

William Barcroft Junior School

Inspection report

Unique Reference Number	117731
Local Authority	North East Lincolnshire
Inspection number	358183
Inspection dates	3–4 November 2010
Reporting inspector	Jim Alexander

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	229
Appropriate authority	The governing body
Chair	Mrs Val Matthews
Headteacher	Mrs Claire Constantopoulos
Date of previous school inspection	3 October 2007
School address	Barnett Place Cleethorpes Lincolnshire DN35 7SU
Telephone number	01472 501777
Fax number	01472 501774
Email address	headteacher@wbj.tfe.org

Age group	7–11
Inspection dates	3–4 November 2010
Inspection number	358183

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons taught by 10 teachers and support staff. They held meetings with members of the governing body, staff, groups of pupils and a representative from the local authority. They observed the school's work and looked at the school's assessment records, reports to the governing body, development plans and curricular schemes of work. The 93 questionnaires returned by parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The rigour with which the school tracks the progress and attainment of all pupils.
- Whether the declining trend in English attainment, suggested by data, has been reversed.
- The consistency in the quality of teaching and the impact of actions taken to improve the use of assessment.
- How well the recently introduced curriculum is meeting the needs of all pupils.
- The impact of leaders and managers, at all levels, on sustaining improvement in pupils' outcomes.

Information about the school

This is an average sized junior school. Most pupils come from White British backgrounds and those from a minority ethnic heritage represent a very small part of the school population. The number of pupils known to be eligible for free school meals is above average. The proportion of pupils identified as having special educational needs and/or disabilities is twice the national average. The school has recently started a breakfast club before school. Since the previous inspection, the school has experienced a high turnover of staff and also changes to the governing body. A new headteacher was appointed in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The learning environment has improved and there is an increasingly strong emphasis on pastoral care. Attendance has risen markedly and is now above average. This is a happy school where pupils behave well, feel safe and say that when problems do occur they are confident that adults will quickly help. Pupils understand the importance of staying fit and well. They take plenty of exercise and enjoy the many opportunities to take part in an increasing number of after-school clubs, which complements the satisfactory curriculum.

Although attainment is improving it remains below average, reflecting satisfactory progress from pupils' individual starting points at school. Learning and progress in lessons are satisfactory overall but vary. While an increasing number of lessons are good and a few outstanding, too many are satisfactory and small proportion of teaching remains inadequate. As a result, progress in some year groups is better than others and attainment is higher in mathematics than it is in English, particularly writing. During the best lessons, activities are pitched at just the right level for each group and teachers keep a careful eye on pupils' understanding; teaching assistants are deployed well and focus on extending the learning for those who require additional support. This enables learning to accelerate at a good pace. This practice, however, is not seen across the school and in a number of lessons teachers either talk for too long or aim the work at the middle ability. As a result, pupils become passive and find the work either too easy or over complicated. Consequently, the pace of their learning slows and teaching assistants find themselves managing restless behaviour rather than actively supporting positive learning. Pupils with special education needs and/or disabilities make satisfactory progress, similar to others across the school.

The school has a drive and determination to succeed. Many new procedures and processes have been established but are currently not fully embedded to focus on outcomes for pupils. The monitoring of lessons by senior leaders is well planned and has focused on the quality of teaching. However, it has not always paid enough attention on the progress pupils make in their lessons. Many members of the governing body are new to their role. They have been actively getting to know the school and training has been provided to enable them to hold the school more robustly to account for the progress made. These actions, coupled with a generally accurate self-evaluation, provide the school with a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise attainment by the end of Year 6, particularly in English by:
 - accelerating progress for all pupils but particularly the more able in writing

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- increasing opportunities to reinforce skills learnt in one subject across the wider curriculum
- providing regular opportunities in lessons for pupils to evaluate their own learning and progress.
- Before July 2011, improve the consistency of all teaching to good or better by:
 - providing shorter introductions to lessons, allowing pupils to settle quickly to their learning tasks and so their learning moves along at a faster pace
 - deploying teaching assistants to ensure best use is made of their time to support focused learning activities
 - creating more opportunities for pupils to work independently or within small teams, in order that they take more responsibility for their own learning.
- Ensure that leaders and managers at all levels evaluate more closely the pace of learning in lessons and facilitate strategic planning, which is focused rigorously on pupils' outcomes.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils are increasingly enjoying coming to school and this is evident from their now above average attendance, which until last year had been too low. They talk enthusiastically about their work and how lessons are becoming 'more fun', although admit a number 'are still too boring'. Pupils in Year 6, for example, enjoyed the opportunity to work as teams and use current news articles, from both local and national papers, to enhance their understanding of how the same story can be seen from different points of view. Younger pupils, in a mathematics lesson, however, were left confused and too many could not cope with the 24 hour digital clock task, which was far beyond their capabilities. Pupils increasingly use information and communication technology (ICT) to support their learning, and during their time in the school, develop satisfactory basic skills in literacy and mathematics.

Following the previous inspection, attainment by the end of Key Stage 2 fell, significantly and too few pupils had made good enough progress in English and science. This was the case for all groups of pupils, but particularly for the more able. The school took decisive steps to halt this decline and ensure necessary improvements. Under-achieving pupils were identified and programmes of support were put quickly into place and, as a result, a majority of those pupils are now making good progress. This, coupled with improvements in the quality of teaching ensured that overall attainment in English and mathematics improved last year, although it remains below average.

Pupils grow in confidence and the recent focus on pastoral care is helping to develop thoughtful and considerate young people. Behaviour is good and pupils are polite and courteous to visitors. The very few incidents of inappropriate behaviour seen during the inspection were minor and related directly to how interesting and relevant pupils found their lessons. Pupils are increasingly given more opportunities to contribute to school life through, for example, the school council or the recently introduced playtime buddy

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

system. Pupils' social, moral, spiritual and cultural development is satisfactory. The school is taking the opportunity to weave into the new thematic curriculum, opportunities to appreciate the rich ethnic and religious heritages within the country. This remains, however, at an early stage of development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory overall and improving quickly. However, there remains some variation in quality across the school. Pupils set appropriate targets which meet their individual needs and which help them to improve their work in English and mathematics. In the best lessons, these targets are used by the teacher to help plan relevant learning opportunities to accelerate pupils' progress. Here too, pupils assess their own progress against their targets. There are lessons, however, where less regard is given to these individual targets and opportunities are missed to help pupils reach their next step in learning.

The curriculum has been developed recently to enable the teaching of topics across a range of subjects. Pupils are finding this new approach interesting and fun. The balance of cross-curricular links and the focus on specific subjects has been well planned. While it is not fully embedded, the early impact is already evident, for example, the good development of pupils' writing skills in a tourist information brochure inviting people to visit Spain.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Good pastoral care has been at the centre of the school's recent developments. The overwhelming majority of pupils recognise that adults in the school care for them and have their best interests at heart. They say they feel valued and this in turn motivates them to 'want to do our best'. The school provides a welcoming and calm learning environment and the pupils say, 'The chill out room is a good place to go if we're feeling stressed'. The school has recently appointed a learning mentor, who offers good support and guidance for all pupils, particularly the for those pupils whose circumstance make them more vulnerable. Pupils appreciate the stronger links that have been made with the infant school and transfer arrangements to secondary school are also well regarded.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has developed well recently. Leaders have rightly focused on pastoral care and improving the learning environment, which is now warm, welcoming and conducive to effective learning. The strong focus on improving attendance has had significant impact. Supported well by senior leaders, the headteacher has also taken action to address inadequate teaching and recognises there is still more to do. Extra sessions to accelerate the learning of pupils who had fallen behind in their work have ensured satisfactory equality of opportunity; discrimination is tackled adequately. Staff, pupils and parents and carers talk of the impressive ambition and drive within the school. The school has a sound view of its strengths and weaknesses and is developing focused action plans to help direct further improvements. For example, while it recognises much has been done to welcome parents and carers and build more effective links with local groups, community cohesion is satisfactory overall, because more can be done to enrich pupils' appreciation of life in a multi-faith and ethnically diverse world. Subject leaders, many of whom are very new to their role, are at a relatively early stage of development and consequently, their impact on raising attainment and accelerating progress is more limited. The governing body has elected a new chairperson this year and the school has also recently appointed several new governors. They have wasted no time in getting to know the school's strengths and areas to develop and have received training to help them ask the right questions to challenge the school to improve further. They have also ensured that the requirements for safeguarding children are met.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A very large majority of parents and carers who responded to the questionnaire express very positive views about the school. They say their children enjoy school and an overwhelming majority believe the school keeps their children safe. A small minority of parents and carers do not feel the school deals effectively with unacceptable behaviour. Inspectors found behaviour to be good during the inspection and that the school deals effectively with the rare incidents of bullying. A small minority of parents and carers also feel that the school does not listen to their suggestions and concerns. Inspectors agree that whilst the school has made great strides to engage with parents and carers and it is now much more welcoming, there is still more to be done to ensure all parents and carers understand these developments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Barcroft Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	38	52	56	2	2	2	2
The school keeps my child safe	35	38	50	54	3	3	0	0
My school informs me about my child's progress	24	26	46	49	15	16	4	4
My child is making enough progress at this school	32	34	45	48	8	9	1	1
The teaching is good at this school	31	33	51	55	6	6	1	1
The school helps me to support my child's learning	20	22	51	55	17	18	0	0
The school helps my child to have a healthy lifestyle	33	35	55	59	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	25	53	57	8	9	2	2
The school meets my child's particular needs	23	25	54	58	6	6	3	3
The school deals effectively with unacceptable behaviour	22	24	44	47	13	14	3	3
The school takes account of my suggestions and concerns	19	20	44	47	19	20	2	2
The school is led and managed effectively	25	27	46	49	10	11	5	5
Overall, I am happy with my child's experience at this school	34	37	44	47	11	12	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



05 November 2010

Dear Pupils

Inspection of William Barcroft Junior School, Cleethorpes, DN35 7SU

Thank you for the warm welcome we received when we inspected your school recently. I would like to let you know our views of your school. William Barcroft is a satisfactory school and is on a journey of improvement. We saw how hard the staff work to do their best for you and they care for you well. Teaching is satisfactory and this helps you to make adequate progress in your lessons. Some of the work you are given helps you to make faster progress and this is helping some of you catch up with the work you have missed. Your behaviour is good and you represent your school well. We were particularly impressed with how well you are now attending school, which is better than we usually see. You are obviously enjoying the many clubs and activities and this is helping you stay fit and healthy. You told us that some of your lessons are fun and interesting, but sometimes your lessons are too boring.

We have asked your school to do a number of things to help further improve. These are:

- to make sure you achieve more highly in lessons, particularly in your writing
- to make sure that all your lessons are good or better and none are boring
- to make sure that leaders keep a close eye on how much progress you are making in every lesson.

Thank you completing the pupil questionnaires and taking time to talk to us. Your contribution to the inspection was extremely helpful.

Yours sincerely,

Mr Jim Alexander

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.