

Inspection of a school judged good for overall effectiveness before September 2024: William Barcroft Junior School

Barnett Place, Cleethorpes, North East Lincolnshire DN35 7SU

Inspection dates:

24 and 25 June 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The principal of this school is Sarah Sargent. This school is part of Harbour Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Briggs, and overseen by a board of trustees, chaired by Chris Cherry.

What is it like to attend this school?

Pupils are very happy to attend this nurturing and inclusive school. They know that adults care for them and will help them if they have any issues. They feel safe in school. Pupils are exceptionally polite and articulate. They model the school's values, showing respect to adults and peers both in lessons and at social times. Pupils are kind towards each other and welcome newcomers into their school.

The school has high ambition for pupils' achievement. Teachers enable pupils to think and work independently. Pupils focus on their learning and make connections across the curriculum subjects. They display resilience and determination. The school environment supports learning and celebrates achievements. Pupils achieve well. The majority of pupils are ready for the next stage of their education.

The school is determined that pupils will become active members of society. Personal development opportunities are extensive and varied. Pupils access a range of extra-curricular activities. Pupils know that they have a strong voice. They develop leadership skills through a variety of roles in school. A recent 'empathy day' enabled pupils to understand those who live differently to themselves. Pupils visit a university for a day and learn about different careers. They are ambitious for the future.

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

The school has produced a carefully crafted curriculum. Links between subjects ensure that pupils have a deep understanding of what they learn. Reading is a priority. The school strives to support pupils to become confident and fluent readers. Teachers are experts in teaching phonics. They regularly check pupils' phonics understanding. Where pupils fall behind, teachers ensure that they quickly receive the support they need to catch up. Pupils love to read. Reading ambassadors are responsible for the 'purple corridor', where a wide range of diverse and exciting books are available to pupils. Pupils enjoy reading regularly to adults in school.

Pupils regularly revisit previous learning to build on what they already know. This helps them to remember more. Teachers use questioning effectively to check pupils' understanding of what they learn. As a result, any gaps or misconceptions are quickly identified and addressed. Pupils' work in their books demonstrates a deep understanding of what they learn. They are rightfully proud of their work and enjoy showcasing it to their families.

The school has high ambition and a commitment to ensuring that pupils achieve the best they can. It quickly identifies the needs of pupils with special educational needs and/or disabilities (SEND). Teachers skilfully support pupils with SEND to access the same ambitious curriculum as their peers. This helps them to achieve well and to take part in all aspects of school life.

The school's pastoral care is exemplary. Staff provide effective support to help pupils to flourish, for example by supporting their mental health and well-being. Pupils learn how to recognise their own feelings and emotions. They use a range of strategies to respond to different situations.

Pupils learn about important aspects of personal, social and health education. They discuss different faiths and cultures. Pupils are tolerant and understanding about people who live differently to themselves. They learn how to stay safe. Regular visits from the police teach pupils about issues that could affect them outside of school. For example, pupils learn about online scams. Careers events and visits to a local university help pupils to be excited about their future and to have ambition.

Trust leaders and governors focus on challenging and supporting the school to achieve increasingly higher outcomes for pupils. Trust support benefits staff in the school through networking and training opportunities. The vision of leaders at all levels helps pupils to become citizens who want to make a difference in the world. Staff enjoy working in this school. They are a close-knit team whose members support each other.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, of the same name, to be good for overall effectiveness in June 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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143884
Local authority	North East Lincolnshire
Inspection number	10346673
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	300
Appropriate authority	Board of trustees
Chair of trust	Chris Cherry
CEO of the trust	Richard Briggs
Principal	Sarah Sargent
Website	https://wba.harbourlearningtrust.com
Dates of previous inspection	25 and 26 February 2020, under section 8 of the Education Act 2005

Information about this school

- This school is part of Harbour Learning Trust.
- The school makes use of two registered alternative provisions.
- The school provides a breakfast club for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the principal, the vice-principal and other school leaders during the inspection.

- The inspector looked at various subjects, including reading, writing, mathematics, science, history and geography. The inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with the CEO of the trust, trustees, including the chair of the trust, and members of the governing hub, including the chair of governors.
- The inspector reviewed a range of school documents, including the school's self-evaluation and improvement plans.
- The inspector considered the views of parents through the responses to Ofsted Parent View, including the free-text comments. The inspector also spoke to parents at the gate as they arrived at school.
- The inspector considered the views of staff and pupils through discussions and through their responses to Ofsted's online surveys.

Inspection team

Helen Haunch, lead inspector

Ofsted Inspector

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