

Inspection of Crosby Primary School

Normanby Road, Scunthorpe, Lincolnshire DN15 6AS

Inspection dates: 12 and 13 September 2023

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 and staff at Crosby Primary School are proud to be 'wonderfully unique'. This is the chosen phrase of the community. The school has a diverse mix of cultures and faiths. Pupils enjoy being part of this school, which instils within pupils a culture of mutual respect, where everyone feels valued and cared for. Pupils celebrate their differences. They enjoy learning about diverse cultures, backgrounds and contrasting beliefs.

Pupils are happy at this school. They trust adults to help them with any issues or worries they may have. Pupils' behaviour is calm and orderly. They demonstrate positive attitudes to learning. Pupils say bullying is rare and that, if it does happen, adults sort it out quickly.

Pupils have many opportunities to take on a range of responsibilities. The 'world buddies', who have received training from the English as an additional language (EAL) teacher, are incredibly proud of their role in supporting pupils who are new to the school.

Leaders have high expectations for their pupils. Their aspirations include teaching pupils to be healthy, responsible and successful. The school pays careful attention to pupils' well-being. Pupils learn about physical and mental health. Pupils have access to a range of support, such as dental hygiene, drum therapy and Lego therapy.

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

The school has an ambitious curriculum that begins in the early years. Although published outcomes are still below national measures, the school is making progress in this area. Leaders include community priorities in the curriculum, such as the promotion of healthy eating in design and technology. There is a sharp focus on vocabulary, which helps pupils to talk about their learning.

There are long-term plans for all subjects in the curriculum. In most subjects, staff are clear about what key knowledge pupils should learn and in what order. However, in some subjects, curriculum design is not as precise as it needs to be. The school's plans for these subjects do not identify the most important concepts as clearly as they could. In these subjects, pupils do not secure the knowledge they need for their next phase of learning.

The school is determined that every pupil will learn to read. A systematic approach to reading is in place. There are many pupils who speak EAL. The school supports these pupils well to learn English and to learn to read. Pupils practise reading with carefully selected books that match the sounds they know. As pupils become more fluent and capable readers, staff support them to select books for enjoyment from the school library.

In most lessons, teachers make new knowledge clear to pupils through effective explanation and demonstrations. Lessons begin with a recap on what pupils have learned before. Teachers use assessment well to identify and address any gaps in knowledge. However, in some lessons, the use of assessment is more variable. This means that misconceptions are not addressed quickly enough.

The school ensures that all pupils, including those with special educational needs and/or disabilities (SEND), can access the curriculum effectively. There are effective procedures in place to identify pupils' additional needs. Pupils benefit from a wide range of support. Lessons are carefully adapted so that all pupils can learn successfully.

Children in the early years enjoy their learning. They show high levels of curiosity and engagement. Children develop routines quickly. High-quality adult interaction helps children to develop key knowledge and vocabulary. The school has embedded effective approaches to the teaching of early reading and mathematics.

Pupils benefit from the school's personal development programme. Pupils learn about healthy relationships, personal safety, online safety and economic well-being. The school supports pupils to develop career aspirations. For instance, in their annual careers fair, pupils learn about industries in their community. The school offers a wide range of extra-curricular clubs, such as cosmic yoga, baking and coding club. All pupils can experience a residential visit.

Some pupils do not attend as well as they should. The school is taking appropriate action to address this, and the attendance of many of these pupils is improving. Some pupils need additional help with their behaviour. The school provides appropriate support, which helps these pupils to feel more settled in school.

Leaders, including those responsible for governance, understand and fulfil their statutory duties effectively. Staff value the support offered by senior leaders. They feel their workload and well-being are considered carefully. Early career teachers are particularly well supported. Leaders work hard to engage the support of parents, seeking their views and opinions regularly.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not define precisely what knowledge pupils should know and when this should be taught. This means that pupils do not have the essential knowledge needed to access new learning. The school should ensure that all areas of the curriculum provide detailed information on the key

concepts pupils need to know and remember and the order in which these should be taught.

- In some lessons, including phonics, staff do not check pupils' understanding systematically enough. Assessment is not used effectively to identify misconceptions and plan future learning. Leaders should ensure that all staff have the training and support needed to enable them to apply the assessment procedures effectively in all lessons.

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	117934
Local authority	North Lincolnshire
Inspection number	10290040
Type of school	Primary
School category	Community school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	532
Appropriate authority	The governing body
Chair of governing body	Sajda Shah
Headteacher	Sarah Buckley
Website	www.crosbyprimary.co.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- This school currently uses one alternative provision.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, science, mathematics, history and design and technology. 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 in some other areas.
- Inspectors visited lessons with leaders to look at the provision for pupils with SEND and scrutinised support plans for pupils with SEND.
- To inspect safeguarding, 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 spoke to governors and a representative from the local authority.
- Inspectors observed pupils at break, lunchtime and when moving around the school.
- Inspectors spoke to parents informally on the playground and considered responses to Ofsted Parent View, Ofsted's online survey for parents.
- Inspectors met formally with groups of pupils and spoke to pupils informally, throughout the inspection.

Inspection team

Becky Austwick, lead inspector	Ofsted Inspector
Kerry Partington	Ofsted Inspector
Emily McCullagh	Ofsted Inspector

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