

Crowcroft Park Primary School

URN: 105413 | Inspected: 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.

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.

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

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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.

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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

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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.

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

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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.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/crowcroft-park-primary-school-manchester>