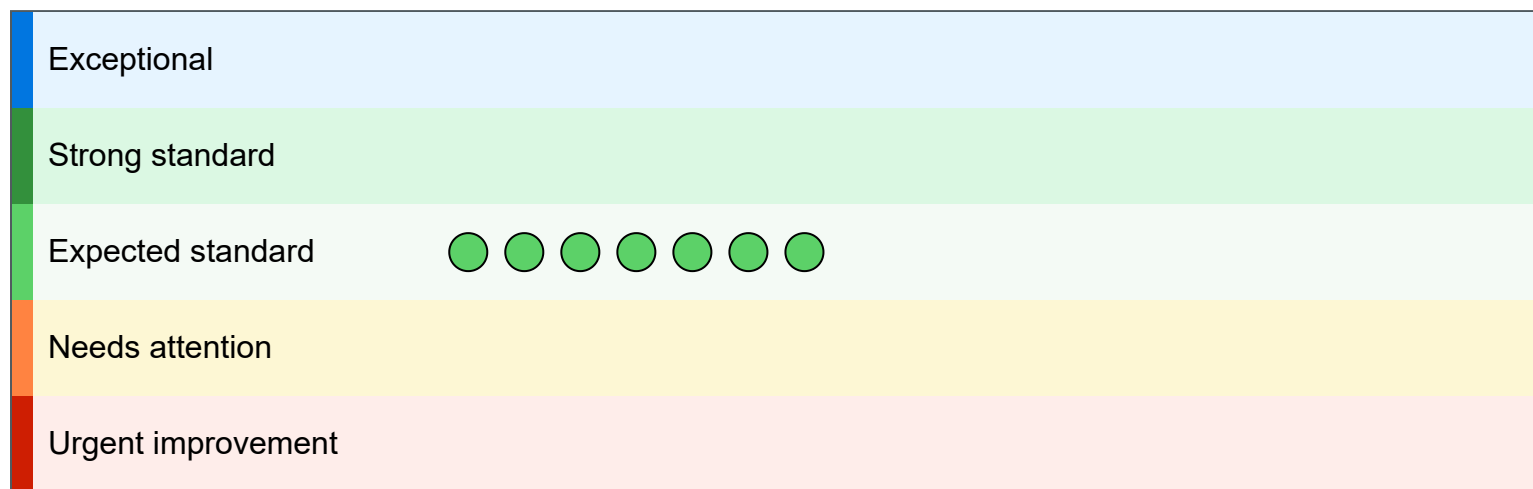


Crowcroft Park Primary School

Address: Stovell Avenue, M12 5SY

Unique reference number (URN): 105413

Inspection report: 18 November 2025



✔ **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.

Expected standard

Achievement

Expected standard 

Pupils achieve well in reading, writing and mathematics national assessments. In most cases, they attain in line with national averages. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities, who make secure progress from their starting points. The proportion of pupils meeting the standard of the phonics screening check in Year 1 has seen a sustained improvement over time.

Pupils across the school generally achieve well in the wider curriculum subjects. In a few subjects, their knowledge and skills are particularly well developed. Overall, pupils leave the school well prepared for the next stage of education, moving forward with the knowledge and skills they need to succeed. That said, their knowledge in a small number of subjects is not as deep and secure as it could be. This is because the school does not address pupils' knowledge gaps and misconceptions consistently well.

Attendance and behaviour

Expected standard 

The school promotes attendance effectively across all year groups. It has introduced initiatives that include structured starts to the day and access to a free breakfast club. Alongside other well-established routines, these encourage pupils to attend frequently. The school monitors absence carefully and addresses barriers to attendance for particular pupil groups, including disadvantaged pupils. These actions contribute to positive overall attendance and improved rates for pupils who have previously faced challenges in attending regularly.

Pupils' behaviour across the school is calm and orderly. There are positive relationships in classrooms and around the school. Pupils respond well to adults' guidance. The school sets clear expectations of how pupils should behave, and staff typically support pupils to meet these expectations. The school addresses instances of bullying, discrimination or harassment promptly. Staff know pupils well and provide appropriate support, including making reasonable adjustments for pupils with special educational needs and/or disabilities, so that they can engage fully in learning and social times. Pupils demonstrate positive attitudes to learning, and most sustain focus during activities. The school fosters a culture in which staff care for pupils' wellbeing and create an environment where pupils feel secure, valued and able to participate fully in school life.

Curriculum and teaching

Expected standard 

Leaders have an informed view of the quality of the curriculum and teaching. Their understanding of the strengths and areas for development is broadly accurate. The school has designed a broad and balanced curriculum that sets out the core concepts that pupils need to know and understand. Some subjects are particularly well designed, with clear guidance for staff about how best to teach important knowledge. The school supplements this with appropriate training for staff. These actions help staff develop subject knowledge and generally implement curriculums effectively.

Generally, staff adapt the curriculum appropriately to meet the needs of all pupils, including those with special educational needs and/or disabilities. This supports pupils to build knowledge securely. Staff usually carry out effective checks on what pupils have understood. However, there are times when their checks of pupils' learning do not accurately identify gaps and misconceptions. As a result, teaching activities are sometimes not adapted well to address these misconceptions.

Pupils largely acquire the necessary foundational knowledge in reading, writing and mathematics. The school has improved the delivery of phonics, which has led to more pupils becoming fluent, confident readers. It also helps pupils, especially those new to speaking the English language, to develop their vocabulary and communication skills. Effective, additional support is provided when pupils need it.

Early years

Expected standard 

Adults' positive and effective engagement with children creates an atmosphere where children are settled and respond well to routines. This high quality of engagement helps to develop children's communication skills, with staff promoting and helping children learn new words to build their vocabulary. The school is in the process of refining its overall early years curriculum. The initial improvements that have been implemented are already having a positive impact on children's overall development and their communication and language skills.

The school prioritises reading, and children in the Reception Year establish their knowledge of phonics from the start through effective teaching that enables them to read and write. Care practices are sound, and the school is actively working to embed all aspects of health education as part of its ongoing refinements to the curriculum in the early years.

Children in the Nursery Year are supported well to develop a strong foundation that prepares them for their next stage of learning, including their transition to Reception and then Year 1. The school collaborates effectively with parents and carers to support learning at home and ensure that there are successful transitions throughout the setting.

Inclusion

Expected standard 

The school has placed inclusion front and centre of its work. It has prioritised strengthening its approaches to identifying and assessing pupils' individual needs. These efforts have led to more pupils with special educational needs and/or disabilities being accurately identified. These pupils receive a range of additional support or adaptations to their learning. This support helps pupils to access the curriculum and learn the knowledge that they need to succeed. That said, sometimes the support offered to pupils does not have the intended impact, such as helping them to access their learning as well as they could.

The school uses pupil premium funding strategically to reduce the barriers to achievement that disadvantaged pupils may face. These pupils often achieve outcomes comparable to others nationally in end of key stage assessments.

The school's work to support a high number of pupils with more complex educational needs

is particularly effective. It collaborates well with families and external professionals. This shapes personalised curriculum approaches for these pupils, which meet their individual needs. The school also supports those who are new to learning the English language. A range of appropriate strategies help these pupils communicate with their peers and access the curriculum.

Leaders maintain an overview of disadvantaged pupils' achievement. However, they do not monitor their progress across the full curriculum in a rigorous and consistent way. As a result, gaps in some pupils' knowledge are not identified and addressed quickly.

Leadership and governance

Expected standard 

Pupils confidently explain and live out the school's recently introduced four key values. These values help pupils to understand the importance of taking ownership of their learning and aspiring to achieve well.

Governors are committed and demonstrate an appropriate knowledge of the school. They fulfil their statutory duties and support leaders well. Leaders, including governors, have appropriate knowledge of the school's general strengths and priorities. They make effective decisions that consider the needs of all pupils, including those who are disadvantaged. Many strategic decisions bring about measurable improvements in the quality of education and pupils' attainment. However, sometimes the monitoring of the curriculum does not provide leaders and governors with the depth and precision of understanding of the impact of their actions. Where this is the case, the school does not react as swiftly as it could to address issues in curriculum delivery.

The school prioritises staff wellbeing and workload management effectively. Staff who were spoken with were unanimous in praising leaders' attention to these matters. They feel valued, supported and happy in their work. The school ensures that staff benefit from access to high-quality professional learning. This helps to build capacity and expertise across the school. Teachers at the start of their careers in particular benefit from clear support structures. This support is tailored to their individual needs to help them to hone their teaching skills effectively.

Personal development and well-being

Expected standard 

The school has recently introduced its 'The Whole Child' personal development programme, which provides a comprehensive relationships and health education curriculum. This is complemented by a range of experiences, such as workshops on safety and visits to nature locations and the nearby city centre. These help pupils to understand their local area and the wider world around them. Pupils learn about online and offline risks to their wellbeing and are taught how to keep themselves safe and make informed choices about their health.

Pupils develop some understanding of fundamental British values. They are able to demonstrate their understanding of democracy through participation in school elections and classroom discussions. Older pupils understand the ways people can be different and the importance of protecting these differences in law. They consistently show respect and tolerance towards others.

Pupils access a range of enrichment opportunities that broaden their experiences. These include sports clubs, music opportunities and visits that support their curriculum learning, such as the trip linked to their Anglo-Saxon studies. Pupils regularly attend a pantomime and are looking forward to this year's upcoming performance.

Pupils show respect for their classmates and demonstrate positive engagement in the school community. They cooperate well with each other, understanding the importance of fairness and responsibility in their daily interactions. Leaders make a conscious effort to ensure that disadvantaged pupils can access these wider opportunities. They actively monitor participation. Leaders remove barriers that might prevent pupils from accessing the broader opportunities on offer. As a result of this commitment, pupils across all backgrounds regularly take up wider opportunities. For example, they take on leadership roles such as being prefects, sports leaders and members of friendship-support teams. These roles provide practical experiences that help pupils to develop responsibility, social skills and a strong sense of citizenship.

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

Pupils feel safe and valued in this warm and welcoming school. Adults care deeply about pupils' wellbeing. Pupils trust staff to look after them and know exactly who to turn to if they need help. Relationships are very positive, pupils get along well and bullying is uncommon. When it does occur, pupils are confident that adults take it seriously and resolve it quickly.

Pupils behave well. There is a strong team ethos that underpins daily life, helping pupils to treat one another with kindness and respect. From the moment they join, pupils benefit from focused support that helps them settle quickly and thrive. Leaders have high aspirations for every pupil's achievement, rooted firmly in the school's values. Focused support reduces barriers to learning, ensuring that pupils, including those with special educational needs and/or disabilities or who are disadvantaged, make secure progress from their starting points. Pupils show courage when learning something new, and they rise to the challenge with determination. Pupils attend regularly.

Pupils enjoy their learning. The curriculum is designed carefully to help them achieve well, and they take pride in their work. The school works closely with families, establishing effective partnerships to ensure that pupils receive consistent encouragement. Beyond the classroom, pupils take part in a wide range of enriching activities. For example, they make candles and craft books, sing in the choir or learn to play the ukulele. These activities broaden pupils' interests and build their confidence.

Pupils appreciate the many opportunities to be active citizens. They take on a range of leadership roles that help to shape a positive and inclusive school community. Whether supporting younger pupils or contributing to school projects, pupils approach their roles with enthusiasm and maturity. These experiences, combined with the school's nurturing environment, mean pupils thoroughly enjoy coming to school and leave well prepared for the next stage of their education.

Next steps

- Leaders should ensure that subject curriculums are implemented as intended. They should take action to address any weaknesses in curriculum delivery.
 - Leaders should ensure that staff use assessment strategies consistently well to identify misconceptions and gaps in pupils' knowledge and adapt learning to address these effectively.
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About this inspection

The chair of the board of governors in this school is Emma Caulfield.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, including the special educational needs and disabilities coordinator (SENDCo), during the inspection. The lead inspector spoke with a representative of the local authority. He also spoke with a group of governors that included the chair of the governing body.

Inspectors visited lessons, spoke with pupils and looked at curriculum information and pupils' workbooks. They reviewed school documentation that included: the school's self-evaluation document; the school development plan; external quality assurance visit records; and governing body meeting minutes records.

There were no responses to Ofsted's online surveys for staff and pupils. However, inspectors sought their views in person through various activities. Inspectors considered the responses to Ofsted Parent View, including the free-text comments.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

A number of new staff have been appointed since the previous inspection. This includes several teachers. A new deputy headteacher and SENDCo are now in post.

Headteacher: Mrs Juliet Francis

Lead inspector:


David Spruce, His Majesty's Inspector

Team inspectors:

Sally Rix, His Majesty's Inspector
Jen Sloan, His Majesty's Inspector
Dianne Holcroft, His Majesty's 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 18 November 2025

School and pupil context

Total pupils

251

Close to 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

215

Below 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)

65.88%

Well above 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

2.79%

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

25.10%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25	66%	62%	Close to average
2023/24	55%	61%	Close to average
2022/23	66%	60%	Close to average

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	67%	74%	Below
2024/25	72%	75%	Close to average
2023/24	65%	74%	Below
2022/23	66%	73%	Below

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	74%	72%	Close to average
2024/25	79%	72%	Above

Year	This school	National average	Compared with national average
2023/24	68%	72%	Close to average
2022/23	76%	71%	Close to average

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25	83%	74%	Above
2023/24	74%	73%	Close to average
2022/23	83%	73%	Above

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 maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Close to average
2024/25	64%	47%	Above
2023/24	45%	46%	Close to average
2022/23	50%	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	60%	62%	Close to average
2024/25	68%	63%	Close to average
2023/24	55%	62%	Close to average
2022/23	50%	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	68%	59%	Above
2024/25	77%	59%	Above
2023/24	60%	58%	Close to average
2022/23	63%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	60%	Above
2024/25	86%	61%	Above
2023/24	65%	59%	Close to average
2022/23	75%	59%	Above

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 maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	68%	-14 pp
2024/25	64%	69%	-6 pp
2023/24	45%	67%	-22 pp
2022/23	50%	66%	-16 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	60%	80%	-20 pp
2024/25	68%	81%	-13 pp
2023/24	55%	80%	-25 pp
2022/23	50%	78%	-28 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	68%	78%	-10 pp
2024/25	77%	78%	-1 pp
2023/24	60%	78%	-18 pp
2022/23	63%	77%	-15 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-4 pp
2024/25	86%	81%	6 pp
2023/24	65%	79%	-14 pp
2022/23	75%	79%	-4 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 (1 term)	5.0%	5.1%	Close to average
2023/24	6.0%	5.5%	Close to average

Year	This school	National average	Compared with national average
2022/23	6.6%	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 (1 term)	9.8%	14.3%	Below
2023/24	14.1%	14.6%	Close to average
2022/23	20.9%	16.2%	Above

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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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