

# Crestwood Park Primary School

Lapwood Avenue, Crestwood Park Estate, Kingswinford, DY6 8RP

**Inspection dates** 4–5 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although progress is currently improving, it is not consistently good and some teaching still requires improvement.
- Achievement in writing has not improved as quickly as reading and mathematics.
- Pupils do not always have time and opportunities to practise their literacy skills in other subjects.
- Work for the most-able pupils is not always hard enough in writing.
- Some teachers do not effectively use the information they have on how well pupils are doing to plan lessons with high expectations that match pupils' abilities.
- Subject leaders do not have sufficient opportunities to carry out checks on teaching and pupils' progress to secure good achievement across all areas of the school.

### The school has the following strengths

- Leaders have identified the correct priorities for improving the school.
- Attainment in mathematics and reading has improved since the previous inspection.
- Pupils behave well, are polite and courteous and show respect for each other, staff and visitors to the school. Their behaviour is consistently managed and pupils are clear about how to stay safe.
- The atmosphere in the school is one of warmth and care.
- Pupils enjoy school and their attendance is well above average.
- Pupils' spiritual, moral, cultural and social development is promoted well.

## Information about this inspection

- Inspectors observed 17 lessons or parts of lessons and saw all classes. Four of these observations were shared with the headteacher.
- The inspectors observed morning playtime, lunchtime activities and attended an assembly.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, leaders' reports on lesson observations, the school's improvement plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.
- Inspectors looked at the work in pupils' books and also scrutinised a range of their work elsewhere.
- Discussions were held with pupils and an inspector listened to them read.
- Discussions were held with the headteacher, governors, senior leaders and staff. In addition, the lead inspector had a telephone conversation with a representative from the local authority.
- The views of the 38 parents who responded to the online questionnaire (Parent View) were taken into account, as well as those gathered through discussions with parents.
- The inspectors also received and considered the views of the 14 staff who completed questionnaires.

## Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Tracy Stone

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average size for a primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and others) is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of such pupils supported at school action plus or with a statement of special educational needs is broadly in line with the average.
- All classes contain pupils of the same age-group.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Improve the quality of pupils' writing by:
  - ensuring that tasks are more challenging and extend all pupils and, in particular, the more able
  - creating more opportunities for pupils to use and apply writing skills in all subject areas
  - ensuring that pupils in all year groups have time to revisit, redraft and improve their writing.
- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring that information about how well pupils are doing is used effectively to plan lessons with high expectations that accelerate the progress of all groups of learners
  - checking pupils' understanding regularly in lessons and adjusting plans to ensure that pupils make accelerated progress.
- Strengthen leadership and management at all levels by:
  - ensuring that subject leaders are given appropriate time and support to play a full role in checking and improving teaching and learning
  - ensuring that teachers' expectations of what pupils can achieve are consistently high
  - ensuring that leaders regularly check that the information about how well pupils are doing is used effectively to match tasks to pupils' abilities and extend their knowledge and skills.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because pupils at the end of Key stage 2 have not made good progress in reading, writing and mathematics. Progress has been too variable across year groups and subjects. Some classes have also had several different teachers and progress has been inconsistent. However, the progress of current pupils is improving.
- In 2013, some pupils in Year 6 did not make the progress expected from their starting points. The proportion of pupils who made expected progress at the end of Key Stage 2 in 2013 in reading was in line with the national average but in writing and mathematics it was below average.
- The proportion of pupils who made better than expected progress in reading, writing and mathematics in both 2013 and 2012 was below average.
- Attainment in 2013 was significantly below the national average in writing at the end of Year 6 and very few pupils reached the higher level.
- The standards in reading and mathematics at the end of Key Stage 2 in 2013 improved on previous years. Standards in mathematics were broadly average and in reading they were above average. A higher number than average attained the higher levels in reading.
- Children enter Reception with skill levels that are below those expected for their age in all areas of learning. Children quickly settle into the school's routines, understand the expectations of behaviour, enjoy their learning and make good progress.
- Steady progress across Key Stage 1 led to standards which were broadly average in reading, writing and mathematics in 2013.
- The school uses its pupil premium funding effectively, such as for individual and small-group teaching. Eligible pupils are now making similar progress to that of other pupils. In 2013, the attainment of Year 6 pupils eligible for free school meals was about a year behind their peers in mathematics, a term behind in reading and similar in writing.
- Pupils' reading skills are developing well because teachers are effective in building on pupils' basic skills. Younger pupils use their knowledge of letters and the sounds they make to help them read new words. Reading has a high profile in the school and pupils are enthusiastic about books.
- There is some variation in the progress made by pupils in different classes. Nevertheless, inspectors' observations of pupils' work in class and in their books confirm that pupils across the school are now making better progress in reading, writing and mathematics, although progress in writing is less strong. Progress slows in writing because pupils are not always given opportunities to practise their writing skills in all subjects. Pupils, and in particular more-able pupils, are not always given harder work in lessons to ensure that they reach the standards of which they are capable. In writing, pupils are not given time to revisit, edit their work and improve it.
- Disabled pupils and those who have special educational needs make good progress in some year groups. In these situations, members of support staff have a full understanding of their learning

needs and, when necessary, adapt activities for them so they always understand the work.

### **The quality of teaching** requires improvement

- The quality of teaching requires improvement because it has not led to consistently good progress. Absence and changes to staffing have also held back the school's capacity to improve attainment and progress. However, the achievement of current pupils is improving. There was some good and better teaching observed during the inspection, as well as some requiring improvement.
- Some teachers do not use their knowledge of how well pupils are doing to plan lessons with high expectations that meet the needs of all learners or extend their knowledge. Where teaching is not good, teachers do not check closely enough on how well pupils understand the work so it can be changed when they find it too easy or too difficult.
- Opportunities for pupils to use their writing skills in other subjects are not yet as well planned as they are in mathematics, and this hinders the levels pupils can reach, particularly for the more able. Pupils are not given enough time to edit and improve their writing.
- Some of the best teaching is in mathematics. For example, in a Year 6 class, pupils made strong progress because they were challenged fully when learning about the areas of complex shapes. The teacher extended their thinking through skilful questioning and pupils moved forward in their learning.
- In the strongest lessons, interesting tasks are set at the correct level for each pupil. Teachers demonstrate tasks clearly and, through skilful questioning, ensure that pupils understand.
- Teaching encourages the development of the pupils' speaking and listening skills well. They like asking their partner for ideas so they can learn from one another.
- Teachers use a range of effective strategies to manage pupils' behaviour and keep them interested in learning. For example, in a Year 6 literacy lesson, the teacher first involved pupils in short discussions with a partner to generate ideas and extend pupils' thinking.
- Teaching assistants are well-deployed to support pupils' learning and personal development. Relationships between staff and pupils and between pupils themselves are warm and respectful. Pupils are positive about their learning.
- The many colourful displays of pupils' work in classrooms and prompts for teaching and learning reflect the genuine pride that adults and pupils clearly take in their school.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils' positive attitudes, conduct and manners contribute well to their learning. Pupils are enthusiastic about their work and their school community. Scrutiny of behavioural records shows this has been the case in recent years.
- The school's warm, supportive and respectful atmosphere is promoted by staff who know the pupils well. Pupils are keen to learn. They understand the school's behaviour management system and are delighted to receive rewards for their achievements and their behaviour. As a result, their self-esteem, confidence and self-discipline are very well nurtured.

- A small number of parents who replied to the questionnaire suggested that there may be some sort of bullying but pupils have a good understanding of different kinds of bullying and say it is rare in school. When it does happen, they are confident that the school will deal with it effectively.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe. They are taught how to keep themselves safe on the internet, on roads and when they are near water. Parents who responded to the questionnaire feel that their child is happy and safe at school.
- Attendance has improved since last year and is now above average. This reflects the diligence of staff in encouraging the good attendance of all groups of pupils. The school is rigorous in its approach to dealing with absence, and works effectively to improve the attendance of all pupils, including those eligible for the pupil premium.
- Pupils know that discrimination is not tolerated at any level, and they enjoy positive relationships with each other. Pupils are proud of their responsibilities in school. One pupil who is a member of the school council commented, 'I am thrilled and proud to represent my class. We love to be involved in important developments.'

### **The leadership and management**

### **requires improvement**

- Leadership and management require improvement because pupils' achievement and the quality of teaching in the school are not yet consistently good. There has been some weak teaching in the past which has led to underperformance for some pupils. Some teaching in the school still requires improvement, although there was also some good and better teaching observed during the inspection.
- Leaders, including the governing body, have identified the right priorities for improving the school. They are accurate in their understanding of the school's strengths and priorities. During the inspection, the headteacher showed that she understands the features of high-quality teaching and judged the teaching during joint observations accurately. These factors indicate that the school has the capacity to improve further.
- Subject leaders work effectively as a team and regularly check the quality of teaching and pupils' progress. However, they need to have sufficient time and support to bring about improvements, such as accelerating progress and ensuring consistently good teaching with high expectations of learning across the school.
- Procedures to set targets for teachers to improve their work are in place and linked to their leadership roles and responsibilities.
- The headteacher leads a dedicated team of staff who are positive about the school. This was seen in the unanimously positive comments of staff in their survey. All contribute considerably to the school's values of caring and support for the individual. Leaders take appropriate action to promote equality of opportunity and to tackle any form of discrimination. The school works well to ensure pupils with specific needs are supported well.
- Visits, visitors and a range of experiences, such as visits to the theatre and residential trips, enhance and add to pupils' enjoyment of learning. Pupils' performances and sporting opportunities successfully underpin their spiritual, moral, social and cultural development.

- The school's arrangements for safeguarding pupils meet statutory requirements and demonstrate good practice.
- The local authority has provided limited support. The school buys support from other providers.
- The additional primary sports funding is used to give pupils a better choice of after-school clubs, participation in tournaments and to provide specialist training for teachers. Pupils are gaining more confidence and improving their well-being as a result of the additional physical activities.
- **The governance of the school:**
  - The governing body is becoming more effective in holding the school to account by asking the necessary questions to challenge leaders. They have understood the school's low performance in writing and monitor standards through regular meetings. Governors have a clear knowledge of school priorities. The governing body is developing its monitoring skills and some governors have undertaken useful visits and issued reports on these to generate helpful questions that trigger deeper thinking among governors and leaders. Governors ensure that the pupil premium funding is used effectively to support and improve achievement for this group of pupils, for example through providing extra help in the classroom. Governors have managed the school's finances effectively to ensure that resources are spent wisely and in the best interests of the pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	103790
<b>Local authority</b>	Dudley
<b>Inspection number</b>	431122

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Timmins
<b>Headteacher</b>	Mrs Maggie Stowe
<b>Date of previous school inspection</b>	18 June 2012
<b>Telephone number</b>	01384 818315
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