

Wolfreton School and Sixth Form College

Address: Well Lane, Willerby, Hull, East Yorkshire, HU10 6HB

Unique reference number (URN): 144561

Inspection report: 24 February 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

The school's attendance is a notable strength. Leaders track attendance patterns with precision and act quickly when concerns arise. For example, they use weekly checks, home visits and close work with external agencies to reduce barriers. The school's attendance has continued to improve over time and is above national figures for all groups, including pupils who are disadvantaged and those with special educational needs and/or disabilities. Persistent absence has fallen sharply and is now below national levels. Pupils talk with pride about attendance badges and rewards. They are eager to attend school and do so regularly.

Pupils' behaviour is highly positive. Leaders have created a calm, orderly and respectful environment. Lessons are settled, and pupils are attentive. Pupils enjoy learning and are keen to demonstrate their knowledge. Older pupils, including those in the sixth-form, act as highly effective role models and mentors for younger pupils. Behaviour at social times is courteous and polite. Pupils speak warmly about their relationships with staff. Bullying is uncommon but dealt with swiftly should it occur. Pupils are confident that any form of discrimination would be dealt with quickly. They are assured that behaviour policies are followed consistently by staff.

Personal development and wellbeing

Strong standard ●

The school provides a highly ambitious programme of personal development that helps pupils grow into confident, thoughtful and responsible young people. Leaders map the personal, social and health education (PSHE) curriculum with care from Year 7 to Year 13. This ensures that pupils learn about relationships, mental health and wider ethical issues in a clear and age-appropriate way. Pupils place great value on these lessons and say that they are engaging and highly relevant. Pupils discuss complex ideas with maturity, including online safety and respectful relationships.

Pupils demonstrate a deep understanding of spiritual, moral, social and cultural awareness. Pupils are encouraged to reflect on their own beliefs and listen to the views of others. They demonstrate this understanding through their ability to hold thoughtful discussions and provide considered responses. Pupils demonstrate a thorough understanding of fundamental British values. They show the school's values in how they behave, collaborate and contribute positively to school life.

The 'Wolfreton Experience' programme provides extensive opportunities to build pupils' character. For example, pupils have opportunities to develop teamworking through collaborative drama productions, sporting tournaments, charity events and leadership roles. The school offers a wide range of opportunities for pupils to learn beyond the academic. These include dance, debating, tabletop role-playing games and music. Leaders track participation and ensure that everyone, including disadvantaged pupils, can take part.

The school's pastoral support is highly effective. Staff know pupils well. The strength of these relationships enables leaders to act quickly when concerns arise. Pupils receive targeted mentoring and emotional support. Leaders work with external agencies to address local risks. Pupils say they feel safe and very well supported.

Pupils experience excellent careers provision and support. Pupils meet employers, complete work experience and receive individualised guidance from trained advisers. Pupils with special educational needs and/or disabilities receive tailored support to help them to prepare for adulthood, including next steps in education, work and independent living. Pupils talk with confidence about their futures.

Expected standard

Achievement

Expected standard 

Leaders ensure that pupils typically progress through the curriculum securely. Pupils achieve notably well in English and mathematics because of the consistency of teaching in these subject areas. Leaders have strengthened the curriculum and teaching in several subjects, and this has supported a rise in overall attainment. Pupils across all year groups show confidence in their learning.

Pupils achieve well and this provides a suitable foundation for their next steps in education, employment or training. For example, pupils achieve broadly in line with national averages in national tests and examinations. Disadvantaged pupils also achieve at a similar level to others nationally. Leaders continue to refine curriculum design and approaches to teaching so that pupils throughout the school can learn with security and confidence. For example, leaders have focused on improving deeper explanations and modelling. This is to ensure that pupils with more developed starting points can achieve the higher grades of which they are capable.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is broad, balanced and implemented well across most lessons. This prepares pupils for their next steps in education, employment or training effectively. Leaders monitor the quality of teaching in the school, acknowledging where variance occurs. They use this information to shape professional development to strengthen practice. This approach has improved curriculum sequencing and teaching across the school.

Teachers have secure subject knowledge. In many lessons, they use approaches that support pupils to learn the curriculum content fully. As a result, pupils are able to tackle further learning which builds on this understanding with confidence. In most lessons, pupils use subject-specific vocabulary to explain their ideas. On occasion, pupils experience less consistent approaches to the delivery of some curriculum subjects and the feedback that they receive to help improve their work. When this occurs, pupils make less progress through the curriculum.

Staff know pupils' needs and, typically, adapt teaching appropriately. Staff identify less secure readers early and provide targeted support so that pupils can catch up. Older pupils who still need help with reading, writing and mathematics generally receive appropriate

adaptations and support in lessons. Most pupils take part confidently in lessons as a result of the support that they receive.

Inclusion

Expected standard 

The school has an inclusive culture where pupils feel known, understood and supported. The school identifies pupils' needs early to shape the right support and follows a clear step-by-step approach. Pupils who are disadvantaged, who have special educational needs and/or disabilities (SEND), or who are known to social care, benefit from this careful approach.

The school reduces barriers to learning effectively. Staff receive regular training so that they know how to adjust teaching for pupils who need it. This enables most pupils to access the curriculum effectively. However, on occasion, some pupils experience inconsistent adaptations that can slow their progress. Leaders monitor pupils' progress carefully and are taking steps to secure greater consistency. The school uses a wide range of additional interventions to support pupils, for example, some pupils receive specialist support and tailored nurture provision. Pupils grow in confidence and are engaged with their education as a result.

The school uses alternative provision and reduced timetables only when options available in school have been exhausted. Leaders review these arrangements in a structured way and work closely with families, external agencies and the virtual school. They direct pupil premium funding towards impactful support, such as reading interventions, targeted tutoring and nurture provision. This coordinated work is improving engagement and progress for pupils who face the greatest barriers.

Leadership and governance

Expected standard 

Leaders have a clear and ambitious vision for the school. They act with purpose to move the school forward. The newly reshaped senior leadership team maintains a sharp focus on many aspects of the school, including curriculum, teaching, attendance, behaviour and inclusion. This is having a significant impact. Leaders know the school well and understand both its strengths and the areas that need developing. They have sensibly prioritised actions for improvement. Leaders have set out thoughtful plans to address these priorities and to check progress through reviews and external challenge.

Staff describe leaders as visible, supportive and mindful of workload. They give examples of protected planning time and thoughtful adjustments when new initiatives are introduced. This helps staff to feel valued and able to focus on pupils' learning.

The school's professional development offer is well structured and evidence informed. Staff, including early career teachers and support staff, speak highly of the training and pastoral care that they receive. Leaders have strengthened community engagement and listen to parents and carers' views. Leaders act with integrity to adapt and improve provision wherever possible.

Governance is active, engaged and meets all statutory duties. Governors and trustees have a clear understanding of the school's vision and use agreed systems to hold leaders to

account. They scrutinise information effectively to understand the school's strengths and priorities. Leaders and governors make decisions that place pupils' interests first, including those who are disadvantaged or have special educational needs and/or disabilities. Leaders work closely with external agencies to support vulnerable pupils.

Post 16 provision

Expected standard 

Leaders have a clear understanding of the quality and rationale of the post-16 curriculum. This has been shaped to meet students' needs and reflect the context of The Consortium Sixth Form College. Students are able to choose from a broad mix of A levels and vocational courses that provide an effective springboard to their future ambitions. Students receive extensive careers guidance. For example, they have many opportunities to visit employers, universities and complete work experience. As a result, students are well informed and speak with confidence about their next stages in education, employment or training. Students with special educational needs and/or disabilities (SEND) receive tailored support that helps them prepare for adulthood.

Teachers provide highly engaging and thought-provoking lessons which are valued by students. The school's independent study sessions are used effectively to deepen students' knowledge. Students achieve in line with national averages overall, with stronger and more consistent outcomes in vocational courses. Leaders track progress closely to identify where support is needed. This ensures that students, including those who are disadvantaged and those with SEND, make effective progress through the curriculum.

Students have highly positive relationships with staff and enjoy a varied range of enrichment, mentoring, leadership and cultural experiences that build their character and confidence.

What it's like to be a pupil at this school

Pupils have a positive experience of school shaped by the 'Wolfreton Way', where excellence, endeavour and respect sit at the heart of all that they do. Pupils feel safe and well cared for. This supports them in attending school regularly. They speak confidently about trusted adults who listen and act when concerns arise. Sixth-form students echo this, describing a culture where they feel secure, valued and able to thrive.

Pupils' behaviour across the school is excellent. Pupils move calmly around the large site, showing courtesy and kindness. They say that behaviour has much improved in recent years and that higher expectations have made the school a better place to learn. In lessons, pupils engage well and show dedication to their learning. Bullying is rare, and pupils trust staff to deal with issues swiftly and fairly.

Pupils enjoy their learning and achieve well. They talk enthusiastically about many subjects. They value the clear modelling and explanations that help them to understand new ideas. Sixth-form students enjoy high-quality teaching that prepares them well for university, apprenticeships and employment. Disadvantaged pupils and those with special educational

needs and/or disabilities (SEND) are supported well and included fully in school life. Leaders are acting to improve consistency in teaching across the school.

Pupils enjoy the 'Wolfreton Experience', which offers them a rich range of clubs and opportunities, including dance, tabletop role-playing games and music. Pupils speak proudly about showcasing school productions such as 'Oliver', and about community support, such as carol services and international work in Peru.

Pupils celebrate diversity and value the different cultures in their community. They enjoy contributing through leadership roles. For example, Active Travel Ambassadors promote physical health and environmentally friendly ways of travel through events such as the 'Big Wolf Walk'. Sixth-form students act as role models to younger pupils and coordinate many fund-raising events. By the time that they leave, pupils are confident, articulate and well prepared for their next steps.

Next steps

- Leaders should continue to refine approaches to teaching and the quality of feedback that pupils receive to ensure that practice is embedded consistently across all subjects.
 - Leaders should embed the strategies that remove barriers for disadvantaged pupils so that these approaches are applied consistently and secure stronger outcomes for these pupils.
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About this inspection

This school is part of The Consortium Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lizann Lowson, and overseen by a board of trustees, chaired by Ian Furlong.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, school and trust leaders, the CEO, members of the local governing board and trustees during the inspection. Inspectors spoke with staff, pupils and considered the views of parents.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of two alternative provisions, including one that is unregistered.

Lead inspector:

Chris Carr, His Majesty's Inspector

Team inspectors:

Tricia Stevens, Ofsted Inspector

Nicky Hawker, Ofsted Inspector

Mike Kilgannon, Ofsted Inspector

John O'Hara, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

1,373

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,685

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

18.76%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.91%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

15.73%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	51.5%	45.4%	Close to average
2023/24 (final)	39.0%	45.9%	Close to average
2022/23 (final)	44.3%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	47.6	46.0	Close to average
2023/24 (final)	44.0	45.9	Close to average
2022/23 (final)	46.6	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.26	-0.03	Close to average
2022/23 (final)	-0.14	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	24.3%	25.8%	Close to average
2023/24 (final)	5.7%	25.8%	Below
2022/23 (final)	21.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	36.4	34.9	Close to average
2023/24 (final)	29.1	34.6	Below
2022/23 (final)	36.1	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.94	-0.57	Below
2022/23 (final)	-0.60	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	24.3%	53.1%	-28.8 pp
2023/24 (final)	5.7%	53.1%	-47.5 pp
2022/23 (final)	21.3%	52.4%	-31.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	36.4	50.4	-14.0
2023/24 (final)	29.1	50.0	-20.9
2022/23 (final)	36.1	50.3	-14.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.94	0.16	-1.10
2022/23 (final)	-0.60	0.17	-0.77

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	94%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	30.82	34.99	Below
2023/24 (final)	34.94	34.38	Close to average
2022/23 (final)	35.71	34.16	Close to average

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.2	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.3%	8.1%	Below
2023/24 (3 term)	8.2%	8.9%	Close to average
2022/23 (3 term)	8.6%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	16.1%	21.9%	Below
2023/24 (3 term)	24.8%	25.6%	Close to average
2022/23 (3 term)	25.8%	26.5%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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