

Inspection of Crowmoor Primary School and Nursery

Crowmere Road, Shrewsbury, Shropshire SY2 5JJ

Inspection dates: 24 and 25 January 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Inadequate

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils follow a broad curriculum but they do not achieve well. Pupils, including those with special educational needs and/or disabilities (SEND), leave school without the reading skills they need to be ready for secondary education. Leaders have identified areas of weakness but these are yet to be addressed, so pupils are continuing to underachieve.

Pupils are well cared for at Crowmoor Primary School. Teachers and leaders work closely with families. Pupils are polite to visitors and staff. They smile and greet their teachers when arriving to school in the morning. Staff deal with unkind behaviour. However, teachers do not always address some disruptive behaviour quickly during lessons. This disturbs the learning of pupils. Too many pupils do not attend school regularly enough and, therefore, miss valuable learning time.

Pupils are given responsibilities which they enjoy. Some are part of the 'eco team' and look after plants in the garden. Pupils are also UNICEF ambassadors and understand their rights as children. They help adults to tidy away the dinner hall at lunchtime.

Pupils are safe at school and can name adults that will help them. Leaders plan a range of experiences outside of school for pupils. For example, pupils attend residential visits and book festivals. They also walk around their local town to learn about its history.

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

Senior leaders are new to their roles. They have identified what needs to be improved, but their actions have failed to address the issues. As a result, pupils are underachieving academically.

Pupils who are not able to read are falling behind their peers in their learning, including children in the early years. Staff identify pupils who are at the early stages of reading and need additional support. However, these pupils do not then receive the extra help they need to improve this. Some staff do not have the right skills to teach phonics well. As a result, many pupils leave school unable to read at the expected level. This means that they are not ready for secondary education. Pupils can choose from a wide range of books and authors. Staff read stories to pupils with enthusiasm.

The curriculum is broad. All pupils, including those with SEND, access the full curriculum. Leaders have recently introduced a new approach to the curriculum in all subjects. The curriculum identifies the key knowledge and vocabulary that pupils should learn in each subject. Leaders have also taken into account the context of the local area when developing the curriculum. This helps pupils to learn about and appreciate the area they live in. This new curriculum is beginning to help pupils

remember their learning. For example, they understand that their local area is named 'Monkmoor' because monks owned the land. Pupils also know the significance of historical local people such as Englantyne Jebb. However, subject leaders have not evaluated how well pupils have learned the curriculum. Leaders are too slow to identify and address gaps in pupils' knowledge, which makes it difficult for pupils to build on their knowledge successfully over time.

Most teachers deliver the content of the new curriculum as intended and teach pupils the expected subject-specific vocabulary. However, teachers' subject knowledge is variable because some have not had the support they need to develop a secure understanding of the curriculum. For example, in mathematics teachers do not always present information clearly. This means that pupils struggle to solve mathematical problems accurately and fluently. Pupils with SEND receive helpful support in class, such as additional practical resources.

Leaders ensure pupils understand and appreciate diversity. They provide pupils with opportunities to experience communities beyond the one they live in. Pupils know that everyone is different. They show care and respect to people from different religions and cultures, and those with disabilities. Pupils support the local community, for example through contributing to food banks. Boys and girls talk about respecting each other. Mental health nurses support families and children effectively.

Leaders and governors do not sufficiently take into consideration the well-being and workload of staff. Staff morale is low as a result. Governors accept information provided by leaders without robust challenge. They do not have an accurate view of the quality of pupils' education across the school. Many parents, but not all, are happy with the support their children receive from teachers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders record and take effective action around any safeguarding concerns. They work closely with outside agencies. Support is put in place quickly for pupils at risk of harm. Staff know the risks associated with the local area and know how to identify these. Leaders effectively analyse patterns and trends in their safeguarding records. They use this information to update and train staff regularly. Pupils feel safe. They can name adults in school who they can raise concerns to.

Leaders check the suitability of new staff before they are employed. Leaders manage this well. Staff know how to raise concerns about teachers and leaders.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too many pupils do not learn to read well enough to prepare them for secondary education. Those who have been identified as needing additional support do not always receive it. These pupils are falling behind in their learning. Leaders should ensure that teachers receive additional support and training to enable them to teach reading effectively so that pupils become fluent and confident readers by the end of key stage 2.
- There have been recent changes in the senior leadership. This has led to instability and weaknesses in developing and improving the school. Leaders should take urgent action to address the key weaknesses in the school.
- Governors do not challenge information that leaders provide them with. As a result, they do not have an accurate view of the school's weaknesses, including pupils' achievement or the impact of competing priorities on staff workload. Governors should ensure they have a clear understanding of the school's effectiveness, and challenge and support leaders to make the necessary improvements.
- Subject leaders have not evaluated how well the curriculum has been implemented and how well pupils are achieving. This means pupils' gaps in learning are not identified and addressed. Leaders should ensure that subject leaders are provided with support and training to enable them to fully evaluate the impact of the curriculum on pupils' learning.
- Some teachers do not have a sufficiently detailed understanding of the subject-specific knowledge in the curriculum. This means that they do not always present information clearly enough. Leaders should provide teachers with support and training to enable them to have a secure understanding of the curriculum, so they can deliver it well.
- Some pupils do not attend school regularly enough. These pupils miss too much valuable learning time as a result. Leaders should continue working closely with families to improve pupils' attendance.
- Leaders and those responsible for governance may not appoint early career teachers before the next monitoring inspection.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123391
Local authority	Shropshire
Inspection number	10256908
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	Shropshire
Chair of governing body	Tim Wasdell
Headteacher	Alan Parkhurst
Website	www.crowmoorschool.co.uk
Date of previous inspection	15 November 2017, under section 8 of the Education Act 2005

Information about this school

- At the time of the inspection, the headteacher was absent. The acting senior leaders have been appointed from within the school. They have been in post since May 2022. There have been two chairs of governors appointed since the last inspection.
- There is no nursery provision at the school.
- The school has a breakfast club operating on the site. This is currently a provision open to disadvantaged pupils. This provision is operated by the school.
- Leaders do not make use of any alternative provision.

Information about this inspection

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

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons

responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation of the school.
- The lead inspector met with the acting senior leaders. She met with two members of the governing body, including the chair. The lead inspector also met a representative of the local authority.
- Inspectors held meetings with a range of leaders to discuss safeguarding, early years, provision for pupils with SEND, pupils' behaviour and attendance.
- Inspectors carried out deep dives in early reading, mathematics, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning, and looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to groups of pupils formally and informally about their learning and experiences at school. One group of pupils accompanied an inspector on a learning walk around the school.
- Safeguarding documents were reviewed, including the checks that leaders make on staff's suitability to work with children. The inspectors examined how staff implement safeguarding policies and procedures effectively across the school.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey, and the free-text responses received during the inspection.
- Inspectors reviewed the responses to Ofsted's staff survey.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, school improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the governing body.

Inspection team

Anna Vrahimi, lead inspector

His Majesty's Inspector

Ellen Taylor

Ofsted Inspector

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