

Inspection of Croxby Primary School

Bricknell Avenue, Hull HU5 4TN

Inspection dates: 11 and 12 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders and staff have high expectations of pupils. Together, they have successfully improved the school. Parents are overwhelmingly positive about the school. Almost all who responded to the online questionnaire, Ofsted Parent View, said that their child is happy and valued at Croxby Primary School.

Pupils behave well in lessons. They have a good understanding of what bullying is. They say there is very little bullying in school. Pupils know and adhere to the two school rules 'be kind and work hard'.

Leaders provide opportunities for all pupils to develop wider talents and interests by participating in after-school clubs, such as yoga, colouring, gymnastics and art. Pupils are keen to take part in the school's graduate awards programme and gain their graduate badges. Pupils contribute to their community by raising money for the local care home and hospice.

Leaders have ensured the school has high-quality pastoral care. They have a mental health counsellor and an emotional literacy support assistant who proactively support pupils.

The school has an enhanced resource provision that supports a small number of pupils with their social and emotional needs. These pupils are supported well by the special educational needs and disabilities coordinator.

Staff are very positive about the steps leaders have taken to reduce their workload. They are very proud to be members of '#TeamCroxby'.

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

Leaders have developed the 'Croxby Way' curriculum over the past three years. The curriculum is well planned and ensures that teachers teach the right things in the right order. As a result, pupils are achieving well. Curriculum leaders support their colleagues with training and advice. Consequently, teachers have strong subject knowledge. They know what has been taught in previous years and build on it effectively. In discussions with pupils, they were able to remember what they had been taught from the last term. They found it more difficult to remember knowledge from last year. This may be due to the impact of COVID-19 remote learning, where the approach to learning was different.

The languages leader has introduced a new curriculum and led training for staff to help them teach Spanish. As a result, the teaching of languages has improved.

Leaders have prioritised reading as it is recognised as the 'lynchpin of the curriculum'. They have introduced a new phonics scheme this year to ensure there is consistency in the teaching of phonics. Staff have had training to ensure they teach phonics well. There are two phonics lessons every day. In some phonics lessons, a

small number of pupils do not join in. This means they miss the opportunity to practise reading alongside the rest of the class.

In lessons, teachers have high expectations for pupils' conduct. The 'Croxby Way' includes a focus on working in pairs and teams. However, a small number of pupils do not join in with lessons as well as they should. For example, in a key stage 2 mathematics lesson, there was some disengagement that was not addressed by an adult. This also happened in some phonics and history lessons.

Systems for supporting pupils with special educational needs and/or disabilities (SEND) are effective. Staff have had training to ensure that they identify pupils who may have SEND. Comprehensive support plans contain the strategies staff can use to help pupils overcome barriers to learning. This helps pupils with SEND access the full curriculum.

In the early years, teachers have established a purposeful classroom that supports children's learning. Adults ask carefully considered questions to help children gain new knowledge. Due to the COVID-19 restrictions, many of the early years children did not attend any nursery provision. This has had an impact on some children's speech and language development. As a result, leaders have adapted the early years curriculum to include lots of speaking and listening opportunities.

Pupils understand that all people should be treated equally and with respect, regardless of their differences. However, their understanding of what makes people different is not well developed. While pupils in key stage 2 understand they should be respectful, some pupils were not always respectful to each other. Leaders recognise that they need to strengthen the curriculum around teaching about diversity and protected characteristics.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff have regular safeguarding training. The designated safeguarding lead (DSL) takes advice and support from external agencies. This supports her to make the right decisions for families. Staff have been trained to physically manage pupils with challenging behaviour. The number of incidents recorded is low, but all are reviewed and monitored by the DSL. Pupils can speak to a trusted adult in school to share any worries. However, a small number of girls have not told staff when boys have spoken rudely to them. Leaders need to consider alternative ways to encourage pupils to communicate their concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some classes, there are pockets of pupils who are passive in their attitude to learning. Consequently, these pupils are not working as collaboratively as they

should be. Leaders should ensure that all pupils are active participants to maximise their learning opportunities.

- Occasionally, boys do not speak respectfully towards girls at playtime. When this happens, some pupils do not report it to a trusted adult. Leaders must strengthen mechanisms for pupils to feel confident to report concerns so that leaders are aware of this behaviour and can put strategies in place to improve it.
- A small minority of pupils are not able to recall what they have been taught about diversity and what makes people different. As a result, a small number of pupils do not demonstrate understanding and respect for those that are different to themselves. Leaders need to ensure the curriculum enables pupils to revisit and remember this knowledge so that pupils develop a better understanding of people who are different to themselves.

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.

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	145177
Local authority	East Riding of Yorkshire
Inspection number	10212101
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	Board of trustees
Chair of trust	Ian Furlong
Headteacher	David Waterson (Co-Headteacher) Kerry Mason (Co-Headteacher)
Website	www.croxyprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined The Consortium Academy Trust in 2017.
- The co-headteacher arrangement has been in place since September 2021. One of the co-headteachers was the substantive headteacher up to that date.
- The school has an enhanced resource provision, funded by the local authority, for six pupils. This supports pupils with social and emotional needs.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This is was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the co-headteachers, curriculum leaders and pupils. Meetings were also held with representatives of the local governing board and the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, geography and modern foreign languages. For each deep dive, inspectors met with curriculum leaders, spoke to pupils and teachers and visited lessons. Inspectors heard pupils read.
- Inspectors examined safeguarding records, attendance figures, curriculum plans and policies.
- The views of parents were considered from 110 responses to the Ofsted Parent View questionnaire.
- The views of staff were considered from meeting with staff and from the responses to Ofsted’s staff questionnaire.
- The views of pupils were considered from meeting with them.

Inspection team

Alison Stephenson, lead inspector	Her Majesty’s Inspector
Tim Scargill-Knight	Her Majesty’s Inspector
Alex Thorp	Her Majesty’s Inspector

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