

Croxby Primary School

Address: Bricknell Avenue, Hull, HU5 4TN

Unique reference number (URN): 145177

Inspection report: 2 June 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.

Strong standard ●

Achievement

Strong standard ●

Pupils build strong foundations in reading, writing and mathematics from the early years onwards. Staff regularly check what pupils know and plan teaching that helps pupils to take the next step with confidence. Pupils, including those with special educational needs and/or disabilities (SEND) and those who join the school mid-year, make excellent progress from their starting points. This is because support is put in place quickly and reviewed often.

Achievement across the wider curriculum is also positive. Pupils learn well in wider subjects as a result of teaching which consistently builds on what they already know. Vulnerable pupils, including disadvantaged pupils and those known to social care, take part fully and show clear gains in their knowledge and skills.

Pupils achieve well in national tests. A significant number of pupils join the school mid-year. Many of these have complex needs. This contributes to some fluctuations in overall pupil outcomes in national tests over time. However, pupils consistently achieve strongly from their starting points and are well prepared for their next stage in education.

Attendance and behaviour

Strong standard ●

Leaders take a strategic approach to attendance. They check patterns closely, meet regularly to review individual cases and work with families to remove barriers. This has led to consistently positive attendance for most pupils, including those who are disadvantaged. Pupils' attendance remains above national averages, and persistent absence is lower than seen nationally. Where some pupils face greater challenges, such as with anxiety or when managing difficult family circumstances, leaders act quickly. They use reintegration plans, pastoral support and clear routines to help pupils return to regular attendance. As a result, attendance remains high for pupils who need the most help.

Behaviour across the school is calm, respectful and purposeful. Pupils move around sensibly, show good manners and respond well to routines. Staff apply the behaviour policy consistently, using 'positive points' rewards, clear expectations and supportive conversations to help pupils make good choices. Bullying is rare and dealt with quickly and firmly. The school uses suspensions appropriately and only as a last resort. Pupils with complex emotional needs benefit from effective and tailored support. Pupils show positive attitudes to learning and feel safe, included and well cared for.

Curriculum and teaching

Strong standard ●

The school has a clear and ambitious curriculum that helps every pupil get off to a strong start. They think carefully about what pupils need to learn and the order they should learn it. This means that ideas build in small, sensible steps from the early years to Year 6. Leaders regularly consider the impact of teaching and use this information to make improvements. Teachers are well trained and have secure subject knowledge.

The curriculum is broad, well-planned and helps children build knowledge step-by-step. Leaders ensure that reading, writing and mathematics are taught with care and consistency. Children learn phonics through a clear programme and read books that match the sounds they know. This helps them grow in confidence. Across all subjects, teachers use shared approaches such as modelling, guided practice and short checks to make sure that children understand new ideas. Lessons revisit key knowledge to support pupils to remember it, and vocabulary is taught in every classroom to help them talk and write with accuracy. Teachers use the same clear routines across the school which helps learning to feel familiar and secure for all pupils.

Teaching is inclusive. Staff know pupils well and make simple, effective adjustments so that disadvantaged pupils, children with special educational needs and/or disabilities (SEND) and those who face extra challenges can take part fully. This helps every child feel confident and ready for their next stage of learning.

Early years

Strong standard 

Leaders have ensured that the early years provision has a clear sense of direction. They have shaped a curriculum that builds children's language, phonics and numeracy incrementally, and they make sure staff understand exactly how this should look in practice. Leaders are highly knowledgeable and provide regular training so that teaching is consistent across Nursery and Reception. Staff use ongoing checks on learning to plan the right support and to keep children moving forward.

Teaching is purposeful. Adults model language well, use sentence starters to build children's confidence and plan activities that help them practise new skills. Children enjoy structured sessions in the morning and longer periods of uninterrupted play in the afternoon. This helps them concentrate and explore ideas in depth. Phonics is taught consistently, and children learn to write simple sentences with accuracy.

Children achieve well from their starting points. Staff use short, focused activities to help children practise key skills. Staff make the necessary adaptations to ensure that disadvantaged children and those with special educational needs and/or disabilities (SEND) learn alongside their peers.

Children's wellbeing is nurtured through clear routines, warm relationships and simple methods that help them manage their feelings. They feel safe, happy and well prepared for the next stage of learning in Year 1.

Inclusion

Strong standard 

The school is a very caring and inclusive place where every child is understood as an individual. Staff use clear systems to spot needs early, including for children who join at irregular times in the school year. Staff act quickly when a pupil needs extra help. This includes those who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those who are known to social care. Staff in the early years identify needs early on, so young children do not delay in building strong foundations.

Staff make thoughtful adaptations to allow pupils to learn well. For example, pupils with SEND benefit from the use of visual aids, sensory tools or extra adult support. These adjustments help children to stay calm and take part in lessons with their peers. Support plans are updated regularly and ensure that additional help is closely matched to the current needs of pupils. The school's resourced provision provides pupils with emotional needs a nurturing and safe space to learn, in the 'Meerkat Room'.

Disadvantaged pupils are supported well. Additional funding is used effectively to remove barriers. Leaders make sure that every child is supported to join clubs, take part in visits and enjoy special events. Leaders monitor who is taking part and act quickly if any child is missing out. All children enjoy the full life of the school.

Leadership and governance

Strong standard ●

Leaders provide clear and thoughtful strategic direction. They understand the school's strengths well and have identified the right priorities to keep improving the quality of education and pupils' wider experiences. Their decisions are rooted in what pupils need most, such as refining the curriculum over recent years and adapting provision when monitoring shows something could work better. Leaders check the impact of their work through regular data discussions, lesson visits and pupil voice. They respond quickly when changes are needed.

Teachers and wider staff feel valued. Staff describe leaders as supportive and approachable. They feel their workload is manageable and say leaders genuinely care about their wellbeing. Many highlight the regular coaching and training opportunities that help them grow in confidence and develop their careers.

Governance is active, informed and closely connected to the school. Governors meet regularly, visit classrooms and use clear data systems to understand and challenge how well strategies are working. They maintain strong oversight of statutory duties such as safeguarding. The trust provides further support through shared training, leadership development and quality assurance. This strengthens the school's capacity to keep improving.

Professional learning is a notable strength. Staff access regular coaching, professional qualifications and trust-wide training. This has helped to further strengthen teaching and pastoral expertise.

Leaders engage positively with parents and the wider community. Families receive regular updates and leaders work with external partners to support pupils' needs. This collaborative approach helps create a school community that feels, in staff's words, 'like a village', where pupils and families are known and supported.

Personal development and wellbeing

Strong standard ●

The school has an embedded culture of personal development. Leaders have created a unique 'Set for Success' curriculum in direct response to the needs of pupils and of the local community. This ensures that all pupils build secure knowledge of healthy lifestyles, respectful relationships, online safety and British values from the early years onwards.

Pupils speak confidently about topics such as consent, puberty, healthy friendships and the importance of tolerance. The school is committed to broadening aspirations, with pupils accessing a careers programme, undertaking activities that challenge stereotypes and developing early insights into work and money.

The school offers a wide range of enrichment that helps pupils develop confidence, interests and character. For example, pupils enjoy musical theatre, singing competitions and art festivals which contribute to a vibrant culture. The school's 'Graduate Award' activities encourage independent learning and curiosity, with wide-ranging projects available from learning about fossils to guinea-pig care.

Pupils take on meaningful leadership roles as wellbeing ambassadors, eco-councillors, house captains and school councillors. They speak proudly about responsibilities such as judging competitions and supporting younger pupils. The school's comprehensive outdoor play has strengthened social development, with pupils experiencing enjoyable, activity-based and inclusive play and learning.

Pastoral care is a strength. Staff know pupils well and make sure they always have someone to talk to. Initiatives such as regular check-ins, worry boxes and dedicated time with a trusted adult help children feel safe, listened to and supported. Pupils also benefit from the school's wider wellbeing work, which teaches them how to manage worries, understand their feelings and look after their mental health. Younger pupils learn about good dental hygiene through regular sessions and practical guidance, helping them build healthy habits early. Pupils speak warmly about visits from the school's wellbeing dogs, Sherlock and Marlowe. The combination of these thoughtful approaches help pupils feel calm, cared for and ready to learn.

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

From the early years onwards at Croxby Primary School, pupils are part of a close, welcoming community where routines are clear, relationships are positive and everyone takes pride in contributing to school life. Day to day, pupils experience a rich blend of academic learning, creative opportunities and purposeful play. Initiatives such as 'Larry and Gary', the giant African snails, add a sense of fun and motivate pupils to do their best. Pupils are keen to tell newcomers that this is a school where they should 'prepare to have a very good time'.

Pupils enjoy learning and experience a curriculum that is taught in a clear, step-by-step way. Teaching supports pupils to understand new ideas and practise these until they are confident. Staff identify barriers to learning promptly and provide timely support so that pupils make positive progress from their starting points. Pupils who need extra help, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), access well-planned interventions that enable them to keep up with their peers. As a result, pupils are well prepared for the next stage of their education.

Pupils are fully included in day-to-day school life. They take part in a wide range of experiences that broaden their learning beyond the classroom, including musical theatre, art exhibitions, sports clubs, drama productions and whole-school events such as 'Croxby's Got

Talent'. Positive relationships with staff and peers help pupils participate confidently, develop their interests and contribute to the wider school community.

There is a calm, orderly and supportive environment throughout the school. Pupils benefit from this. Behaviour routines are well understood and consistently applied. Bullying is uncommon and addressed promptly when it occurs. Pupils feel safe and know who to approach if they need help. Pupils attend school regularly, where they are well supported to work hard, be kind and aim high.

Next steps

- Leaders should further strengthen the precision of intervention for vulnerable groups so that remaining gaps continue to close rapidly and pupils sustain strong achievement.
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About this inspection

This school is part of The Consortium Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lizann Lowson, and overseen by a board of trustees, chaired by Ian Furlong.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the outgoing and incoming headteachers, senior leaders, trust leaders, governors and staff during the inspection. They spoke with pupils in lessons and during social times. They looked at samples of pupils work and considered responses to parent, pupil and staff surveys.

The inspectors confirmed the following information about the school:

The school runs a resourced provision for a small number of pupils with social, emotional and mental health needs.

The school currently uses no alternative provision.

The substantive headteacher at the time that this inspection was announced was Mrs Kerry Mason. As part of transitional arrangements, a new headteacher, Mrs Rebecca Wright, took up her new post on the same day. Both leaders were involved in the inspection.

Headteacher: Kerry Mason

Lead inspector:

Chris Carr, His Majesty's Inspector

Team inspectors:

Rob Hunter, Ofsted Inspector

Jenny Winfield, 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 2 June 2026

School and pupil context**Total pupils**

357

Above 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

320

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)

23.49%

Close to 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

3.08%

Close to 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

14.85%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

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)

SEMH - Social, Emotional and Mental Health

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	69%	61%	Above
2024/25 (final)	78%	62%	Above
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	68%	60%	Above

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	80%	74%	Above
2024/25 (final)	88%	75%	Above
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	83%	73%	Above

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	78%	72%	Above
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	77%	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	78%	73%	Close to average
2024/25 (final)	83%	74%	Above
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	75%	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	49%	46%	Close to average
2024/25 (final)	55%	47%	Close to average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	39%	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	67%	62%	Close to average
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	56%	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	56%	59%	Close to average
2024/25 (final)	55%	59%	Close to average
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	44%	58%	Below

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	60%	60%	Close to average
2024/25 (final)	64%	61%	Close to average
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	50%	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	49%	68%	-19 pp
2024/25 (final)	55%	69%	-15 pp
2023/24 (final)	56%	67%	-11 pp
2022/23 (final)	39%	66%	-27 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	67%	80%	-13 pp
2024/25 (final)	73%	81%	-8 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	56%	78%	-23 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	56%	78%	-22 pp
2024/25 (final)	55%	78%	-24 pp
2023/24 (final)	69%	78%	-9 pp
2022/23 (final)	44%	77%	-33 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	60%	80%	-20 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	69%	79%	-11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 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 (3 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	5.2%	5.9%	Close to average

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 (3 term)	8.7%	13.0%	Below
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	10.7%	16.2%	Below

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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