

# Inspection of Crabbs Cross Academy

Evesham Road, Crabbs Cross, Redditch, Worcestershire B97 5JH

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Inspection dates:	24 and 25 September 2024
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Sallyanne Dunstan. This school is part of Endeavour Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nicki Wright, and overseen by a board of trustees, chaired by Clare Banks.

## **What is it like to attend this school?**

Pupils enjoy the time they spend together at this caring, happy school. They feel safe and are confident to speak to adults if they are worried about anything. The school promotes positive values, with pupils and adults treating one another with respect.

Pupils study a broad range of subjects. They take part in many activities and tasks in lessons, which they find memorable. However, the school has not ensured that the curriculum is taught consistently well in all subjects. This means that pupils are not yet making the progress that the school expects.

The school is typically calm and most pupils follow rules and routines well. However, pupils do not maintain their focus in lessons as well as the school expects. This means that too many pupils, including those with special educational needs and/or disabilities (SEND), do not know and remember the things they should to be fully prepared for the next stage of their education.

The school offers a range of clubs that extend beyond the academic curriculum. For example, pupils enjoy attending extra-curricular sports clubs. Pupils also benefit from a range of leadership opportunities such as Head Boy, which help prepare pupils for life in modern Britain.

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

The school has experienced considerable challenges as a direct result of the pandemic, resulting in significant changes in staffing. The quality of education provided by the school has been negatively impacted by this situation. The school has identified the need to improve the effectiveness of the way that the curriculum is taught, to ensure that pupils make better progress. However, there is much more work to do to ensure that pupils know and remember the knowledge that the school expects.

The school has revised elements of the curriculum in most subjects. This work has included making changes in the approach to teaching reading. Phonics is taught right from the start of Reception Year, when children quickly settle into routines and benefit from daily phonics lessons. A love of reading is promoted in all year groups. The school's priority focus on teaching reading is helping to ensure that pupils become better readers over time.

Teaching in other subjects is not always as effective. Although the school has identified the knowledge and skills that pupils are expected to learn, often the tasks that teachers set, and the resources that they use, do not help pupils to focus sharply enough on key knowledge. There is variation in staff's expertise. Often, the lessons are driven by the choice of task rather than the learning intention. As a result, pupils do not remember the knowledge they need to make progress over time.

The school's approach to checking what pupils know and remember is not yet embedded. Staff ask questions in lessons and review pupils' work. However, they do not make precise

checks about how well pupils remember significant subject-specific knowledge. This means that the school does not have the information that it needs to identify pupils' gaps in learning and address them.

Pupils with SEND are included in all aspects of school life. They are expected to learn the same curriculum as others and take part in lessons. Staff care about pupils with SEND and work hard to support them. However, these pupils are not reaching their full potential because the curriculum is not sufficiently well adapted to meet their needs. Sometimes, pupils with SEND disengage from their learning because the tasks they are asked to complete are not broken down into manageable chunks of work.

The school has identified the need to better develop pupils' attitudes to learning. This has included the school reviewing its vision and values. The majority of pupils behave well and the number of negative behaviour incidents is reducing. Pupils have positive attitudes toward school, but there are still many pupils who are not fully engaged in lessons. Staff do not always use effective strategies to help pupils focus on their learning. This means that pupils are often distracted in class and do not learn as well as the school expects.

The school has ensured that the curriculum supports the development of pupils' spiritual, moral, social and cultural learning. Pupils know how to live healthy lifestyles and how to keep safe, especially online. They appreciate opportunities to fulfil leadership responsibilities, and this builds their self-esteem. Assemblies extend pupils' learning through planned opportunities to look at and explore diversity and culture.

Leaders, including trust executives, have an accurate understanding of the school's strengths and weaknesses. They successfully engage with parents and carers to share the vision for the school. Staff feel valued and appreciate opportunities for professional development. They are committed to work with leaders to address areas that need improvement. Nevertheless, further work is needed before their vision for the school is realised.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- There is variation in teacher expertise and subject knowledge. The tasks that pupils are asked to complete do not always focus sharply enough on teaching subject-specific knowledge. Leaders need to ensure that all teachers have strong subject knowledge across all areas of the curriculum.
- The school's approach to checking on what pupils know and remember lacks precision. Children are unable to recall much of their learning. Leaders should refine the school's

approach to assessment so that staff better identify and address gaps in pupils' learning.

- Staff do not skilfully adapt the curriculum to meet the needs of pupils with SEND. This means that pupils with SEND do not access learning as well as they might. The school should ensure that adaptive teaching supports pupils with SEND to access the curriculum.
- There is inconsistency in how well staff address low-level disruptions in lessons. This means that some pupils are distracted from learning. The school should ensure that pupils' behaviour is managed consistently so that all pupils focus on learning.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	139825
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10344013
<b>Type of school</b>	Primary
<b>School category</b>	Academy Sponsor-Led
<b>Age range of pupils</b>	5 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Clare Banks
<b>CEO of the trust</b>	Nicki Wright
<b>Headteacher</b>	Sallyanne Dunstan
<b>Website</b>	<a href="http://www.crabbscross.worcs.sch.uk/">www.crabbscross.worcs.sch.uk/</a>
<b>Date of previous inspection</b>	8 May 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Endeavour Schools Trust. This was previously known as Redditch West School Trust.
- There was a new headteacher appointed in September 2022.
- The school does not use any alternative provision.
- The school has mixed-aged classes in Key Stage 1 and Key Stage 2.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with trust leaders, school leaders, staff, pupils and parents.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Further inspection activities included discussions about SEND.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.

### **Inspection team**

Sam Cosgrove, lead inspector

Ofsted Inspector

Donna OToole

Ofsted Inspector

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