

Inspection of a good school: William Barcroft Junior School

Barnett Place, Cleethorpes, North East Lincolnshire DN35 7SU

Inspection dates: 25–26 February 2020

Outcome

William Barcroft Junior School continues to be a good school.

What is it like to attend this school?

The headteacher's ambition and enthusiasm for what pupils can achieve is infectious. Staff and pupils think the world of her. Staff, governors and the trust share and support her vision. Everyone works together to make this a great place to learn.

Strong leaders constantly amend their plans to meet the needs of individual pupils and families. The pastoral team's support is second to none. Pupils feel very safe, valued and cared for. Vulnerable pupils are exceptionally well supported. From relaxed chats with 'Knitting Nana' to learning how to look after themselves in 'Looking out for me' sessions, pupils' emotional well-being and safety is well catered for.

Pupils behave very well. They want to do the right thing for the staff they respect so much. Bullying and unkindness, on the rare occasions that they happen, are dealt with quickly and effectively by staff. Pupils are confident that other pupils and adults will help them if they have a problem.

The curriculum interests pupils. It prepares them well for secondary school. Changes to the reading curriculum have resulted in even more pupils reading well.

The staff team makes this a very happy place to work and play. Without exception, pupils spoken to during the inspection were positive about their school. They value the chance to learn new things in an exciting way.

What does the school do well and what does it need to do better?

The curriculum helps most pupils to achieve well, regardless of their backgrounds or starting points. Leaders and staff make learning exciting. They help to raise pupils' aspirations. Pupils' outcomes have improved. Pupils achieve particularly well in mathematics and writing. Over time, leaders have improved the curriculum. They have planned what pupils will know over time in subjects, rather than selecting activities to fit

in with a topic. In a few subjects, leaders have identified that there is still more work to do.

Leaders, including governors and the trust, have an excellent understanding of the school's strengths and weaknesses. Staff expertise is used well to support teachers and teaching assistants in delivering the curriculum. Staff feel valued and well supported by leaders. In return, they go the extra mile for pupils.

Pupils enjoy lessons. They remember what they have learned in most subjects, including reading, mathematics and art. In a few subjects, they recall some activities, but not the essential content and vocabulary they need to remember the subject well over time. This is because the curriculum plans in these subjects do not identify the expected knowledge as clearly. Pupils do not get enough opportunity to practise what they have learned.

Leaders consistently give reading high priority. A considerable proportion of pupils enter school with skills that are below those typical for their age. They receive good support to catch up quickly. Leaders have changed the curriculum plans to give pupils even more opportunities to practise reading each day. Plans are well understood by staff. Staff frequently take opportunities to extend pupils' understanding and use of vocabulary.

Vibrant, well-organised corridors and classrooms celebrate the enjoyment that reading can bring. Pupils are eager to read at least three times a week at home to earn a purple ticket for the weekly draw. If they are not successful in winning a book in this draw, there are plenty of other ways to earn this valued prize.

Pupils with lower starting points in reading read frequently to well-trained staff. The expert teaching of phonics ensures that pupils use phonics confidently and accurately to read and write. Pupils read books that are well matched to the phonics they know.

Leaders expect the best from pupils with special educational needs and/or disabilities (SEND). As soon as pupils start school, the team keeps a close eye on how well pupils are learning and remembering across the curriculum. Staff step in quickly to provide extra support where it is needed. Pupils with SEND make the same good progress as other pupils in the school.

A wide variety of clubs, activities, visits and visitors help pupils to extend and practise what they have learned in lessons.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being are at the top of leaders' agendas. Leaders have made sure that everyone knows how to keep pupils safe. Staff are kept up to date with regular safeguarding training. Leaders and the staff team know the local area well. They understand the challenges that pupils and their families may face. They have designed the curriculum carefully to make sure that pupils learn about risks, how to manage them and how to get help when they need it. A highly effective pastoral team knows pupils

especially well. They provide a range of specially designed sessions to give vulnerable pupils the time, support and advice they need. Adults are confident to talk about and support the – sometimes complex – issues that pupils raise.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' curriculum plans in a few subjects do not define clearly enough the most important content pupils should remember. Pupils do not get opportunities to regularly build on and practise what they have learned in these subjects. Pupils remember what they have learned in subjects such as history and science less well than they do in subjects such as mathematics, reading and art. Leaders should continue with their actions to ensure that the curriculum in a small number of subjects meets the same ambition seen in the rest of the curriculum. They should continue to ensure that new leaders are supported in leading their subjects with confidence and expertise.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, of the same name, to be good on 17–18 July 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143884
Local authority	North East Lincolnshire
Inspection number	10121761
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	Board of trustees
Chair of trust	Debbie Peers
Headteacher	Claire Constantopoulos
Website	www.williambarcroft.ne-lincs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school became part of Healing Multi-Academy Trust in March 2017.
- The number on roll has increased since the last inspection.
- A much higher than national proportion of pupils is eligible for the government's additional pupil premium funding.

Information about this inspection

- I met regularly with the headteacher throughout the inspection. I met with other senior and curriculum leaders, leaders responsible for the provision for pupils with SEND, and the school business manager. I met with the chair and vice-chair of the local governing body and the chief executive officer of the trust.
- I did deep dives in reading, art and history. This work included: meeting with curriculum leaders to discuss their plans; visiting lessons; speaking to pupils about their work; scrutinising pupils' work alongside leaders; and speaking to teachers. I listened to pupils read to the adults they usually read to in school.
- I explored the school's work to keep pupils safe by speaking to the designated leaders for safeguarding and members of the pastoral team about the arrangements they have

in place. I scrutinised school records. I checked leaders', staff members' and governors' understanding of their roles in ensuring that pupils are safe. I spoke to pupils and parents.

- I scrutinised a range of other documentation including the school's self-evaluation, school improvement plan and behaviour and attendance records.
- I took into account the views of the 10 parents who responded to Ofsted's online questionnaire, Parent View. I spoke to parents before school and considered written correspondence. I considered the views of the 36 members of staff who shared their views through Ofsted's online survey.
- I spoke formally and informally to pupils throughout the inspection.

Inspection team

Kate Rowley, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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