



# Wolfreton Language College

## Inspection Report

**Unique Reference Number** 118083  
**LEA** East Riding of Yorkshire  
**Inspection number** 280237  
**Inspection dates** 14 February 2006 to 15 February 2006  
**Reporting inspector** Mrs Cathryn Kirby

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

<b>Type of school</b>	Secondary	<b>School address</b>	South Ella Way
<b>School category</b>	Community		Kirk Ella
<b>Age range of pupils</b>	11 to 19		Hull, HU10 7LU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 659356
<b>Number on roll</b>	2063	<b>Fax number</b>	01482 658598
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Andrew Bell
<b>Date of previous inspection</b>	1 September 1999	<b>Headteacher</b>	Mr Roy Cooke

<b>Age group</b> 11 to 19	<b>Inspection dates</b> 14 February 2006 - 15 February 2006	<b>Inspection number</b> 280237
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors.

## Description of the school

Wolfreton Language College is a very large mixed 11–18 comprehensive school, situated in Kirk Ella in the East Riding of Yorkshire. The school is split site, the lower and upper schools being approximately 1.5 miles apart. The majority of pupils come from the surrounding areas, which have lower than average levels of social deprivation. Around a fifth of pupils are resident within the boundaries of Kingston-upon-Hull. There are 2,063 pupils on roll, including 329 in the sixth form; the school is a partner in the East Riding South Sixth Form Consortium. The school has achieved specialist status for modern foreign languages. The proportion of pupils with learning difficulties and/or disabilities is well below average. Very few pupils are from minority ethnic backgrounds or do not speak English as their first language.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school judges its overall effectiveness to be good. Inspectors judge it to be satisfactory. Achievement is satisfactory and improving and standards are above average. The headteacher and senior managers provide satisfactory leadership and demonstrate a strong commitment to inclusion. The school's self-evaluation demonstrates an accurate view of achievement and standards. However, a more robust evaluation of the progress of actions in the development plan would provide a more secure view of other areas of the school's work. Pupils are well cared for and supported, especially those with learning difficulties and/or disabilities. The broad curriculum is further enriched by the school's specialist status in languages. Parents are broadly satisfied with the quality of education provided for their children, although some felt the school's communications could be improved and some expressed concern about incidents of inappropriate behaviour in the lower school. Teaching and learning are satisfactory overall; however, the proportion of lessons in which pupils make good or better progress is not high enough and the more able pupils do not always receive an adequate level of challenge. The outcomes of lesson observation could be used more effectively to improve the quality of teaching and learning and the use of assessment information to meet the needs of all pupils. Nevertheless, the school demonstrates the capacity to make further improvement building on recent successes. The school has effective links with local employers, training providers and other colleges. Provision for the pupils' personal development is satisfactory as is their behaviour and attitudes to learning. The school provides satisfactory value for money.

Improvement since the last inspection is satisfactory. Whilst provision for the teaching and learning of information and communication technology (ICT) skills is now adequate, access to computers for independent study remains inadequate.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

The school judges sixth form provision to be satisfactory and inspectors agree. Achievement and standards are satisfactory overall, although in 2005 students did not make the progress they should in a number of AS level subjects. Many lessons are well planned but in some, there is insufficient variety of teaching styles to make the most effective use of the long blocks of time or to encourage students' independent learning. Most students complete their courses and many go on to university. The curriculum, with a good range of academic and vocational courses, has the potential to meet the needs of most students; however, not all choose courses which best suit their ability. Recent changes have led to more robust systems to support students, track their progress and involve them in self-review and target setting.

## **What the school should do to improve further**

- Make more effective use of the outcomes of monitoring activities and improve systems for evaluating the school's progress.

- Ensure consistent implementation of teaching and learning policies, particularly in relation to providing challenge for the more able pupils and providing opportunities to develop independent study skills.
- Increase the proportion of lessons in which pupils make good or better progress.
- Review entry requirements to sixth form courses to ensure that students are placed on courses which best meet their needs.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards are satisfactory and improving. The progress pupils make between the ages of 11 and 16 has shown a steady improvement over the last three years. In 2003, pupils did not make the progress they should have in relation to how well they did at primary school. However, in 2005 they made good progress.

At Key Stage 3 in 2005, standards rose slightly in core subjects and were above average, although pupils did not meet the challenging targets set in mathematics, science and ICT. Standards at Key Stage 4 are above average. In 2005, the proportion of pupils gaining five or more A\* to C grades at GCSE rose following a period of stagnation. Results for English, history and design and technology were particularly strong; the proportion of pupils gaining A and A\* grades in these subjects was significantly higher than average. That no pupil left in 2005 without achieving at least one pass at GCSE reflects the school's inclusive ethos. However, the proportion of lessons in which pupils make good or better progress needs to be higher if standards are to continue to rise.

## **Personal development and well-being**

### **Grade: 3**

The school evaluated provision for the pupils' personal development and well-being as good; however, the inspection showed this to be satisfactory. Provision for the pupils' moral and social development is well supported by a tailored curriculum. A 'pupil senate' gives elected representatives an opportunity to accept responsibility and provides a forum through which the pupils' voice can be heard. Opportunities for the pupils' spiritual and cultural development are limited; the school does not meet the statutory requirement for collective worship. Most pupils are positive about school, although in some lessons pupils are compliant rather than enthusiastic about learning. Behaviour around the school and in lessons is satisfactory, although a few incidents of unacceptable behaviour were observed at the lower school site. Exclusion rates are low and the system of internal isolation is used effectively to keep challenging pupils in school. Attendance rates are consistently above the national average.

Pupils gain useful skills and knowledge to prepare them well for later life through established partnerships with local employers and other training providers. Promotion of a healthy lifestyle is reflected in the choices offered through the lunch menu and the removal of fizzy drinks machines. Exercise is encouraged through participation in extra curricular sports clubs, but pupils report that access to some of these can be restricted.

## Quality of provision

### Teaching and learning

#### Grade: 3

The school's view that teaching is good is not shared by inspectors. The quality of teaching and learning is satisfactory overall, with some that is good or better. Good and very good teaching is balanced by too much that is satisfactory rather than inspirational, and by a very small amount that is inadequate. The best teaching is characterised by teachers' high expectations and strong subject knowledge; planning matches work well to pupils' abilities and needs, resulting in their good learning and progress. In some lessons, pupils are encouraged to assess their own progress and identify how their work could be improved. Pupils rapidly gain new knowledge and skills, especially when they are clear about what it is they are learning and why. They enjoy lessons where they are actively engaged in varied and stimulating activities, but not those where they are largely passive during lengthy teacher explanations. In less effective though satisfactory lessons, planning is not consistently of high quality, the pace is slower, work is less suited to pupils' varying ability levels and the level of challenge is insufficient to ensure good progress, particularly for the more able pupils. Relationships are generally good and pupil management is effectively supported by the school's behaviour policy.

Systems for monitoring and evaluating teaching are not rigorous enough to ensure consistently high quality learning. The school uses the considerable amount of pupil information available to set targets and track progress. This information does not inform teachers' planning well enough to ensure high quality learning outcomes, especially for the more able pupils. Pupils with learning difficulties/and or disabilities make good progress because their needs are well assessed and they receive good additional support.

### Curriculum and other activities

#### Grade: 2

#### Grade for sixth form: 3

Inspectors agree with the school that the curriculum is good. It is broad and offers a balanced choice of GCSE and vocational courses. All pupils follow short GCSE courses in religious education and ICT, in spite of the limited access to computers. Every pupil learns a modern foreign language. The most able can take additional languages. The alternative curriculum meets the needs of the least able pupils well. The needs of pupils with learning difficulties and/or disabilities are well met. Close links with local colleges and local employers augment a good work experience programme. There is also a reasonable range of extra curricular activities, largely in sports, drama and modern foreign languages. The sixth form curriculum also offers a good mixture of academic and vocational courses which caters for the very wide levels of ability on entry; however, some lower ability students opt for inappropriate academic courses.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 3**

The school cares well for its pupils. A high priority is given to the early assessment of individual needs. This ensures the most vulnerable pupils are identified and supported. Child protection procedures meet statutory requirements and good use is made of other professionals. The school provides a safe and secure environment and proper attention is paid to health and safety procedures and risk assessments.

Although there is a rigorous system for assessing pupils' work and setting targets, this is not fully understood by all pupils. Pupils' academic and personal progress is carefully monitored by form tutors who arrange additional support where needed. Parents are happy with transition arrangements. Sound guidance on choosing options and careers helps pupils make well informed decisions about their future. Some lower attaining students entering the sixth form would benefit from better counselling in choosing a pathway which is best suited to their needs.

## **Leadership and management**

**Grade: 3**

The headteacher has established a senior leadership team with a strong commitment to inclusion, raising standards and improving the quality of teaching and learning. The school has successfully addressed weaknesses identified in the previous inspection report in relation to standards, resources for the library and technical support in practical subjects. Some improvement has been made in the provision for development of the pupils' ICT skills, although this remains an area of weakness exacerbated by the constraints of inadequate accommodation at both sites.

The school's development plan has an appropriate format and contains some useful actions intended to raise standards. However, it would benefit from measurable success criteria and timescales, which would enable the school to accurately gauge its progress against actions and identify areas of slippage quickly. Monitoring by senior and middle managers is systematic and provides the school with a range of useful information. However, the use of the results from monitoring to feed into strategic planning is insufficiently robust and consequently, improvement is not being driven quickly enough. There are inconsistencies in the implementation of teaching and learning and assessment policies within and between faculties. The school's lesson observation programme has not given enough attention to the quality of learning. This has led to the school having an over generous view of the progress pupils make in lessons. The governing body meets regularly and has an appropriate range of sub-committees. The deployment of link governors to faculties has been an effective way for governors to connect with the core work of the school. Governors do not hold the school to account for the progress of the development plan rigorously enough.

Resources are adequate, although some of the accommodation at the lower school site is cramped and uninspiring. The school has agreed arrangements with the local

authority for the pay back of a financial deficit. Vetting procedures have not been completed for all adults who work with pupils.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
The standards <sup>1</sup> reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	3
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	3	
The attendance of learners	2	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	3
<b>How well are learners cared for, guided and supported?</b>	2	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## Text from letter to pupils explaining the findings of the inspection

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17 February 2006

Dear Pupils

Thank you for making us so welcome when we came to inspect your school. A special thanks to our guides who saved us from getting lost around such a large split site! All of you that we met and talked with were very polite and are a credit to Wolfreton Language College.

Your school's exam results are above the national average and showed an improvement in 2005. You have a good choice of subjects and courses – there is something to suit the interests and abilities of everyone. Your teachers and other staff look after you well, your attendance is good and you are positive about your time at school. A very small number of pupils at the lower school site let themselves down through poor behaviour, as well as letting down their school and the vast majority of pupils who do behave sensibly. We have asked school to help you do even better by:

Pushing you a bit harder so that more of you achieve the high grades you are capable of.

Helping you to develop your independent study skills – this will help you to do even better in GCSE exams, the sixth form and at university.

Providing all pupils with better access to computers to complete coursework and homework and to research other projects outside lesson time.

Carefully reviewing entry requirements to the sixth form to make sure all students are placed on the best course for them.

Checking carefully that all the work your teachers do really is improving your learning.

We wish you all a happy and productive time at Wolfreton Language College.

Yours faithfully

Cathryn Kirby (Her Majesty's Inspector)