncan

Her Majesty's Inspector

Matthew Vellensworth

Her Majesty's Inspector

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