

Greengate Junior School

Address: Greengate Street, Barrow-in-Furness, Cumbria, LA14 1BG

Unique reference number (URN): 112206

Inspection report: 3 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils achieve well. When pupils join the school, those who have not secured the key stage 1 knowledge they need swiftly begin to close these gaps. In mathematics, some pupils take longer to secure this knowledge. This includes some pupils with special educational needs and/or disabilities, and pupils with particularly low starting points. This is reflected in the Year 4 multiplication check outcomes. However, staff and leaders focus sharply on closing these gaps in pupils' knowledge. This enables them to catch up with their peers. Pupils achieve broadly in line with national averages for reading, writing and mathematics by the end of key stage 2. Disadvantaged pupils achieve particularly well. Pupils develop a broad body of knowledge. This prepares them well for their next stage in education. Developments to the curriculum have resulted in current pupils building a deeper understanding and achieving higher standards in their learning. It is too soon for this to be reflected in published outcomes.

Attendance and behaviour

Expected standard 

Leaders and staff prioritise attendance and are vigilant at spotting when pupils' absence rates rise. They understand the challenges that some parents and carers face in ensuring that their child attends school. Leaders work collaboratively with parents and other agencies to identify, and to reduce, barriers to pupils' attendance. Leaders' actions have had a positive impact on reducing persistent absence and increasing attendance rates. This includes for pupils with special educational needs and/or disabilities.

Leaders have created a calm and nurturing environment. They instil in pupils an enjoyment for learning and a pride in their work and achievements. Staff model the school's values and support pupils to understand, and to live up to, the school's expectations. Pupils behave well. They are welcoming and inclusive, greeting others with a warm smile as they move around the school. They are confident, respectful and well mannered. This includes pupils who access the specially resourced provision for pupils with special educational needs and/or disabilities. Staff provide effective support to pupils who find it difficult to regulate their emotions. This helps pupils to manage in lessons and to build their resilience. Staff ensure that pupils feel cared for and safe at school. Pupils know that staff will take effective action to tackle any bullying or discrimination, should it occur.

Curriculum and teaching

Expected standard 

Leaders have an accurate view of the quality of the curriculum. They take action to strengthen this over time. For example, developments to the delivery of English lessons has improved the quality of pupils' writing. The curriculum matches the ambition and breadth of the national curriculum. The knowledge that pupils should know is defined and sequenced appropriately, including the important foundational knowledge pupils need across reading, writing and mathematics. Staff generally deliver the curriculum as intended. They provide pupils with clear modelling and explanations of new concepts. While activities are typically matched well to what pupils need to know next, at times they do not focus on building pupils' depth of knowledge as sharply as they could.

Staff are secure in their subject knowledge across the curriculum and make adaptations in lessons tailored to pupils' needs. For example, some pupils use practical resources to apply new learning. Staff support pupils to expand their vocabulary. They ensure that pupils have opportunities to practise using new words, verbally and in their writing. The school provides effective, targeted support to pupils who are struggling with reading. This includes those who did not secure their phonics knowledge in key stage 1. These practices support pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, to secure the knowledge they need for the future.

Inclusion

Expected standard 

Leaders and staff place high value on building relationships with families and getting to know pupils individually. They have developed robust transition processes with the infant school in the federation. This helps staff to gain an accurate understanding of pupils' needs, and to meet those needs from the moment they join.

Leaders ensure that staff understand the school's approach to supporting disadvantaged pupils and those with special educational needs and/or disabilities (SEND). They develop clear plans that set out the extensive provision in place for each pupil. This provision includes targeted learning programmes, adaptations to task design in lessons and use of resources. Leaders follow advice from specialists to ensure that support for pupils is effective in reducing barriers to their learning and wellbeing. They regularly check that the support in place for pupils, and the use of additional funding, is having the intended impact.

Leaders and staff are aspirational for all pupils. Pupils with SEND, including those who attend the specially resourced provision for pupils with special educational needs and/or disabilities, access an ambitious curriculum and achieve well. Leaders work collaboratively with the local authority and with one registered alternative provision. They help pupils to overcome challenges pupils may face. This makes a positive difference to their learning and wellbeing.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, have an acute understanding of the context of the school. They know pupils well and engage extensively with the parent and carer community. Leaders ensure that pupils needs and best interests are central any decisions that leaders make. This includes decisions about the effective use of additional funding to support disadvantaged pupils.

Leaders, including governors, have a clear vision for the school. It is this vision that drives the decisions that they make. Leaders accurately identify aspects of the school that could be strengthened and take effective actions to achieve this. Governors provide effective support to staff and leaders. They also hold leaders to account for the quality of teaching, the curriculum and achievement. However, the effectiveness of leaders' checks on the curriculum could be strengthened further. At times, processes to review the impact of the curriculum could be used more effectively by leaders to give them a clear insight into which specific actions would lead to consistently strong standards.

Staff feel valued and are proud to work in this school. They appreciate the actions that leaders take to support them with their wellbeing and workload. Leaders ensure that, through a clear professional learning programme, staff's knowledge and skills build over time.

Personal development and wellbeing

Expected standard 

Leaders promote pupils' wider development well. They have adopted an appropriate, well-planned curriculum for personal, social, health and economic education. Leaders have also ensured that the school's relationships education curriculum teaches pupils an age-appropriate understanding of healthy relationships and how to stay safe, including online risks.

Pupils proudly take on responsibilities through roles, such as prefects. This builds their confidence and enables them to develop leadership skills. Pupils also have opportunities to contribute to the wider community. For example, they were actively involved in discussions with local leaders about the development of the town.

Pupils learn about fundamental British values. They understand the importance of these in their daily lives. For example, pupils are taught about tolerance and challenging stereotypes. They learn that people's uniqueness is something to celebrate. Pupils are clear everyone is equal should be treated fairly.

Leaders ensure that pupils with special educational needs and/or disabilities are fully involved in the wider aspects of school life. This includes attending clubs and trips. Leaders make deliberate decisions about curriculum enrichment activities to broaden pupils' experiences, particularly for disadvantaged pupils. For example, Year 6 go on an annual city residential trip, which includes a visit to the theatre.

Leaders and staff provide pupils with a range of thoughtful, high-quality pastoral support. This has a positive impact on pupils' emotional wellbeing which, in turn, enables them to flourish. Pupils are equipped well to be active citizens in modern Britain.

What it's like to be a pupil at this school

This is an inclusive school, where the nurturing staff understand pupils' needs and enable them to flourish. Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND), feel a sense of belonging at school and have equal access to opportunities. As a result, pupils want to be in school and attendance is increasing.

Pupils are happy at school and feel safe. Underpinning this, are supportive, trusting relationships between pupils, staff, leaders, parents and carers. Pupils behave well in lessons and at social times. They contribute to creating the calm, positive atmosphere that permeates all areas of the school. Pupils greet people confidently and politely as they move around the school. Staff quickly resolve any fall outs between pupils. Leaders ensure that, should bullying occur, it would be dealt with swiftly.

Leaders promote pupils' broader development through a range of enrichment opportunities. For example, pupils who access the specially resourced provision for pupils with special educational needs and/or disabilities regularly participate in outdoor learning. Pupils learn water sports during a residential trip to the Lake District. Leaders expand pupils' cultural awareness through trips to cities and visits to theatres and places of worship. Pupils develop their interests and talents. They compete in sports events with other schools and sing at concerts in front of large audiences. These experiences build pupils' confidence and prepares them well for life beyond school.

Leaders are ambitious for all pupils. They ensure that pupils attend school as regularly as they should. Leaders provide extensive pastoral support to pupils and staff adapt teaching to break down barriers to learning. Pupils, including disadvantaged pupils and those with SEND, progress well through the curriculum. They are keen to learn and remember what they have been taught over time. Typically, pupils secure the important knowledge they need in reading, writing and mathematics by the end of key stage 2. This prepares them well for starting secondary school.

Next steps

- Leaders should ensure that the activities designed to deliver learning consistently enable pupils to build on their knowledge, so that they gain a deep understanding across the full curriculum.
 - Leaders should strengthen the effectiveness of their checks on the impact of the curriculum to ensure that these lead to consistently strong standards across all aspects of the school's provision.
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About this inspection

The chair of the board of governors in this school is Mr Joe Wardman.

The school is part of a federation called Central Barrow Schools Federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other leaders, governors and a representative from the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school includes provision for 20 pupils with autism and social, emotional and mental health needs through a specially resourced provision for special educational needs and/or disabilities.

The school makes use of one registered alternative provision.

Headteacher: Sue Jackson

Lead inspector:

Liz Dayton, His Majesty's Inspector

Team inspectors:

Emma Jackson, Ofsted Inspector

Gareth Counce, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

School and pupil context

Total pupils

176

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

240

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

47.16%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

13.07%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.45%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	61%	Close to average
2024/25 (revised)	60%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	48%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	74%	75%	Close to average
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	64%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	46%	Above
2024/25 (revised)	61%	47%	Above
2023/24 (final)	61%	46%	Above
2022/23 (final)	48%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above
2024/25 (revised)	78%	63%	Above
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	65%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	59%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	74%	59%	Above
2023/24 (final)	77%	58%	Above
2022/23 (final)	65%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	60%	Above
2024/25 (revised)	78%	61%	Above
2023/24 (final)	81%	59%	Above
2022/23 (final)	65%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	68%	-10 pp
2024/25 (revised)	61%	69%	-8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	61%	67%	-6 pp
2022/23 (final)	48%	66%	-19 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-9 pp
2024/25 (revised)	78%	81%	-3 pp
2023/24 (final)	68%	80%	-12 pp
2022/23 (final)	65%	78%	-13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	78%	-5 pp
2024/25 (revised)	74%	78%	-4 pp
2023/24 (final)	77%	78%	0 pp
2022/23 (final)	65%	77%	-12 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-4 pp
2024/25 (revised)	78%	81%	-2 pp
2023/24 (final)	81%	79%	1 pp
2022/23 (final)	65%	79%	-14 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	6.9%	5.5%	Above
2022/23 (3 term)	6.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.9%	13.3%	Close to average
2023/24 (3 term)	23.6%	14.6%	Above
2022/23 (3 term)	30.4%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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