

William Barcroft Junior School

Barnett Place, Cleethorpes, Lincolnshire, DN35 7SU

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and deputy headteacher provide clear direction and a strong sense of aspiration and purpose in this good and improving school; they have been successful in communicating that vision to the whole staff group. They have the full and effective support of a well-informed governing body. The school works well with parents to encourage full participation in their children's learning.
- Pupils of all abilities make good progress throughout the school from starting points that are often low and usually reach average standards or better in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs achieve well because assessment of their needs is accurate and they receive well-judged support to ensure that the work they are given is set at the right level.
- The quality of teaching is good. Some of it is outstanding. Teachers hold high expectations and mark pupils' work in a way that gives them clear guidance for how they can move forward in their learning.
- Teaching assistants contribute strongly to the good progress made by all groups of pupils. They are effective in class and authoritative when leading intervention groups that provide a boost for pupils who need extra help.
- All groups of pupils behave well and feel safe. Pupils value their time in school and feel encouraged and supported to do their best.
- The school promotes pupils' health and personal development well. Pupils are given every encouragement to strive to do their best in sports and artistic pursuits.

It is not yet an outstanding school because

- Teachers' questioning does not always check pupils' understanding fully or ensure that they produce the most thoughtful answers.
- Pupils sometimes struggle when reading more difficult texts.
- The most able pupils are not always given work which is hard enough in all parts of lessons.
- Middle leaders do not yet make a strong enough contribution to standards for the whole school rather than single subjects.

Information about this inspection

- Inspectors observed teaching during 18 lessons, three jointly with either the headteacher or deputy headteacher, and also visited small group interventions. Inspectors listened to pupils read and observed a number of teaching assistants working with pupils. Close attention was paid to looking at pupils' work.
- Meetings were held with pupils, senior leaders and teachers with particular responsibilities, two governors, including the chair, and a representative of the local authority. Opportunities were taken for informal discussions with parents.
- Too few responses were received to Parent View, Ofsted's online survey of parent opinion, for the results to be published. However, account was taken of the surveys of parental opinions made by the school. Inspectors also considered the 20 responses received to the questionnaire issued to members of staff filling all roles in the school.
- Inspectors looked at a selection of school records, including those giving information about the current progress of pupils. Other documents examined included: those showing the school's plans for improvement; the management of teachers' performance; the use of pupil premium funding; and documentation and records relating to pupils' behaviour and safety.

Inspection team

Paul Copping, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Kathleen Yates

Additional Inspector

Full report

Information about this school

- William Barcroft Junior School is larger than the average-sized primary school.
- The proportion of pupils supported through school action is higher than average. Those supported at school action plus or with a statement of special educational needs is much higher than average.
- The proportion of pupils supported by the pupil premium is very high. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.)
- Almost all pupils are from White British families.
- The school meets the current government floor standards, which set minimum expectations for the achievement of pupils in school in English and mathematics.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding to raise standards further by:
 - ensuring that the practice in the best lessons is fully shared to improve teaching as a whole
 - planning lessons which include activities which will get the best out of the most able pupils
 - continuing the school's focus on improving pupils' skill in reading more difficult texts
 - questioning pupils in such a way that knowledge and understanding is always carefully checked and that more reflective, deeper answers are encouraged.
- Fully to develop the roles of middle leaders so that they make the greatest impact on learning.

Inspection judgements

The achievement of pupils is good

- Pupils leave Year 6 with above-average standards in writing and mathematics; reading is close to national averages. Pupils make good progress through school from starting points that accurate school assessment shows as often below those typical for their age.
- However, in the 2013 tests at Year 6, too few pupils made the progress expected of them from their results in Year 2. This dip had causes accurately identified by the school. These issues have been addressed decisively by senior leaders.
- Disabled pupils and those who have special educational needs achieve well. English and mathematics are taught in a carefully structured way and with the support necessary for pupils to make good progress in all subjects.
- Those supported by pupil premium funding achieve well because the school's assessment of their achievement is comprehensive and accurate and ensures that teaching programmes are exactly matched to their needs. The school works with partner schools to share in the assessment of pupils and to improve accuracy. Pupils helped by the pupil premium made better progress than other pupils in reading and writing: in the 2013 Year 6 tests, they achieved almost the same. They made less progress than other pupils in mathematics and were about two terms behind others in what they attained.
- The most able pupils make good progress and largely reach above average standards. They did not achieve as well as expected in 2013 in common with other pupils. The most able pupils now in Year 6 are making good progress towards exceeding expected progress; a high proportion are working at the highest levels in mathematics and were entered for the higher-level test.
- Pupils read widely and well. However, there is a relative weakness in pupils' reading in terms of understanding more difficult texts. The school's large library is valued by pupils for the excellent choice it offers and many pupils regularly borrow a wide range of books.
- Pupils have good facility in their recall and use of number facts. They have a secure grasp of a range of calculation strategies.

The quality of teaching is good

- Classrooms are well organised, bright, stimulating places. Teaching begins promptly at the start of each lesson and continues efficiently with well-established learning routines. In this environment, pupils are very clear about what is expected of them and are encouraged to learn.
- English and mathematics are generally taught well. Teaching is logical and well-structured. Good use is made of teaching assistants, who are well-integrated into the planning for each lesson and work with a high degree of independence within this framework to meet the needs of all groups and abilities of pupils.
- A strength of teaching is that marking gives pupils accurate guidance as to how they might improve their work. Often, it shows teachers having taken pains to provide a detailed commentary in pupils' books and folders. Consequently, any misunderstandings are quickly detected and addressed allowing pupils to progress with confidence. The attention to punctuation and presentation in the marking of mathematics work makes clear to pupils the value of good writing in different contexts.
- What each pupil is expected to achieve is usually challenging and close attention is paid to monitoring progress. Additional support for those who require it is delivered well. Pupils' learning is supported by regular homework.
- It is firmly established that teachers hold high expectations for pupils and this is reflected in teaching and learning that are calm and purposeful.
- Disabled pupils and those who have special educational needs are taught well. Pupils with physical disabilities show achievement equal to that of other pupils. Pupils who have special educational needs typically show good progress although their test results in 2013 also dipped.

- The most able pupils are expected to do very well but they are not always given tasks that are hard enough to get the best out of them throughout the lesson.
- Questioning of pupils does not always make a deep enough check on understanding and sometimes does not require pupils to give the fullest answer that they might, failing to encourage them to be reflective and to answer in as much depth as possible.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils approach their lessons usually keen to learn and their positive attitudes contribute strongly to their learning. Pupils take care in presentation and are proud of their work.
- The school strongly encourages high standards of courtesy. Without compulsion, but by praise and reward, pupils are polite to each other and considerate. The way visitors are welcomed into the school by pupils is exemplary. Pupils enjoy the opportunity to talk about their school and all the things that they do. Responding to their teachers' high expectations, pupils are usually attentive in class, only not so when the teaching is not good enough to keep them fully interested. Lunchtimes are orderly and sociable; raised voices were not heard from adults or children.
- The school's work to keep pupils safe and secure is good. Pupils are very clear that they feel safe and their parents agree.
- Pupils learn to stay healthy and safe. Pupils develop an understanding of all aspects of keeping safe, for example being rewarded for wearing high-visibility clothing when walking to school and being carefully taught about ways in which to use the internet safely.
- Pupils have a good knowledge, appropriate to their ages, of different types of bullying. This includes an understanding of cyber bullying. Pupils know what to do should an incident occur and have confidence that the adults in school are approachable and quick to act. Poor behaviour and racial incidents are rare and there have been no exclusions.
- Attendance continues to improve and is better than the national average. Intensive work with families needing extra support to achieve the best attendance for their children shows clear benefits in the very small and reducing number of pupils persistently absent.

The leadership and management are good

- The headteacher, ably assisted by her deputy, provides strong guidance for the school. She has high ambitions and clear plans for improvement. The school's ethos is one of pursuing high standards with determination and this is reflected in the pupils' good achievement and in the good teaching. There is a strong sense of community and common purpose in the school. The school has the capacity to improve further and an awareness of this contributes strongly to high staff morale.
- Senior and middle leaders have provided effective coaching to improve the skills of others and acted decisively where there have been any serious shortfalls in the quality of teaching. Middle leaders in the school have been successful in improving standards in their own subject areas but do not yet make a large enough contribution to the overall performance of the school.
- The headteacher plays an important role in supporting other schools locally including in mentoring another headteacher. This has broadened the experience she is able to bring to bear on the development of her own school.
- The school is secure in its sense of community and is confident that it can include all children and teach them to share its values. The school has been successful in improving the behaviour of pupils who have previously found it hard to be well-behaved. There is no discrimination in the school.
- Any salary increases for teachers are firmly linked to improvements in the progress that their pupils make; they are held fully accountable for their performance.

- The school was classified as 'self-improving' by the local authority and not requiring of intensive support to develop following its last inspection. The local authority view was that the school was well-placed to be an active and, often, senior partner with other local schools.
- Pupils' spiritual, moral, social and cultural development is promoted well. There is a full programme of enrichment both sporting and artistic, from gymnastics to a school instrumental group. Good use is made of the dedicated sports funding both to increase the options available to pupils and, at the same time, to improve the skills of teachers so that gains can be sustained. This has already led to teachers being more confident in delivering physical education and to more pupils taking part in sports clubs and teams.
- **The governance of the school:**
 - Governors are well-informed both about the day-to-day running of the school and of its priorities for improvement. They benefit from comprehensive reports supplied by the headteacher and maintain a high degree of careful scrutiny of pupils' progress. This informs their oversight of targets for the headteacher and teachers and for any increases in salary. They maintain rigorous supervision of the school's budget, checking that spending matches what the school has identified as its priorities and that the use to which the pupil premium is put makes a real difference for the large number in this school entitled to it.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117731
Local authority	North East Lincolnshire
Inspection number	442242

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Claire Josephs
Headteacher	Claire Constantopoulos
Date of previous school inspection	7 November 2012
Telephone number	01472 501777
Fax number	01472 501774
Email address	headteacher@williambarcroft.ne-lincs.sch.uk

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