

# Primary Inspection Data Summary Report

<b>William Barcroft Junior School</b>	<b>URN: 143884 Laestab: 8122109</b>
<b>Headteacher:</b> Mrs Claire Constantopoulos	<b>Type of education:</b> Academy Converter
<b>Local authority:</b> North East Lincolnshire	<b>Phase of education:</b> Primary
<b>Pupils:</b> 297	<b>Academy trust or sponsor:</b> Healing Multi Academy Trust
<b>Gender:</b> Mixed	<b>Date open/converted:</b> 01/03/2017
<b>Admissions policy:</b> Not applicable	<b>Chair of governors/trustees:</b> Shanie Brown
<b>Ages:</b> 7-11	<b>School website:</b> <a href="http://www.williambarcroft.ne-lincs.sch.uk/">www.williambarcroft.ne-lincs.sch.uk/</a>
<b>Denomination:</b> Does not apply	<b>Postcode:</b> DN35 7SU

## Areas of interest

**Release information:** Revised 2019 KS2 - **Release date:** 27 January 2020

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average they also have lower progress scores, which may be for a variety of reasons. Inspectors should be aware of this and, as with any inspection, carefully consider a range of information and data including the progress of current pupils in all year groups.

## Reading

### KS2 progress Guidance

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.

### Attainment (all key stages) Guidance

- Sentences for key stage 2 reading attainment of the expected and high standard have not been triggered because the criteria have not been met.

## Writing

### KS2 progress Guidance

- Key stage 2 progress in writing (3.1) was significantly **above** national and in the **highest** 20% of all schools in 2019.

### Attainment (all key stages) Guidance

- Sentences for key stage 2 writing attainment of the expected standard and greater depth have not been triggered because the criteria have not been met.

## Mathematics

### KS2 progress Guidance

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.

## Attainment (all key stages) Guidance

- Sentences for key stage 2 mathematics attainment of the expected and high standard have not been triggered because the criteria have not been met.

## Other measures in 2019 Guidance

- A sentence for the percentage of pupils in 2019 achieving the key stage 2 expected/high standard in reading, writing and mathematics has not been triggered because the criteria have not been met.
- A sentence for the percentage of pupils in 2019 achieving the expected/high standard (100+) in the key stage 2 English Grammar Punctuation and Spelling test has not been triggered because the criteria have not been met.
- A sentence for the percentage of pupils achieving the key stage 2 science expected standard has not been triggered because the criteria have not been met.

## Absence (whole school) Guidance

- A sentence for overall absence has not been triggered because the criteria have not been met.
- A sentence for persistent absence has not been triggered because the criteria have not been met.
- Sentences for overall and persistent absence compared with schools with a similar level of deprivation have not been triggered because the criteria have not been met.

## Exclusions (whole school) Guidance

- A sentence for the rate of total fixed period exclusions has not been triggered because the criteria have not been met.
- A sentence for the rate of repeat fixed period exclusions has not been triggered because the criteria have not been met.
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

## Pupil groups Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- For middle prior attainers, key stage 2 progress in writing (3.1) was significantly **above** average and in the **highest** 20% of all schools in 2019 as well as in 2018. Key stage 2 progress in mathematics (2.4) was significantly **above** average and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017. Key stage 2 attainment of the expected standard (100+) in mathematics (93%) was significantly **above** national in 2019 as well as in 2018 and 2017.
- For disadvantaged pupils, In 2019, 69% achieved the key stage 2 expected standard in reading, writing and mathematics, significantly **above** national.
- Overall absence for pupils in receipt of free school meals (3.9%) was in the **lowest** 20% of all schools in 2019.

- Overall absence for pupils whose first language was not English (2.0%) was in the **lowest** 20% of all schools in 2019 as well as in 2018.
- Overall absence for pupils with special educational needs (3.3%) was in the **lowest** 20% of all schools in 2019.

## School and local context

### School level Guidance

		2017	2018	2019	Low	Quintile	High		
					Q5	Q4	Q3	Q2	Q1
Number on roll	Sch	297	305	297	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	57	56	48	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	15.8	11.5	10.8	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	0.3	0.7	0.7	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	2	3	5	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	87	87	90	■	■	■	■	■
	Nat	86	86	86					

### MAT/LA level information Guidance

As at January 2020:

- this school is part of Healing Multi Academy Trust which contains 7 primary schools, 2 secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school's predecessor (117731) was good. As at 1 Jan 2020, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:
  - outstanding - 1
  - good - 4
  - requires improvement - 0
  - inadequate - 4

- not yet inspected - 0

### School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, no days on average were lost to teacher sickness absence compared with a national average of 4.0.
- at the time of the census, there were no full-time vacant teacher posts in the school.

### Ethnicity Guidance

- This school has 6 out of 17 possible ethnic groups. Those with 5% or more are:
  - 91%: White - British

### Local area Guidance

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

### Finance Guidance

- In 2017/18, the academy trust had a revenue reserve of £2,260,000.
- In 2017/18, this school had a positive in-year balance (£113,102), following a year in which expenditure exceeded income.
- In 2017/18, this school had a per pupil spend of £5,111.
- In 2017/18, this school received £1,633,000 in grant funding, £267,256 more than the national average.

## Year group context (Primary)

### Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1						18		21
Y2						20		21
Y3	82	31/34/33	36/37/31	14/10/17	38	24	5	21
Y4	78	27/36/28	32/37/34	16/2/13	49	26	6	21
Y5	81	24/34/30	40/36/36	13/7/11	47	29	4	22
Y6	56	6/9/3	43/43/43	7/4/10	64	30	4	21

### Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading			Below	Below	-	Below
Writing			-	Below	-	-
Mathematics			Below	Below	-	-

### SEND characteristics Guidance

Type of resourced provision: Not applicable

Number of pupil with SEND who are also disadvantaged: 15

SEND primary need	SEND Support (32)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			2	2	4	0			0	0	0	0
Moderate Learning Difficulty			6	2	1	2			0	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			5	0	0	0			0	1	0	0
Speech, Language and Communication Needs			3	0	0	0			0	0	0	0
Hearing Impairment			0	0	0	0			0	0	0	0
Visual Impairment			0	0	0	0			0	0	0	0
Multi-Sensory Impairment			0	0	0	0			0	0	0	0
Physical Disability			0	3	0	0			0	0	0	0
Autistic Spectrum Disorder			0	1	0	1			0	0	1	0
School Support NSA			0	0	0	0			0	0	0	0
Other Difficulty/Disability			0	0	0	0			0	0	0	0
Year group totals			16	8	5	3			0	1	1	0

## Progress and attainment trend

### Reading, writing and mathematics three-year trend [Guidance](#)

■ Significantly above national  
■ Not significant

■ Significantly below national  
 Small cohort

Q1 Highest Quintile  
 Q5 Lowest Quintile

		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					EYFS Attainment				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Reading	2017	(71)		■			(73)		■																	
	2018	(82)				■	(83)		■																	
	2019	(55)			■		(55)		■																	
Writing	2017	(71)			■		(73)				■															
	2018	(82)			■		(83)				■															
	2019	(55)				■	(55)				■															
Maths	2017	(71)			■		(73)				■															
	2018	(82)				■	(83)				■															
	2019	(55)				■	(55)				■															

↑ Markedly higher than previous year (progress only)

↓ Markedly lower than previous year (progress only)

All attainment information relates to expected standard.

() represents cohorts for progress and attainment.

Significance is only flagged for cohorts greater than 10.