Inspection of Crosscanonby St John's CofE School

Garborough Close, Crosby, Maryport, Cumbria CA15 6RX

Inspection dates: 8 and 9 May 2024

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	Good

What is it like to attend this school?

Pupils make a strong contribution to the calm environment that exists at this school. They are polite, well mannered and happy. Children in the early years settle into school life quickly. They benefit from the meaningful interactions that they have with staff, who care for them well.

Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well. They respond to the high aspirations that the school has for their achievement and conduct. Pupils make the most of the opportunities that the school provides for them to develop their talents and interests. These include activities such as sports, art and dance.

Pupils access well considered trips that help them to learn more about the subjects that they study. For example, they deepen their understanding of history through various visits, such as to Hadrian's Wall, Carlisle Castle and the city of Edinburgh. They enjoy taking part in adventurous outdoor activities, including during a residential stay.

School councillors take an active role in improving the work of the school. Pupils enjoy the opportunities that the school provides for them to raise money for local and international charities. The school ensures that pupils show care and consideration towards others and make a positive contribution to their community. They become confident and independent young people.

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

The school has created an ambitious curriculum. It has set out carefully the important information that pupils should learn. Most pupils are well prepared for each stage of their education. In the early years, children receive the support that they need to make a strong start to their education. Typically, this equips them well for the demands of Year 1. Nevertheless, a small number of the school's curriculums have only recently been developed to ensure that the subject content is sufficiently demanding. Staff are in the process of being trained to deliver these curriculums. As a result, some pupils have not had time to develop the depth of knowledge in these subjects that they should.

Staff use their strong subject knowledge to design activities that help most pupils to learn the curriculum well. They make regular checks on what pupils know and remember. On occasion, the misconceptions that some pupils develop about their learning are not addressed promptly. As a result, these pupils move on to new learning before they are ready.

The school accurately identifies the additional needs of pupils with SEND. These pupils receive the help that they need to access the full curriculum alongside their peers. Pupils with SEND achieve well.

The school has established a clear programme to support pupils' early reading. It provides parents and carers with useful information about how to support their children's reading at home. Children in the Nursery class build their vocabulary well through joining in with stories, rhymes and songs. Pupils recall the themes from the books that they have read, which help them to broaden their understanding of the world. For example, they learn about the importance of justice, animal rights and the lives of people less fortunate than themselves.

Children in the Reception class and pupils in key stage 1 benefit from a well-organised and well-delivered phonics programme. The books that children and pupils read match the sounds that they already know. This ensures that most pupils become confident and fluent readers. However, at times, staff do not routinely address the gaps that some pupils have in their phonics knowledge. This hinders some pupils from catching up quickly with their reading.

Pupils are highly motivated to learn. They behave sensibly and work extremely well together during lessons. Pupils respect each other's views and opinions. The school provides sensitive support to the small number of pupils who need extra help to manage their behaviour or to improve their attendance.

The school ensures that pupils benefit from experiences that make a considerable contribution to their personal development. Pupils know how to stay safe online and how to look after their physical and mental health. They show respect for other faiths and cultures. Pupils value the many differences that exist between people. They know the signs of a healthy relationship. In the early years, children quickly acquire an understanding of right and wrong.

Governors have an accurate understanding of the performance of the school. They carry out their statutory duties effectively. Staff told inspectors that they value the support that the school provides, including for their workload and well-being. For example, the school provides staff with a comprehensive programme of training about its subject curriculums. This helps staff to develop the expertise that they need to carry out their roles effectively. Parents and carers have a very positive view of 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)

- In a small number of subjects, the curriculums are new. In these subjects, some pupils have not developed the depth of knowledge that they should because staff are in the process of updating their own knowledge and skills. The school should ensure that staff receive the training that they need to embed the new

curriculums so that these pupils are well prepared for each stage of their education.

- On occasion, staff are not quick enough to identify and rectify the gaps and misconceptions in some pupils' knowledge. This means that these pupils move on to new learning before they are ready. The school should ensure that staff diligently use the information that they have about the gaps and misconceptions that some pupils have about their learning so that they securely build their knowledge and achieve as well as they should.

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	112273
Local authority	Cumberland
Inspection number	10294287
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair of governing body	Sarah Morgan
Headteacher	Kelly Bowe
Website	www.crosscanonby.cumbria.sch.uk
Date of previous inspection	15 November 2022, under section 8 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Carlisle. The last section 48 inspection, for schools of a religious character, took place in May 2024. The next section 48 inspection will take place by 2029.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

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

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 and other leaders to discuss SEND, behaviour and attendance.

- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.
- An inspector observed pupils from the Reception Year read to a familiar adult.
- Inspectors looked at a sample of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, and took account of the views of leaders, staff and pupils. They considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector held a meeting with representatives of the governing body, including the chair of governors. He spoke to the deputy director of education at the diocese, a local authority general adviser and a local authority school improvement partner.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. There were no responses from staff or pupils to Ofsted's online surveys.
- Inspectors spoke with pupils about their experiences of school and their views of behaviour and bullying. They observed pupils' behaviour during lessons and at breaktimes and lunchtimes.
- Inspectors spoke with staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector	His Majesty's Inspector
Paul Edmondson	Ofsted Inspector

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