

Crestwood Park Primary School

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

Inspection dates	8–9 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads the school with passion to deliver on its aim to 'Be the best you can be to achieve all that you deserve'. She is well supported by an effective senior leadership team.
- The school has improved since the previous inspection and continues to do so.
- Staff are dedicated and hard-working. Leaders have focused on raising the quality of teaching and consequently teaching is consistently good.
- Teachers use pertinent questions to extend pupils' skills of thinking and posing their own questions.
- Achievement is good and pupils make good progress in reading, writing and mathematics.
- Early years provision is good. Current Reception pupils are well prepared to start Year 1.
- Pupils benefit from a curriculum that is exciting and develops curiosity and imagination. Pupils take part enthusiastically in a wide range of extra-curricular activities. They value opportunities to take on leadership roles in school.
- Pupils have good opportunities to practise their writing skills in subjects other than English.
- Pupils really enjoy school. They feel well cared for and safe. Their positive attitudes to learning are reflected in improved attendance.
- Pupils are respectful and they behave well in lessons and around school. They are confident and proud of their achievements and of the achievement of others in school.
- Pupils are knowledgeable about the world they live in and are taught effectively about British values.
- Staff work well to support pupils who have special educational needs or disability.
- Governance has improved since the last inspection. Governors are committed and ambitious for the pupils. They have a good understanding of the school's strengths and areas for development.
- The school has made good use of the support from the local authority. Training has helped staff and governors to improve their skills.

It is not yet an outstanding school because

- Some gaps remain between the attainment of disadvantaged pupils and others in reading, writing and mathematics.
- The teaching of handwriting is not yet consistent throughout the school.
- Opportunities for children in the Reception Year to access all areas of learning outdoors are not fully in place.

Full report

What does the school need to do to improve further?

- Improve provision in the early years by providing more opportunities for children to develop skills in all areas of learning in the recently improved outdoor learning space.
- Improve pupils' handwriting by ensuring it is taught consistently in all year groups.
- Close the attainment gap by the end of key stage 2 between disadvantaged pupils and others nationally in reading, writing and mathematics by ensuring that actions taken further accelerate the progress disadvantaged pupils make.

Inspection judgements

Effectiveness of leadership and management is good

- As a result of the headteacher's focused leadership, there have been significant improvements since the previous inspection. The headteacher, together with the deputy headteacher, has developed a strong leadership team. Leaders are focused on raising standards and the quality of teaching, learning and assessment. They ensure that the progress of each pupil is monitored regularly.
- The headteacher shares her vision and high aspirations for all pupils at Crestwood Park with all staff. She knows her school well and celebrates the progress of staff and pupils, while being honest and accurate in knowing the steps that need to be taken to further improve the school.
- Leaders at all levels know what good teaching looks like and make frequent checks on the quality of teaching and learning. Good practice is shared. Where staff need extra support, skilled leaders coach and mentor them.
- Leaders have introduced a new assessment system in key stages 1 and 2 which links to the new national curriculum. This is being used to rapidly identify any pupil who is falling behind.
- Senior leaders have taken decisive action to improve pupils' writing skills. Leaders have introduced opportunities to write in all curriculum areas. As a result, pupils draft and redraft their work and improved standards in writing are evident. Leaders recognise that handwriting needs to be taught more consistently across the school.
- Provision for pupils who have special educational needs or disability is managed effectively. The special needs leader has a detailed knowledge of each pupil and has introduced 'pupil passports' as a more personal approach to individual targets. The passports allow pupils time to reflect on what they are good at, when they learn best and what teachers can do to help them. Parents told inspectors how much they valued this approach to their child's individual needs and spoke highly of inclusion and support in the school.
- The curriculum is planned carefully to make it relevant to pupils in the school. It is broad and balanced, providing pupils with opportunities to link ideas together through termly themes. For example, in the theme 'From Frostin to Bostin' pupils compared the two geographical locations of Chamonix in France with the Black Country. Each curricular theme has a 'stunning start', a visit or visitor and a finale to the project when parents are invited into school. The 'fabulous finish' celebrated French and Black Country culture. Parents were waited on by their children in French and Black Country cafés. Pupils benefit from a wide range of trips and visitors to school. Team-building opportunities, the curriculum themes, visits and residential experiences captivate the pupils' enthusiasm for learning and enhance their progress and personal development.
- Additional funding for disadvantaged pupils is used appropriately to provide additional support and its impact is evaluated. As a result of regular checks on teaching and learning, the progress of disadvantaged pupils has improved in reading, writing and mathematics. However, gaps still remain at the end of key stage 2 between the attainment of the disadvantaged pupils and others in school and nationally in reading, writing and mathematics.
- Pupils value and benefit from the wider range of sporting activities provided through the effective spending of sports premium funding. One pupil said, 'the sports coach teaches us the rules of the game and we now play many more sports'.
- Pupils have a good understanding of British values. They understand about democracy through the curriculum, pupil leadership roles in the school, contact with local Members of Parliament and visits to the Houses of Parliament. Values of tolerance and respect are at the heart of the school's work. Teaching provides many opportunities for pupils to develop their spiritual, moral, social and cultural learning through work in lessons and the school's positive ethos.
- The local authority has provided a good level of support to the school since the last inspection, particularly in building the capacity of governance and raising standards in early years.
- The school has strong links with parents. Regular visits to classrooms are encouraged each term. In addition, parents are invited to termly celebrations of the 'fabulous finish' for each curriculum theme. Typical comments made to inspectors during the inspection included 'we are absolutely delighted with the care, consideration and education our children receive' and 'there is an open-door approach in the school'. However, a few parents felt that communication could be improved. The school has introduced a parent voice group that meets regularly. Staff are all proud to be part of the school and all agree the school has

improved since the previous inspection.

■ **The governance of the school**

- The governing body is effective in carrying out its roles and responsibilities. An external review of governance since the previous inspection has resulted in rapid change and improvement to governance.
 - Governors engage well with leaders to shape the vision for the school. Governors visit the school regularly. They know about the quality of teaching and are active in staff recruitment. Governors know staff have challenging targets linked to pupils' progress and check that rewards link to achievement of targets.
 - Governors provide a good level of challenge to senior leaders while supporting leaders to achieve the aims and vision of the school. For example, governors have recently recognised the need to have more information on outcomes for disadvantaged pupils.
- The arrangements for safeguarding are effective. Leaders have ensured that all staff are well trained. Safeguarding is given a high priority in the school and systems are reviewed regularly. A safe culture is promoted in school. Pupils told inspectors they feel safe in school.

Quality of teaching, learning and assessment is good

- A key factor in the school's improvement is the stronger teaching across subjects and years. This enables pupils to make good progress. Teachers know their pupils well. They demonstrate good subject knowledge. Assessment of pupils' work is thorough, regular and informative. Feedback to pupils, both written and verbal, is of a high quality and follows the school's marking policy.
- Relationships between teachers and pupils are positive. Teachers' questioning is effective because questions are open and this encourages pupils to think more deeply. Teachers modify their teaching to swiftly address any misconceptions which occur during lessons.
- Teachers link learning to real life; this promotes pupils' understanding. For example, during the inspection, pupils in Year 5 made good progress when learning about negative numbers. Pupils used negative numbers in relation to temperatures around the world, money and negative balances. Pupils approached the challenges with confidence, talking through their ideas with classmates. The teaching of mathematics is strong across the school; this is evident in pupils' books in all classes.
- Planning for learning is effective and connections between subjects are made whenever possible. All themes are planned with opportunities for pupils to draft and edit their work. For example, pupils in Years 3 and 4, as part of their 'Lights, Camera, Action' theme, compared a Roald Dahl book with the film, visited a chocolate factory, designed a costume to light up in the dark and prepared their own animations. The topic culminated with an 'Oscar' ceremony, attended by parents, where pupils presented their animations, received 'Oscar' awards and celebrated their achievements at the red-carpet event.
- Teachers provide a good breadth of different writing opportunities. There are many examples of writing on display around the school. Writing is neat and legible. The teaching of handwriting is not yet consistent across the school. This results in pupils not being taught the skills needed to join letters.
- The teaching of reading is strong across the school. Additional reading sessions support pupils who need extra help. The teaching of phonics (the sounds that letters represent) has improved since the previous inspection and is taught well. Children from Reception use their phonics skills well when reading unknown words.
- In most lessons, teachers match work well to the range of pupil abilities in the class. They provide challenge activities that help all pupils, including the most able. As a result, pupils make good progress. The matching of work to the needs of disadvantaged pupils has begun to impact on their progress and the gaps between the outcomes of disadvantaged pupils and their peers are decreasing.
- Pupils demonstrate positive attitudes to learning. They enjoy the creativity in the themed curriculum, make choices and take responsibility for their learning. Pupils particularly enjoy homework when it is linked to topic themes. Homework is set regularly and builds on what they learn in lessons.
- Teaching assistants work with pupils of all abilities, including pupils who have special educational needs or disability. They provide a good level of support for pupils that balances help, confidence-building and independence.

- During the inspection, parents from Years 1 and 2 spent time in classrooms. Parents said they had spent time with all of their children in school in different year groups. They appreciate how much they learn on these half-day visits to school as it helps them to understand how their children are being taught. As a result, they are more able to help their children at home with their homework.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The aim of the school is 'be the best you can be'; this is at the core of what is important in this school. Pupils learn about the 'secrets to success', whereby skills such as concentration, determination, trying new things, valuing others and being imaginative are constantly reinforced. These skills are taught successfully through different lessons, trips to local and national places of interest, visitors to school, assemblies and charity work.
- Pupils have many opportunities to express their opinions; these are truly respected in the school. Pupils have a strong sense of democracy through the election of pupils to roles such as school councillor, house captain, office helper, lunchtime server and playground buddy. They have a good understanding of justice and democracy and have opportunities to apply their learning. For example, in the spring term, a group of pupils in Year 6 visited the House of Commons to participate in an inter-school debate on the European Union Referendum. The pupils delighted in telling inspectors about their preparation and this experience. They were extremely proud that one of their classmates was selected to speak in the House of Commons.
- Teachers ensure pupils are prepared thoroughly for secondary school and plan the curriculum carefully. For example, the current 'New Challenges, New Adventures' theme in Year 6 began with an orienteering experience and the challenge of carefully retrieving clues from buckets of ice. In a recount at the start of the topic about Darwin and explorers, one child wrote, 'I think we are studying this because we are going on an adventure to our new school and facing new challenges.'
- Positive steps have been taken to encourage healthy eating at breaktimes. For example, the school council carried out a survey about snacks eaten at breaktimes. Pupils say they enjoy the new healthy snacks and purchasing hot toast from the catering team. The wider range of sports available, as well as new equipment at lunchtimes, has improved pupils' access to healthy activities.
- Pupils show a very good understanding of what bullying means. They talk confidently about knowing that they should tell an adult. For example, one pupil said, 'even if it's out of school on your phone, the teachers will deal with it'. All pupils feel that staff respond to any concerns they have. School records show that incidents of bullying are rare.
- Parents' responses to Parent View confirm children are happy and safe at school. Some parents raised concerns about bullying and the leadership of the school, but inspectors did not find any evidence to suggest that bullying is not dealt with promptly by staff.

Behaviour

- The behaviour of pupils is good.
- Pupils move around the school sensibly and calmly. Pupils shared with inspectors how successful the 'friendship stop' and playground buddies were at breaktimes and lunchtimes. They talked maturely about helping each other on the playground and the importance of listening to the views of others.
- Pupils respond well to adults' instructions. They show a good understanding of the school's expectations for behaviour. Inspectors saw very little low-level disruption to teaching during their visits to classrooms. Very occasionally, some pupils lose concentration and need to be reminded to continue with their work.
- Even the youngest children walk sensibly and show good manners around school. They are respectful to adults and to each other. During the inspection, pupils confidently greeted the inspectors and were confident starting conversations.
- Pupils enjoy coming to school and as a result attendance has improved and is now just above the national average. Only a small number of pupils are persistently absent. The school works tirelessly to help parents see the importance of sending their children to school every day. Rewards are in place to promote good attendance.

Outcomes for pupils

are good

- Over the past two years, leaders' actions and improved teaching have resulted in pupils achieving much higher standards than at the time of the previous inspection. Current children in Reception are making good progress from their different starting points.
- Attainment is good because pupils make good progress in reading, writing and mathematics. Test results show that pupils in Year 6 who left the school in 2015 made faster progress than their peers nationally in reading, writing and mathematics.
- For the past two years, the proportion of children reaching a good level of development by the end of Reception was below average. In this academic year, the proportion of children achieving at least the expected standard is improving and is in line with the national average. Current progress of pupils in Reception is good; there is no gap between the attainment of boys and girls. Children are therefore better prepared this year for Year 1.
- Mathematics is a strength of the school; attainment was above average. Pupils respond well to challenges set to extend their thinking. As a result, at the end of key stage 2, over half of the pupils attained the higher Level 5. Leaders provided strong evidence that the progress of pupils currently on roll remains good.
- Reading skills are developed quickly; pupils read fluently. In 2015, by the end of Year 1, the proportion of pupils who met the expected standard in the phonics screening check was in line with the national average. For current pupils in school, this progress is set to continue. Pupils have access to a wide range of reading books to support their learning in different subjects; they make good use of two well-stocked libraries. As a result, pupils are confident when talking about different authors and genres of books, and are able to explain their personal reading preferences.
- Standards in writing have risen considerably over the past two years. This is evident, for example, in the above-average number of pupils who achieve the higher levels at the end of key stage 1. Spelling, punctuation and grammar are a strength in the school, with over half of the pupils reaching the higher Level 5 at the end of key stage 2 in 2015. Recent local authority moderation of writing in Year 6 indicates that school teacher assessment judgements are accurate.
- Work in pupils' books shows that pupils in school are making good progress. This is confirmed by the school's new system for tracking pupils, which has been introduced following changes to the national curriculum. By the time they leave school, pupils are well prepared for secondary school.
- In 2015, more disadvantaged pupils made expected progress in reading, writing and mathematics than in 2014 and there is an improving trend. However, there remain gaps between the achievement of disadvantaged pupils and that of other pupils in school and nationally in reading, writing and mathematics. Leaders are aware of the in-school and national gaps which still exist between disadvantaged pupils and other pupils.
- The most able pupils make good progress and are exceeding expected levels in reading, writing and mathematics. In Year 6, an above-average proportion of pupils reached the highest Level 6 in mathematics. Central to the improved attainment and progress of the most able has been a whole-school focus on matching the level of challenge in lessons to the needs of the pupil.

Current pupils who have special educational needs or disability are making good progress. Additional resources are managed well to support pupils' individual needs. They are making progress comparable with their classmates, although their levels of attainment are lower.

Early years provision

is good

- Provision in Reception has improved since the previous inspection. Current children in Reception have made a good start.
- Leaders have tackled key areas for improvement successfully. For example, recent changes to internal learning spaces have resulted in improved planning and assessment for learning. The outdoor learning space has been developed to include a climbing area but currently is not being used to promote all areas of learning.
- Teaching is good. Teachers and support staff are now more focused on ensuring children remain on track to achieve the expected standard by the end of Reception Year. Adults have created well-organised indoor spaces which promote all areas of learning. Indoor resources have improved. They are of a high quality and capture the children's interest and imagination.

- Staff work well to nurture children’s personal development and social skills. As a result, children confidently follow routines, take turns, listen to each other and share resources. Children enjoy sharing ideas and listening to each other. They are confident to talk about the choices they make in the classroom. Behaviour is good and children show kindness towards each other.
- Children enjoy learning and show good levels of independence. Routines are well established and children know what teachers expect of them. Children behave well and respond to the polite behaviour modelled by adults. The importance of celebrating success begins in Reception Year. Children respond well to sharing things they have created.
- Staff are well trained in keeping children safe. They maintain a safe environment and are vigilant to signs that a child may be at risk of harm.
- Learning journals collect evidence of children’s good progress and show the successes achieved. Electronic journals are shared with parents who add their views. Parents feel involved in their child’s learning, and communication between staff and parents in the Reception class is good. Parents say they value opportunities to spend time with their children in class each week, either through reading or stay-and-play sessions.

School details

Unique reference number	103790
Local authority	Dudley
Inspection number	10009244

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mrs Jane Morgan
Headteacher	Mrs Maggie Stowe
Telephone number	01384 818315
Website	https://crestwoodpark.sch.life
Email address	info@crestwood-p.dudley.sch.uk
Date of previous inspection	4–5 February 2014

Information about this school

- The school is smaller than the average-sized primary school.
- Three new teachers joined the school at the start of the academic year: the deputy headteacher and two newly qualified teachers.
- The majority of pupils are of White British heritage and speak English.
- The proportion of pupils known to be supported by pupil premium funding is average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are in the care of the local authority.
- The proportion of pupils who have special educational needs or disability is in line with the national average.
- The school meets current government floor standards, which set the minimum standards for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school website meets the requirements for the publication of information.

Information about this inspection

- The inspectors observed pupils' learning in 11 lessons, in addition to a number of short visits to lessons. A number of lessons were observed jointly with the headteacher and deputy headteacher.
- The inspectors looked at work in pupils' books and listened to pupils read. They met with two groups of pupils to gain their views of the school. Inspectors observed pupils' behaviour throughout the school day, as well as in lessons and in assembly.
- Meetings were held with the headteacher, deputy headteacher and middle leaders. The lead inspector met with four governors, including the chair of the governing body. The clerk to the governing body – a national leader of governance – joined the meeting with governors. The lead inspector also met with a representative from the local authority.
- Inspectors spoke informally with parents at the start and the end of the school day. The lead inspector met with a group of six parents. Inspectors took into account 31 responses to Parent View, Ofsted's confidential online survey, and one letter handed to inspectors during the inspection.
- School documents were analysed, including the self-evaluation form and improvement plan, the checks made on staff's suitability to work with children, governing body minutes and information about pupils' achievement, behaviour and attendance.

Inspection team

Pamela Matty, lead inspector

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