

# Inspection of a good school: Crosby High School

De Villiers Avenue, Crosby, Liverpool, Merseyside L23 2TH

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Inspection dates: 1 and 2 February 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

The school has high expectations for pupils. Over the last few years, it has started to cater for pupils with a wider range of special educational needs and/or disabilities (SEND). The school has mainly adapted well to this change. Pupils achieve well, are happy in school and are considerate of each other's uniqueness.

Pupils work well together and support each other in lessons. Older pupils help to look after younger pupils during breaktimes and lunchtimes. The annual Christmas concert is a whole-school production in which all pupils take part. The whole school community enjoys this event.

Pupils are proud of the work that they do to support their local community. For example, they pack food parcels to support a local food bank. Pupils also join the local community to help keep a local beach clean.

At times, some pupils do not behave as well as they could. Sometimes, the behaviour of others makes some pupils feel unsafe. A minority of pupils also said that the school does not do enough to stop bullying.

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

A new headteacher started at the school in January 2024. Before this, there was some instability in the leadership of the school over the previous two years. This caused some considerable challenges and turbulence for staff and pupils, but there is now a renewed optimism in the school. Pupils and staff are looking forward to a more settled and stable future.

The school has designed a curriculum that meets the additional needs of its pupils well. Pupils study a breadth of subjects. They have a range of opportunities to learn, including in the local community and outdoors. Pupils also take part in sporting activities which promote their physical development. For example, they learn self-defence in judo sessions. They also learn how to work with animals on a nearby school farm.

Pupils achieve nationally recognised qualifications. This includes entry-level awards, functional skills and, for some pupils, GCSEs. Pupils can also achieve the Duke of Edinburgh's Award and other awards which recognise their personal development.

Teachers know pupils well. They select activities which engage and inspire pupils. Teachers are quick to correct any misconceptions that pupils may have. They give supportive feedback to help pupils to improve their work. Teachers also allow pupils to think for themselves, for example to find the answer to any questions or problems. They constantly check that pupils' understanding is secure, before moving on to new learning.

Reading is a high priority in school. Pupils have access to a well-stocked library that is used regularly. They are awarded stamps when they read well, which they exchange for a book from a vending machine. Some pupils are reading ambassadors and promote reading in school. They listen to other pupils read and sometimes join in with class reading. Staff know how to support any pupils who are at the early stages of learning to read. This helps pupils to become confident readers.

A number of pupils, parents and carers, and staff raised concerns about the behaviour of some pupils in school. The school is still adjusting to meeting a broader range of pupils' needs. For example, it has recently introduced a 'thrive' room where pupils who need time to reflect, or need additional support, have a safe place to talk to adults. The school's behaviour and bullying policies are in place and understood. However, there is an inconsistent approach to how the school manages the behaviour of pupils.

The school is committed to pupils' personal development. It ensures that pupils learn how to keep themselves safe online and when they are in the community. They learn about their changing bodies and emotions and what it means to have a positive relationship. The school harnesses pupils' talents and interests. For example, some pupils have additional music lessons, while others learn about bicycle maintenance.

The school has a well-established careers programme. Pupils have opportunities to learn about future careers or further education. A range of workshops, careers events, work experience and workplace visits give pupils hands-on experience and information. Pupils also have independent advice to plan their post-16 options. This supports pupils to move into a range of colleges and other post-16 providers. They are well prepared for their next stage in life.

The instability in school over the last few years has taken its toll on members of staff. A significant number of staff feel unsupported by the school. The governing body recognises this and wants to ensure that staff's views, workload and well-being are a priority for the school.

## Safeguarding

The arrangements for safeguarding are effective.

### What does the school need to do to improve?

#### (Information for the school and appropriate authority)

- Some pupils do not behave well. At times, this causes other pupils to feel unsafe. The school and governing body should ensure that staff have the support, and any training that they need, to implement the behaviour policy in a consistent manner.
- Bullying is not consistently dealt with quickly and effectively. This causes some pupils to feel frustrated and, at times, unsafe. The school and governing body should ensure that bullying in any form is not tolerated and that any incidents are quickly resolved.
- The school and governing body have not taken into account the impact of the school's recent instability on staff's workload and well-being. This has affected a significant number of staff and consequently staff morale is low. The school and governing body should seek the views of staff and ensure that all staff feel valued and supported in their work.

## 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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 school to be good in March 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

<b>Unique reference number</b>	104980
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10294204
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nathaniel Marsh
<b>Headteacher</b>	Mark Smith
<b>Website</b>	<a href="http://www.crosbyhigh.org">www.crosbyhigh.org</a>
<b>Date of previous inspection</b>	11 September 2018, under section 8 of the Education Act 2005

## Information about this school

- The school uses three registered alternative providers.
- All pupils have an education, health and care (EHC) plan. The school caters for pupils with specific learning difficulty, visual impairment, hearing impairment, autism, social, emotional and mental health needs, physical disability and moderate learning difficulty.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders and members of the governing body, including the chair of governors. An inspector also spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: English and reading, computing, and physical health and development. For each deep dive, inspectors 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.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors reviewed a range of documents, including policies and data regarding pupils' behaviour and attendance.
- Inspectors spoke to some pupils and staff about the school. They also observed pupils during lunchtimes and breaktimes.
- Inspectors considered the views of parents expressed through Ofsted Parent View, including the free-text responses. They also considered responses to Ofsted's online surveys for staff and pupils.

### **Inspection team**

Julie Bather, lead inspector

Ofsted Inspector

Paul Edmondson

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