

Willerby Carr Lane Primary School

Address: Carr Lane, Willerby, Hull, HU10 6JT

Unique reference number (URN): 135115

Inspection report: 14 April 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 ●

Leaders' decisive actions to identify and tackle barriers to attendance result in attendance that is above national averages for all pupils. The proportion of pupils who miss large amounts of school is well below national averages. This positive picture is reflected across all pupil groups. Pupils know why regular attendance is important. Staff speak to them about the importance of regular attendance on future success. There are clear and established routines in place that support pupils' effective start to the school day. A warm welcome is provided, and there are key staff on hand to support any reluctant pupils into school.

Pupils settle quickly into lessons. They show self-discipline and dedication to learning, and they have high levels of respect for others. They are polite and well mannered. Older pupils set excellent examples. Similarly, at less structured times of the day, pupils chat, relax and play positively together. Respectful and kind relationships between staff and pupils help pupils with barriers to learning settle back to lessons quickly when they have needed a brief time out.

When rare allegations of bullying are made, pupils are confident that staff deal with these quickly and well. There have been no recent suspensions.

Inclusion

Strong standard ●

Leaders have created a welcoming, inclusive culture that supports pupils' individual needs and starting points well. There are clear systems in place to identify pupils who may require additional support. Leaders respond quickly to any new additional needs pupils may have. Staff benefit from comprehensive ongoing training and coaching provided by leaders. This supports them to meet the academic and wellbeing needs of pupils, particularly those with special educational needs and/or disabilities.

Staff effectively support pupils to be successful and independent. Sometimes, this is as simple as a modified version of the class text, while at other times it can be a follow-up session with an adult or an adaptation to a school visit. For some pupils, including those who are known or previously known to children's social care, this often involves regular check-ins and work with the pastoral support staff, as well as close liaison with other agencies.

Leaders track and check the progress that pupils make closely to ensure they make positive gains from their starting points. They draw on a range of specialist support to enhance provision further. Leaders have adopted a curriculum that aligns with the needs of pupils. Established routines, such as visual timetables and consistency in the language staff use, help pupils to settle quickly, gain confidence and learn new things.

Leaders have strengthened checks to make sure the needs and abilities of pupils in receipt of additional funding are well understood. Training has supported teachers to put a wide range of support in place to address pupils' barriers to learning.

Expected standard

Achievement

Expected standard

Over time, pupils' outcomes at the end of key stage 2 at the expected standard in reading, writing and mathematics combined have been above national averages. Attainment at the higher standard remains broadly in line with national averages across subjects.

Outcomes for disadvantaged pupils have been more variable and below national averages over time in mathematics and writing, although this is improving. There has been a notable gap between all pupils in the school and the smaller proportion of pupils who are disadvantaged, but this is reducing year on year. Leaders have put in place systems to check on this much more precisely.

Almost all pupils meet the expected standard in the phonics screening check in Year 1. There is clear evidence that pupils generally secure the basic skills they need for future learning.

Pupils demonstrate secure subject knowledge and high engagement across wider subjects. They write at length and make connections between subjects. This leads to depth, challenge and consistency across year groups.

Curriculum and teaching

Expected standard

Leaders have a firm understanding of the quality of the curriculum across the school and the impact it has had over time for pupils. Leaders have made significant changes since the last inspection, most notably in phonics, the wider curriculum and assessment systems.

Staff deliver the new phonics curriculum consistently well across school. Children quickly learn to read. Leaders prioritise essential knowledge in reading, writing and mathematics, particularly in handwriting and spelling. There is a constant emphasis on developing pupils' language and vocabulary. Pupils take pride in their work.

Leaders have refined the checks they make on how well pupils learn the curriculum. This helps them to identify gaps in pupils' knowledge with greater precision, particularly in reading. Catch-up sessions focus precisely on what pupils need to get better at. Pupils' reading fluency is increasing as a result.

Considerable work has taken place to improve wider curriculum subjects. Subject content is well sequenced. Connection to prior learning, subject-specific vocabulary and writing opportunities are part of most lessons.

Teachers have secure subject knowledge and present information clearly. Misconceptions are typically identified and addressed, and teachers use checks on learning effectively to inform future teaching. Pupils with special educational needs and/or disabilities are well supported in lessons, enabling them to access learning alongside their peers.

Early years

Expected standard 

Leaders have a vision to give all children the knowledge, attitudes and resilience they need to succeed in life. The curriculum is designed to support children's learning and wellbeing.

Adult-led sessions in reading, writing and mathematics help children to learn and practise the basic skills they need. Phonics is taught consistently well, and many children read with success as a result. Close attention is given to accurate letter formation and pencil grip. Clear explanations from adults in mathematics support children to make secure progress in counting. Children delight in strategies to help them, such as Counting Colin. Adults have a 'keep up approach', giving children who need more help extra opportunities to practise new concepts throughout the day.

Where adults teach children directly, children enjoy learning and quickly build on their knowledge. When children access areas of the classroom independently, learning is more limited because of the curriculum and resources available to them. There are activities to do, and children take part in these, but they are not focused enough to ensure children build on what they already know.

Children behave very well. They interact well, taking turns and saying 'please' and 'thank you'. They are keen to speak with adults and use a broad range of vocabulary when they do.

Leadership and governance

Expected standard 

Leaders know the school well. They are systematically working through well-determined priorities to ensure that pupils receive the best education possible. This includes a deep commitment to securing the right education for pupils with special educational needs and/or disabilities. This work is clear to see in pupils' gains in phonics, reading and the wider curriculum. Decisions rooted in research and effective liaison with other providers and external agencies, alongside precise staff training, have ensured consistency in teaching in these areas. Pupils apply knowledge effectively across subjects. Governors provide visible support and challenge that strengthens the ambition for pupils.

Leaders' revisions to approaches to assessment have helped staff address legacy gaps in some pupils' essential knowledge, particularly in key stage 2. Leaders know that there is more to do to ensure that everyone has a clear understanding of how well pupils are achieving and the next steps they need to take.

Leaders have a clear rationale and ambition for the actions they are taking to improve the school. Leaders take purposeful steps to communicate with the school community. However, their vision and direction are sometimes not well understood more widely. Opportunities to engage parents and carers in their children's learning are plentiful. Almost all parents spoken to or who completed the questionnaire feel that their child is safe and happy in the school. Some would like the many communication processes to be clearer. Leaders have put a range of strategies in place to promote staff wellbeing and support workload. While many staff feel that they get the support they need, some have worries about these areas. Staff are proud to work at the school and support pupils well.

The personal development programme is broad and inclusive. Pupils have a growing depth of knowledge and understanding about the world they live in. Lessons and assemblies encourage pupils to reflect on their own beliefs. Pupils know about different faiths and cultures. They know about different families and relationships and demonstrate on a daily basis that they understand what it is to be a good friend. Learning about careers starts in early years. Pupils speak confidently about a range of jobs they could do in the future as a result of their 'Big Me' days. While characteristics that are protected by law, fundamental British values and cultural diversity in modern Britain are aspects that are taught, pupils' understanding of these areas is still developing.

The curriculum teaches pupils about how to keep healthy as they get older and how to keep safe. Staff spot when further learning is needed, for example, when older pupils need more guidance and support about the safe use of media platforms. Staff often share the guidance and information given to pupils with parents and carers.

Older pupils undertake a number of leadership responsibilities. School councillors are proud of their work to organise the Red Nose Day event. Wellbeing Warriors have an important role to be a good listener when someone needs a friend to talk to.

There is a wide range of clubs and activities for pupils to choose from, including football, drama and badminton. Warhammer art is a favourite. Pupils enjoy the opportunity to learn new things through regular visits and residential. They speak with enthusiasm about these experiences. Leaders keep checks on who attends which activities so that they can ensure everyone benefits.

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

Pupils arrive in school on time, ready to learn and eager to rise to the expectations staff set. Pupils know how important good attendance is and most attend school every day. They are positive and enthusiastic in their behaviours and attitudes to learning. Pupils listen attentively to staff and collaborate well with their peers.

Over their time in school, pupils achieve well. High-quality phonics teaching helps them quickly learn to read. Pupils speak highly of the dedicated story time at the end of the day. Improvements in the curriculum mean that pupils confidently recall and connect knowledge across a broad range of subjects. Staff adapt activities skilfully so that pupils, including those with special educational needs and/or disabilities (SEND), are also successful. This means that pupils are well prepared for the next stage in their education.

The programme for personal development helps pupils to learn about the world around them. Pupils enjoy a wide range of extra-curricular activities that develop their interests and talents. For example, they can learn to play a musical instrument, develop their dance and drama skills or attend a range of sporting clubs. Pupils are proud to achieve a school 'excellence award'.

Whole-school activities and celebrations, such as the recent Easter event, bring everyone together, including pupils from The Den, the school's specially resourced provision for pupils with SEND. There are many opportunities for older and younger children to learn and play together, whether this is sharing books in the reading nooks around school or playing games together in the well-resourced outdoor areas.

The positive relationships between staff and pupils underpin the calm and happy environment that pupils flourish in. Pupils feel safe. On the rare occasions when bullying happens, staff provide effective support and guidance.

Next steps

- In early years, leaders should ensure that the curriculum and resources that children access independently, indoors and outdoors, help them to purposefully practise and embed the high-quality learning that takes place in adult-led lessons.
 - Leaders and governors should continue their effective work to improve the curriculum, teaching and achievement, ensuring that the whole school community understands the priorities chosen and how they can support their achievement.
-

About this inspection

The chair of the board of governors in this school is Daniel Williams.

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

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

Inspectors spoke with the headteacher, deputy headteacher, assistant headteacher, special educational needs and disabilities coordinator and staff during the inspection. They also met with representatives from the governing body, including the chair and vice chair of governors, and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school includes an enhanced resourced provision for pupils with special educational needs and/or disabilities. The provision opened fully in September 2024.

The school currently uses no alternative provision.

Since the last inspection, a new headteacher has been appointed.

Headteacher: Laura Widdowson

Lead inspector:

Kate Rowley, Ofsted Inspector

Team inspectors:

Stu Mills, Ofsted Inspector

Rhian Williams, Ofsted Inspector

Rob Hunter, 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 14 April 2026

School and pupil context

Total pupils

410

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: 272

School capacity

420

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: 300

Pupils eligible for free school meals (FSM)

10.98%

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: 26.3%

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

2.68%

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: 3.5%

Pupils with special educational needs (SEN) support

16.10%

Close to average

What does this mean?

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

National average: 15%

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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	61%	Above
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	75%	61%	Above
2022/23 (final)	70%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Above
2024/25 (revised)	77%	75%	Close to average
2023/24 (final)	85%	74%	Above
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (revised)	88%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	78%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	73%	Above
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	85%	73%	Above
2022/23 (final)	87%	73%	Above

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	46%	Below
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	30%	46%	Below
2022/23 (final)	25%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average
2024/25 (revised)	88%	63%	Above
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	59%	Below
2024/25 (revised)	75%	59%	Above
2023/24 (final)	30%	58%	Below
2022/23 (final)	25%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	60%	Close to average
2024/25 (revised)	63%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	50%	59%	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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	35%	68%	-33 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	30%	67%	-37 pp
2022/23 (final)	25%	66%	-41 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-14 pp
2024/25 (revised)	88%	81%	7 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	78%	-35 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	30%	78%	-48 pp
2022/23 (final)	25%	77%	-52 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 pp

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)	3.8%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

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)	5.0%	13.3%	Below
2023/24 (3 term)	8.0%	14.6%	Below
2022/23 (3 term)	5.7%	16.2%	Below

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright