

Inspection of a good school: Willerby Carr Lane Primary School

Carr Lane, Willerby, Hull HU10 6JT

Inspection dates:

17 and 18 November 2021

Outcome

Willerby Carr Lane Primary School continues to be a good school.

What is it like to attend this school?

Pupils at this school are happy and safe. They work cooperatively in lessons and respond swiftly to teachers' instructions. Pupils think the school's behaviour policy is fair. They all agreed that bullying rarely happens. They know that teachers would listen and sort things out for them if they had a problem.

Pupils in Year 6 are given responsibility. They enjoy being a 'dinner buddy', which involves helping a younger pupil at lunchtime. They also lead weekly celebration assemblies. There are a vast number of lunchtime and after-school clubs on offer. These develop pupils' interests and talents in sports and the creative arts.

There are five teachers who are early in their teaching careers. They have been well supported and have received training from the subject leaders. Leaders have employed an emotional literacy support assistant (ELSA) to strengthen the special educational needs and disabilities team. Their role is valued as they support parents and pupils through difficult times.

Pupils have opportunities to support the community. For example, at Christmas they make food hampers as gifts, invite the residents into school and chat to them over a cup of tea. Pupils are currently starting a road safety campaign because of the high number of accidents in the area.

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

Leaders started redesigning the school curriculum three years ago. All teachers have responsibility for an area of the curriculum. They have ensured that all subjects are clearly planned to build on what pupils already know. Curriculum leaders have developed knowledge organisers for each unit of work. These identify the key knowledge, skills and vocabulary they want pupils to remember. The knowledge organisers are shared with families and pupils.

The phonics leader prioritised ensuring that the teaching of phonics was consistent across the school. Reading books are decodable and match the order the sounds are taught. Adults effectively support pupils to read, always focusing on phonics and fluency. Pupils have a daily story time chosen from a set of age-appropriate books. For example, Year 6 pupils were reading 'A Christmas Carol', which included lots of new and challenging vocabulary. Leaders assess the sounds pupils have been taught and identify pupils who need more support. These pupils have extra phonic sessions daily and attend a weekly after-school phonics club. Teachers are currently using two schemes to teach phonics. This has been successful in teaching phonics and early reading. However, leaders are now considering investing in a new validated phonics programme, to be implemented in spring 2022. Leaders should make this decision quickly to ensure the current high-quality phonics teaching is not affected.

The curriculum leaders have great enthusiasm and vision for their subjects. They know how they want their subject to be taught. The physical education (PE) and mathematics leaders have invested in schemes to support teachers with their planning. This ensures units of work are always building on what has gone before. For example, in mathematics, pupils remembered doing one exchange in a column subtraction in Year 3 that prepared them for more complex exchanges in Year 4. Pupils were using the correct mathematical and PE vocabulary. Pupils with special educational needs and/or disabilities have scaffolded tasks, access to apparatus and work pitched to meet their needs. However, there was not enough challenge within lessons for the expert mathematician or skilled athlete.

Pupils' wider development is a strength of the school. Leaders have provided many opportunities that extend beyond the curriculum. These include close links with a school in Uganda, encouraging debate, raising awareness of sustainability, and promoting positive and diverse role models. Leaders have a well-planned curriculum for teaching healthy relationships. This is age appropriate and builds pupils' knowledge year on year. Leaders use their personal, social and health education (PSHE) scheme to teach about mental health and well-being.

The early years leader joined the school this year. They have a clear vision of how the provision should enable young children to learn effectively. The early years leader wants all staff to understand that 'playing is learning and learning is playing'. The room layout currently restricts how adults play with children. This is because adults are positioned in individual rooms to ensure children are supervised. As a result, opportunities were missed to extend some children's learning in the connecting open space. A range of activities in the areas of provision engaged children. However, children are restricted in their choice of resource because these are stored in cupboards that children cannot access. Leaders have recently begun redeveloping the setting, but they are at the start of this process.

Governors have a good understanding of the school's strengths and areas for development. They have skilled governors who have specialisms that relate to their link governor role. This enables them to challenge and support effectively the leaders' drive to improve the school further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders deliver annual safeguarding training to all staff. This is a recorded session so that new members of staff, if they join within the year, can access it. This ensures consistency in safeguarding training and practices.

Electronic incident logs are kept. All incidents, interventions and interactions with families are recorded. This provides leaders with a comprehensive overview of each pupil's needs. Year 3 and 4 pupils spoke with confidence about how to stay safe online. They know not to share passwords, share photographs or click on a link that might be a scam. They are alert to the dangers of meeting strangers online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers are currently using a phonic scheme, supplemented with actions from another scheme. Historically, this has produced high attainment for Year 1 pupils in the national phonics screening check. However, leaders are now considering investing in a new validated scheme. This decision should be a priority to ensure staff are trained in using the new scheme so there is no departure from the high-quality phonics teaching currently being delivered.
- There is little evidence that the most able pupils are being challenged across some areas of the curriculum. Leaders should ensure tasks meet the individual's needs, so that pupils who are working at greater depth can access tasks that are ambitious.
- The early years class is well resourced. However, resources are not accessible to children because they are in cupboards with doors. This limits what they can choose to play with, as they cannot see what resources are available to them. Making the resources visible will ensure there are more opportunities for children to increase their learning.

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 second section 8 inspection since we judged the school to be good in June 2012.

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

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| Unique reference number | 135115 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 10200335 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 420 |
| Appropriate authority | The governing body |
| Chair of governing body | Ron Dickinson |
| Headteacher | Sean Smith |
| Website | https://willerbycarrlaneprimary.org.uk |
| Date of previous inspection | 9 November 2016 under section 8 of the Education Act 2005 |

Information about this school

- This is a larger-than-average sized primary school.
- There are five recently qualified teachers on the teaching staff.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector met with the headteacher and other leaders. Meetings were also held with representatives of the governing body and the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, the inspector met with curriculum leaders, spoke to pupils and teachers, looked at their work and visited lessons. The inspector also heard pupils read.
- The inspector examined safeguarding records, attendance figures and policies.
- The views of parents were sought from the 129 responses to Ofsted's parent survey.

- The views of staff were considered from meeting with staff and from the 34 responses to Ofsted's staff questionnaire.
- The views of pupils were considered from meeting with them and from the 140 responses to Ofsted's pupil questionnaire.

Inspection team

Alison Stephenson, lead inspector

Her Majesty's Inspector

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