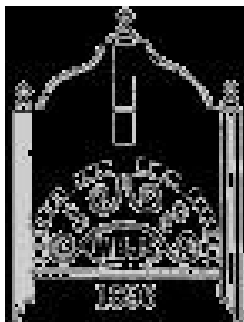


2004/2005 William Barcroft Junior School Profile



William Barcroft Junior School

Barnett Place

Cleethorpes, North East Lincolnshire, DN35 7SU

Telephone: 01472 501777

<http://www.williambarcroftjuniorschool.co.uk>

Children's Service Authority:	North East Lincolnshire
Age Range:	7-11
Number of pupils:	262
Head Teacher:	Ms Christine Lacey
Chair of Governors:	Mr Mike Smith

What have been our successes this year?

- * The school has remained in the top 25% nationally for achievement.
- * French is now taught to every child in the school.
- * Interactive whiteboards in every classroom have enhanced the quality of teaching and learning.
- * Pupils have worked with students from Grimsby Institute to develop a sensory garden.
- * We have achieved the Basic Skills Quality Mark.
- * Our provision for pupils with special educational needs is excellent.
- * A high proportion of parents have worked with the school on our family learning days.
- * In line with our policies on safety and environmental awareness children have been encouraged to walk to school and are taught cycling proficiency. New cycle sheds have been built.
- * A new music room has been opened and the school has been actively involved in performing arts events.

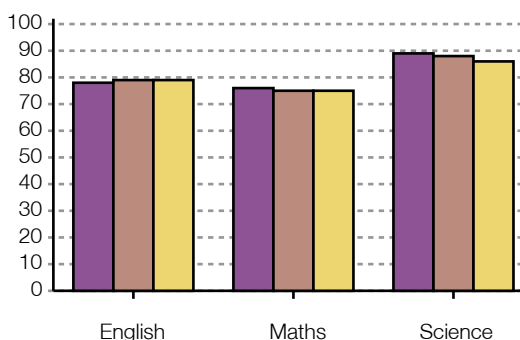
What are we trying to improve?

- * We are working to improve our tracking of all pupils' progress to identify early those who are falling short of achieving their targets.
- * We have allocated more time to PE and sport to ensure pupils adopt active and healthy lifestyles. We have put a greater emphasis on pupils' personal and emotional development through enhancing our PSHCE programme.
- * We are developing further the use of new technologies, including video-conferencing to enrich pupils' learning.
- * We are continuing to develop community links through performing arts and by using the skills of members of the community to enhance teaching in school.
- * We are ensuring staff have access to personal and professional development and continuing to remodel the workforce to ensure that staffing structures are in place to move the school into the 21st century.

How much progress do pupils make between age 7 and 11?



How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2005. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our School ■ Local Schools (Local Authority) ■ All Schools

How have our results changed over time?

Attainment

- * Improved attainment in English after 2003 has been sustained with a marked increase in the proportion of pupils attaining level 5.
- * In 2005 English results are higher than in maths.
- * Attainment in maths at level 5 has fallen below 2003 figure.
- * Attainment in science continues to be the highest of the core subjects.
- * In all subjects attainment over time has moved in line with the national trend.

Achievement

- * Progress across all subjects, based on prior attainment, remains in the top 25% nationally.
- * No difference between the overall progress rates of boys and girls.
- * In mathematics the progress rate has declined since 2003.
- * In other core subjects progress rates remain high.
- * Pupils entering the school with attainment below and above level 2 are showing slower rates of progress than in previous years.

How are we making sure we are meeting the learning needs of individual pupils?

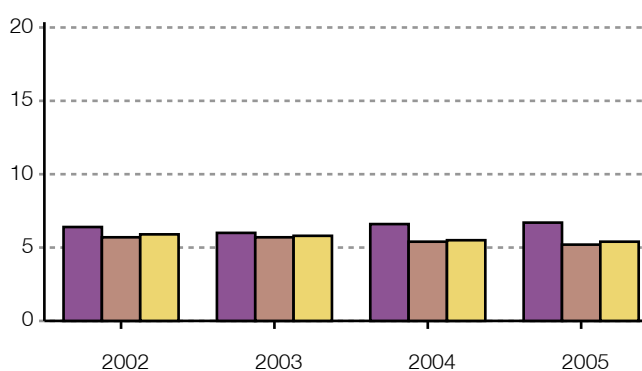
Trained staff identify early children with special educational needs and effective support programmes are put into place. Provision for special educational needs is a strength of the school. Children with special educational needs make good progress. Fourteen Teaching Assistants work in school to help teaching staff meet the needs of these children. The school maintains a register of children who have been identified as having special educational needs. Whenever a child is included on the register staff will inform parents and discuss with them the strategies that the school will put in place to help their child overcome any difficulties. Detailed targets are set and records kept which are reviewed each term. The school work with multi-agency partners to provide for pupils who have behavioural, emotional or educational needs. We make every effort to ensure that all pupils have access to the full curriculum regardless of disability

How do we make sure our pupils are healthy, safe and well-supported?

Provision for health and welfare of the pupils is a strength of the school. We actively promote healthy living & have been awarded healthy school standard. Hot and healthy school meals are cooked on the premises & the school council takes a close interest in ensuring the tuck shop sells healthy snacks.

There are three members of staff trained in first aid who attend to any medical problems. Year 5 pupils take part in cycling proficiency lessons and a bicycle shed has been constructed. Pupils who have undergone cycling proficiency training ride their bikes to school. Pupils are encouraged to walk or cycle to school and two years running, we have bene involved in providing a walking bus. The school is diligent at assessing and managing risk when pupils are involved in out of school activities.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our School ■ Local Schools (Local Authority) ■ All Schools

What activities are available to pupils?

The following activities are available to pupils:

Football, netball, art, performing arts, keyboard and cardmaking.

The swimming club had to be cancelled during 2004/2005 whilst Havelock pool was being refurbished.

Through the extended school co-ordinator, we have requested a wider range of activities are provided for the pupils at our school.

Pupils have the opportunity to take part in visits out of school to enhance the curriculum.

Pupils are also invited to take part in an extended visit to an activity centre. This is a residential visit and one which develops a wide range of personal and interpersonal skills.

How are we working with parents and the community?

During the year, workshops for parents in Literacy and Numeracy have taken place. Parents have been invited to take part in learning traditional playground games. Parents were invited into school to take part in a celebration day where parents worked alongside their child in the classroom. A walking bus has been arranged where pupils were collected from allocated points and walked to school. Parents have been invited into school and support staff and pupils in putting on drama productions. A variety of entertainment events have been put on for parents both during and after school. A summer fayre happens every year. Parents are encouraged to come into school and work alongside their child as well as supporting them with work at home.

What have pupils told us about the school, and what have we done as a result?

From the recent survey, pupils view good, interesting and helpful teaching as being a strength of the school. They believe they are helped to keep fit and healthy. 90% of pupils feel safe at school. additional comments suggest that good teaching, positive relationships and friendships are a strength, as are ICT, cooked healthy meals and sports. Pupils would like more after school activities, playground resources, better toilets and more effective measure to address behaviour. To address this, we have asked for support from the extended schools co-ordinator for after school clubs. The school council have discussed improvements to toilets and all pupils are to be surveyed about improvements they would like for the playground. This will then go through the school council.

What do our pupils do after leaving this school?

Pupils continue to develop their education by attending the local secondary schools. Transition meetings take place between the schools. Heads of year 7 visit our school to discuss individual pupils to ensure that transition is smooth. Confidential information is passed on during this meeting. Pupils take part in two transition days, where they visit the secondary school and take part in lessons at the beginning of July.

What have we done in response to Ofsted?

The school was last inspected in May 2003. The report said:

William Barcroft is a good school. The pupils achieve very well, due largely to the very good teaching. The provision for those with special educational needs is particularly good and these pupils make very good progress relative to their abilities. The school is led excellently and is very well managed. It provides very good value for money. Those areas for improvement were identified as being:

* The time spent in teaching and learning is less than that which is nationally recommended and some subjects are suffering.

* Clear targets for improvement are not set for all pupils.

Since the last inspection we have increased the amount of time spent teaching PE and attained the Quality Active Mark, an award for excellence in PE provision in school. We have introduced the teaching of French, by bringing in a specialist teacher. The profile of PSHCE and performing arts has also been raised in school and offered to the community.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01472 501777

Our website <http://www.williambarcroftjuniorschool.co.uk>
