

# William Barcroft Junior School

Barnett Place, Cleethorpes, Lincolnshire, DN35 7SU

## Inspection dates

7–8 November 2012

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement has improved in the last three years, but many pupils could make better progress than at present.
- The rate at which pupils make progress as seen in lessons and through data is too variable between different groups of pupils. It is slow in some years, more typically in Years 3 and 4 but often much quicker in Years 5 and 6.
- For many pupils, progress in mathematics is not as strong as it is in reading and writing. This is because some teachers lack expertise in teaching mathematics. The school is tackling this promptly with more training for teachers.
- While teaching is never inadequate and it is improving, there is not enough of good quality to make sure most pupils make consistently good progress over time.

### The school has the following strengths

- Attainment in mathematics for the few most-able pupils was above average in 2012 as some teachers are able to challenge pupils and they make good progress. Writing is improving quickly because it is being taught effectively.
- Pupils' behaviour is good. They contribute much to the calm, friendly atmosphere throughout the school. Relationships are very positive.
- Pupils' spiritual, moral, social and cultural development is good.
- The school's good leadership team, under the watchful eye of governors, is ambitious and leaders are driving rapid improvement in teaching and pupils' achievement.

## Information about this inspection

- Three additional inspectors visited 18 lessons and observed nine teachers.
- The inspectors spoke to pupils, listened to a small number of them read and looked at a sample of pupils' English and mathematics workbooks.
- Many documents were scrutinised including data on pupils' progress, the school's self-evaluation, and its policy and procedures for safeguarding pupils.
- Discussions were held with staff, representatives of the governing body and representatives of the local authority.
- Inspectors took account of parents' views using the school's recent survey and the responses of nine parents using the online questionnaire in Parent View.

## Inspection team

Alan Lemon, Lead inspector	Additional Inspector
Stephen Fisher	Additional Inspector
Henry Moreton	Additional Inspector

## Full report

### Information about this school

- William Barcroft is an average size junior school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium is well above average.
- The proportion supported through school action is well above average. The proportion of those supported through school action plus and statements of special educational needs is average.
- The school meets the current government floor standards, the expected minimum standard set for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching by:
  - ensuring that pupils learn quickly in every lesson, particularly in Years 3 and 4
  - giving pupils sufficient time and opportunity in lessons to work on their own and work things out for themselves
  - maximising the use of teaching assistants and additional space adjacent to classrooms when small teaching groups could support the learning and progress of pupils more effectively, particularly those supported through school action and school action plus.
- Raise attainment in mathematics by:
  - increasing the expertise in teaching mathematics so all teachers are as effective as the best in explaining and illustrating new mathematical knowledge and skills and checking carefully that these have been fully understood by pupils
  - ensuring that all pupils, including lower attaining pupils, learn effectively and the make good progress demonstrated by more-able pupils.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' reading, writing and mathematics are improving steadily as leaders' hard work to improve teaching and the curriculum pays dividends. Three years ago pupils made too little progress and they have advanced so that last year and this year many have made the progress expected of their abilities. By the end of Year 6, the great majority of pupils' attainment is broadly average with better results in reading and writing than in mathematics.
- Given their broadly average starting points, many more pupils could make better progress but teaching is not consistently good enough to promote this. The rate at which pupils learn in Years 3 and 4 has been slow and progress consequently limited over this time. The quicker pace of learning in Years 5 and 6 makes up the earlier shortfall in progress and leads to some good progress.
- In 2012, the few more-able Year 6 pupils benefitting from challenging teaching, made good progress and achieved an above average standard in mathematics. This was not consistent across all classes because some teaching was not effective at ensuring that pupils were challenged. As a result, lower attaining pupils achieved less well.
- Most pupils make the progress expected in reading and writing. While a larger proportion made expected progress in 2012 than in 2011, many more should do better. The drive to improve writing is proving effective in raising standards. Pupils respond well and make good efforts to expand their vocabulary and use language in creative and interesting ways.
- Pupil premium funding is spent wisely in helping pupils improve their self-confidence, gain access to a good variety of after-school activities and get extra help in lessons. Most pupils supported through school action and school action plus make expected progress. However, opportunities for teaching assistants to work with these pupils and improve their rate of progress further are sometimes missed in lessons.

### The quality of teaching

### requires improvement

- Leaders have raised the quality of teaching and it accounts for the on-going improvement in pupils' attainment and progress. However, teaching throughout the school is not sufficiently strong to ensure that most pupils achieve above average standards in reading, writing and mathematics, which would represent good progress.
- The pace of learning in some lessons means pupils are not fully productive. Here, they are not strongly enthused by the teaching or the limited challenge of their work. By contrast, the best lessons are planned effectively so teaching is lively and engages pupils' interest at a high level. Pupils do similar work but tasks are changed slightly to reflect their different abilities and to ensure that all pupils are challenged.
- Some lessons are less effective because teachers spend too much time talking and pupils have too little time to get on with work. This reduces their opportunities to learn through their own experiences and discoveries and to share these with each other.
- In good teaching time spent talking to pupils is used judiciously and effectively to explain and clearly illustrate key points such as in a Year 5 lesson where pupils learnt a systematic approach to writing a recount of events. Similarly, in measuring capacity in mathematics, clear explanation and illustration of millilitres and litres promoted learning. In a well taught lesson, Year 3 pupils understood what these look like as numbers and how they relate to each other and they could say that 2468 millilitres was 2.468 litres. Mathematical concepts and skills are not always clearly illustrated and checks are not always made to confirm that pupils have understood and made progress. At times pupils are given work they have already mastered and are not being pushed quickly enough onto more challenging tasks.
- Teaching assistants benefit from the training the school provides to staff and are often effective in supporting learning, particularly for pupils who need extra time and help with basic literacy

and numeracy skills. Their work with individuals and small groups in and outside of the classroom contributes to the progress of pupils supported through the pupil premium, school action and school action plus. However, sometimes teaching assistants are not used to good effect, for example, by creating smaller groups of pupils who need extra time to learn more difficult concepts.

### **The behaviour and safety of pupils are good**

- Pupils typically meet the high expectations set for behaviour and are encouraged to behave well by the small rewards to be gained for obeying rules and cooperating. Pupils are interested in learning and keen to make progress. In lessons they listen attentively and very seldom interrupt or need reminding about how to behave.
- When the opportunity is given for them to work together they do so enthusiastically and set about tasks with energy. Occasionally, having to listen to the teacher and not being active or doing work that is unchallenging takes the edge off their interest and they are not as well engaged in learning as they can be.
- Staff support pupils' well being very effectively and ensure that they are happy and secure in school. Well implemented procedures to support pupils mean their concerns are picked up and dealt with quickly and effectively. As a result, pupils feel safe and enjoy much of what school offers them. Attendance is good and has improved in line with the rise in pupils' attainment and the quality of teaching.
- Pupils understand bullying is not right. They are taught about, and are alert to, the many sorts of bullying behaviours that can occur between pupils. They are also taught the risks to their safety and well being in using the Internet. Pupils felt they were not at risk of bullying and were confident that staff would deal with it effectively.

### **The leadership and management are good**

- Three years ago, pupils did not make enough progress. The headteacher's steadfast leadership put an end to this with the result that standards in English and mathematics have risen from well below average to broadly average over the past two years. While there is room for better performance by many pupils, the headteacher has made staff more ambitious and this is raising achievement.
- Leadership has been strengthened across the school. Increasingly, teachers are sharpening their focus on pupils sustaining a good rate of progress throughout their time in school which currently is more evident in Years 5 and 6 than in Years 3 and 4. Challenging targets are set for teachers and they are held to account for the progress pupils make each term. Leaders ensure teachers' assessments are accurate and the data they collect from assessments is examined closely and discussed in frequent progress meetings ensuring that no pupil is allowed to fall behind. The headteacher has made a firm link between teachers' performance in the classroom and what they are paid. Increases in salary are dependent upon proven improvements to teaching and pupils' progress.
- Leaders check the quality of teaching and its steady improvement is strengthening learning and progress. A large amount of money is spent on teachers' professional development and to a large extent this is developing their teaching skills and although expertise in teaching mathematics is sometimes weaker, leaders are aware of this and have been tackling it through training and sharing good practice so that it is rapidly improving. Partnerships with good local schools and the use of consultants give further strength to improvement. The local authority's contribution to an external evaluation of the school's work has been too limited although there are plans to increase their involvement.

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- Senior leaders have a clear and accurate grasp of the school's priorities and know its strengths and weaknesses. This is shared fully with staff and governors and informs detailed, systematic improvement plans. All staff work hard to ensure that the school is a warm, welcoming, secure and stimulating place for all pupils. The arrangements for keeping pupils safe meet requirements and are good. The curriculum is being revamped with new topics linking the different subjects. This is making pupils' work more imaginative, interesting and enjoyable. The breadth of activities in the classroom and beyond contributes significantly to pupils' good spiritual, moral, social and cultural development.
  - **The governance of the school:**
    - Governors are well informed about the school and they keep a close track of its work through their visits, reading the headteacher's reports and through discussions with school leaders about their work. Their range of experience and expertise together with the training for their roles means they are in a good position to hold the school to account. Governors check for themselves the annual data on pupils' performance in English and mathematics. They make a good assessment of the school's effectiveness seeing clearly where it has improved and also what more is required. They pay particular attention to the headteacher's management of teachers' performance and how the additional money from the pupil premium is spent on helping those at risk of underachieving. Their close partnership with the headteacher and staff supports the improvement now well underway and sustains strong challenge focusing on pupils achieving higher standards.
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## 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

<b>Unique reference number</b>	117731
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	405717

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Josephs
<b>Headteacher</b>	Claire Constantopoulos
<b>Date of previous school inspection</b>	27 October 2010
<b>Telephone number</b>	01472 501777
<b>Fax number</b>	01472 501774
<b>Email address</b>	headteacher@williambarcroft.ne-lincs.sch.uk



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