



Crowle Primary Academy

Address: Manor Road, Crowle, Lincolnshire, DN17 4ET

Unique reference number (URN): 139035

Inspection report: 24 February 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.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have well-designed and carefully constructed tracking systems to monitor pupils' attendance. Regular analysis of different groups of pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, helps to ensure that pupils attend well. Leaders have identified small groups of pupils who need further support with their attendance and take precise actions to address this. As a result, pupils' attendance is improving further. This includes disadvantaged pupils. The rates of persistent absence continue to improve. This means that pupils benefit more regularly from the school's offer.

Pupils live and breathe by the school's expectations. Pupils feel valued and listened to. Positive relationships underpin this approach. Leaders regularly reflect. They continue to make any improvements needed. Leaders have established a calm and orderly school, including improvements in playground behaviour. Bullying is not tolerated, and staff are quick to deal with any unkind behaviour. A small number of pupils need some additional support to regulate their behaviour. The school staff provide appropriate support, including through the positive relationships they maintain with all pupils. Pupils demonstrate positive conduct in lessons and show positive attitudes to their learning. Children in the early years learn how to manage their emotions and follow school rules. In lessons, pupils try their best to stay focused and manage distractions well. Positive behaviours are demonstrated in all aspects of school life.

Curriculum and teaching

Expected standard 

Leaders have carefully reconsidered the curriculum in the wider curriculum to begin to improve pupils' achievement in some subjects. This means that subject content is clearly identified in areas such as history, science and geography. Learning in these subjects is well sequenced to ensure that pupils secure important knowledge before moving on to more complex tasks. The curriculums in reading, writing and mathematics are more embedded. Staff have a clear understanding of what pupils need to learn from Nursery through to Year 6. Leaders have provided many training opportunities, ensuring that teachers can demonstrate secure subject knowledge. Typically, teachers address misconceptions in learning. For the most part, they successfully adapt learning for pupils with special educational needs and/or disabilities or those who need some additional support with their learning. Occasionally, these adaptations are not as effective as they could be.

Pupils develop the foundations of learning to read securely. Pupils in the early years and key stage 1 are given many opportunities to practise their new skills. In writing, leaders' decisions to implement additional handwriting practice have ensured that pupils can write legibly. Children in the early years begin to learn about numbers from the start of Nursery. This means that pupils in key stage 1 can demonstrate a secure understanding of more complex tasks, such as addition and subtraction.

Early years

Expected standard 

Since the last inspection, leaders have developed a curriculum that now reflects the school's ambition. Leaders have identified the small steps in learning they want children to take from their first day in Nursery to their last day in Reception. This includes ensuring that sufficient time is spent developing children's personal, social and emotional skills. Children in the Nursery can generally demonstrate this in their play.

Typically, staff support children in developing their vocabulary by engaging in conversations with them. This includes reading many stories to children and engaging them in a wide range of books to develop a love of reading. Children begin to learn to read as soon as they start school. Teachers have secure subject knowledge in phonics. They help children make the progress they need to secure important first skills in reading.

The early years lay the foundation for positive relationships with parents and carers. This enables staff to support children positively in their first years at school. Children with special educational needs and/or disabilities are well supported in the school. They make secure progress from their starting points, and most pupils in early years are ready for Year 1.

Inclusion

Expected standard 

Leaders carefully consider the use of additional funding for pupils who are disadvantaged. They understand the barriers that these pupils face. Through their training, staff are generally aware of and use effective strategies to support disadvantaged pupils in learning and achieving. Systems to support pupils who are known or previously known to social care ensure these pupils are well supported. The school responds quickly and accurately to identify pupils with special educational needs and/or disabilities (SEND). They ensure that pupils with SEND receive the appropriate support. Pupils in the school's 'safe steps' provision learn important life skills, such as working with others and communicating their needs. Leaders check and review the additional support given to pupils with SEND and disadvantaged pupils to ensure that this has a positive impact. Where necessary, leaders adjust their strategies to support pupils successfully. Leaders work positively with other professionals, parents and carers and seek further support when needed.

Alternative provision is used appropriately. Placements are carefully chosen to ensure that pupils get the right focus and support they need.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and areas for improvement. They make sure that pupils are at the heart of their decision-making. Leaders continually seek further ways to support pupils with special educational needs and/or disabilities (SEND), as well as those who face other barriers. Leaders' recent changes to the curriculum in the wider curriculum are starting to have a positive impact, and there is a clear rationale for improving these subjects.

Professional learning for staff is regular and research based. For example, leaders and teachers explore the best research evidence together and then implement this in school life.

Many examples of this can be seen across the school, including improvements in behaviour and attendance, as well as in the school's provision for SEND. Leaders regularly check how well their strategies work. They recognise that some could be further refined to accelerate pupils' progress, including for pupils with SEND and in the wider curriculum.

Staff are very proud to work at this school. They appreciate the support that leaders provide in many aspects of their work. This includes the trust, which provides the appropriate support, including a range of additional training and development opportunities. Parents and carers generally speak positively about the school.

Trustees have an accurate view of the school. They hold leaders to account and make regular checks to ensure that the school performs as well as it should. They are knowledgeable about the school's strengths and areas that need further development. Leaders at all levels take a collaborative approach to improve the school even further. This has a positive impact on pupils' experiences.

Personal development and wellbeing

Expected standard 

The school's programme for personal, social and health education (PSHE) helps pupils build the knowledge and skills to stay safe, including online. Pupils also learn important skills, such as building positive relationships with others and staying healthy. Life skills are also taught through the curriculum from the early years. Pupils learn to be resilient, become more independent in their learning and collaborate positively with others. Most pupils develop a secure knowledge of the PSHE curriculum.

Wider opportunities for pupils are planned into the school's personal development offer. For example, some pupils enjoy learning to play an instrument. Educational visits enhance pupils' learning opportunities, including developing a wider understanding of people from different communities. Leaders track participation to ensure that as many pupils as possible benefit from this offer. For example, they use additional funding to ensure that disadvantaged pupils attend the wide range of trips. Staff use suitable adaptations, such as with sporting activities, to ensure that pupils with special educational needs and/or disabilities access the same opportunities as their peers.

There are opportunities for pupils to understand right and wrong through the school's wider activities, including assemblies. Pupils regularly debate moral issues, which allows them to consider life beyond their own community and reflect on this. As a result, they respect differences and show tolerance towards one another.

Several leadership roles in school help pupils learn how democracy works. Pupils regularly seek their peers' views and consider them when suggesting improvements to school leaders. Pupil leadership roles also allow pupils to develop the confidence to speak in front of other audiences.

Needs attention ●

Achievement

Needs attention ●

Pupils do not achieve as well as they should in the wider curriculum. The work that pupils produce is of high quality, but it does not provide pupils with sufficient opportunities to revisit previous learning. As a result, they struggle to articulate what they know in some subjects and have difficulty recalling previously taught knowledge. Leaders have made recent improvements to address this, but it is too soon to see the impact.

In reading, writing and mathematics, pupils achieve well. Attainment is broadly in line with national averages by the end of key stage 2. Leaders have addressed a recent dip in mathematics outcomes. Disadvantaged pupils achieve in line with disadvantaged pupils nationally. Leaders ensure that pupils secure the foundations they need for future learning. For example, pupils in key stage 1 use a correct pencil grip and write accurately using the provided handwriting guides. Pupils with special educational needs and/or disabilities typically make suitable progress from their starting points.

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

Pupils, leaders and staff are immensely proud of their school. Crowle Primary Academy is at the heart of the community. They want the very best for pupils. Pupils learn to engage positively with the world around them. Regular visits by pupils to local community organisations help them develop a wider understanding of those around them. For example, pupils speak positively about their experiences visiting the local church and regularly engage with people from the local community.

Pupils feel safe in school. Pupils reach the high expectations of behaviour. Pupils show kindness to each other and look after one another. Bullying is rare. In the small number of cases where bullying occurs, this is swiftly addressed by adults. Children in the early years learn the rules of 'ready, respectful, safe' as soon as they start school. This helps them to understand the expectations of their behaviour quickly.

Pupils achieve well in reading, writing and mathematics. Pupils demonstrate a secure understanding of their learning in these subjects. In other subjects, their knowledge is less secure. Leaders have refined the curriculum for these other subjects so that teachers now know more clearly what they need to teach. However, it is too early to determine the impact of leaders' work at this stage.

Pupils enjoy their learning in the classrooms with their teachers. Teachers and leaders regularly ask for pupils' opinions on how they would like to learn. This makes pupils feel valued and listened to. Pupils with special educational needs and/or disabilities are generally well supported in the classroom through the activities provided. Leaders' continued focus on pupils' development, both pastorally and academically, helps reduce many barriers to their learning over time.

Next steps

- Leaders should continue to develop and monitor wider curriculum subjects, ensuring that teachers give sufficient opportunities for pupils to recap and practise prior learning so that they deepen their knowledge.
 - Leaders should ensure that teachers adapt learning to pupils' needs consistently well so that all pupils can access the curriculum successfully.
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About this inspection

This school is part of The Rose Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jeremy Harris, and overseen by a board of trustees, chaired by Sami Mirza.

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

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher, subject leaders and the director of education during the inspection. Inspectors also spoke with trustees and the chair of governors, as well as the CEO.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision.

Rhonda Blakemore: Headteacher

Lead inspector:

Katie Hall, His Majesty's Inspector

Team inspectors:

Helen Hussey, Ofsted Inspector

Steve Kernan, 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 24 February 2026

School and pupil context

Total pupils

233

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

285

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)

25.85%

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

3.00%

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

14.59%

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

Close to 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 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	60%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	52%	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	74%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	64%	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	79%	72%	Above
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	88%	72%	Above
2022/23 (final)	73%	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	69%	73%	Close to average
2024/25 (revised)	67%	74%	Below
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	67%	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	48%	46%	Close to average
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	67%	46%	Above
2022/23 (final)	38%	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

Year	This school	National average	Compared with national average
2024/25 (revised)	75%	63%	Above
2023/24 (final)	78%	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	61%	59%	Close to average
2024/25 (revised)	63%	59%	Close to average
2023/24 (final)	78%	58%	Above
2022/23 (final)	50%	58%	Close to average

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	58%	60%	Close to average
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	56%	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	48%	68%	-19 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	38%	66%	-29 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 (revised)	75%	81%	-6 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	56%	78%	-22 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	61%	78%	-17 pp
2024/25 (revised)	63%	78%	-16 pp
2023/24 (final)	78%	78%	0 pp
2022/23 (final)	50%	77%	-27 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	58%	80%	-22 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	56%	79%	-23 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 (2 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	5.9%	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 (2 term)	8.2%	13.3%	Below
2023/24 (3 term)	14.0%	14.6%	Close to average
2022/23 (3 term)	14.3%	16.2%	Close to average

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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