

Inspection of Crestwood Park Primary School

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

Inspection dates: 22 and 23 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy attending Crestwood Park Primary. They flourish because adults take great care of them. Staff know them and their families well. Parents and carers are overwhelmingly supportive of the school.

Staff have high expectations for all pupils. Pupils are encouraged to be confident, resilient learners. From the moment children start in the Reception class, and throughout their primary years, leaders carefully review their academic progress and well-being. Pupils with additional needs are well supported. Most pupils achieve well across the curriculum.

Leaders have many systems in place to deal with bullying. Each class has a box where pupils can post messages if they have any worries. There are also anti-bullying ambassadors that pupils can speak to. If bullying does occur, staff sort it out quickly. Pupils behave well in lessons and around school. The SPARKS values of Smart, Polite, Aware, Respectful, Kind, Safe sum up the behaviour expected throughout the school. Pupils are polite and courteous.

All Year 6 pupils have leadership positions, such as being on the school council or being a reading ambassador. They wear their job title badges with pride.

Pupils enjoy the many extra opportunities on offer. These include clubs, visits, sports competitions and fundraising.

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

Leaders have high aspirations for pupils. They want all pupils, by the time they leave school, to be the 'very best they can be'. Since the previous inspection, leaders have improved the quality of education. Pupils respond well to the school's approach to learning. They enjoy the activities set and work well with one another. Leadership across the school has been strengthened with the support of governors and external specialists.

Leaders have put in place an ambitious and well-ordered curriculum. In most subjects, this includes recall and revisit strategies to ensure that pupils remember important curriculum content. However, in other subjects, pupils do not experience enough opportunities to enable them to commit learning to long-term memory.

In most curriculum areas, teachers regularly check what pupils know. They make suitable adjustments to lessons to give pupils extra practice and to embed any important knowledge that is not secure. Pupils can talk about their learning with greater depth and confidence in some subjects than in others. For example, pupils discuss what they know and understand in history in a lively, informed manner. However, in some subjects, teachers do not identify pupils' mistakes quickly enough and correct them.

Leaders provide effective training for staff. Many teachers use their strong subject knowledge to present information clearly. Nevertheless, in a small number of subjects, the quality of curriculum delivery varies. For example, in mathematics, some teachers do not use the school's agreed methods to recap on pupils' learning. In these lessons, pupils do not achieve as well as they could.

Pupils with special educational needs and/or disabilities (SEND) have high-quality support. Leaders work with teachers to ensure that the curriculum is adapted so all pupils learn the same ambitious content. They identify pupils' needs well. Pupils with SEND are supported to develop effective learning habits and strong social skills.

From the moment pupils join the school, they are immersed in reading. The curriculum includes an exciting range of challenging texts. Pupils learn about an array of different authors and genres. This inspires pupils to read widely and enables them to develop their vocabulary and comprehension. Staff ensure that the small number of pupils who are at the early stages of learning to read receive well-targeted support. Reading books match the sounds that pupils know. Pupils become confident, fluent readers.

Leaders have designed a well-thought-out personal development curriculum to teach pupils about being respectful and helpful to others. Pupils are also developing an age-appropriate understanding of relationships and how to stay healthy. They also learn about different faiths and religions. Pupils know why values such as democracy are important to society. Through the school council they make democratic decisions about raising money for causes they support. Pupils benefit from a range of activities to support their learning. These include visits to museums and places of worship.

Well-being for all is an integral part of school life. This is key for the pupils and the staff. Initiatives such as the 'Wellbeing Wednesdays' support this. Staff say they feel valued at work. Leaders manage workload and well-being in supportive ways. Parents are overwhelmingly positive about the school. They praise the inclusive culture and how staff care for pupils.

Governors have a clear understanding of their role. They are very involved with the school and are well informed and evaluative.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established robust systems to report and record any concerns about the well-being or safety of pupils. Staff receive regular training and know the signs that suggest a pupil may be at risk of harm. They know to report any concerns that they have. As a result, pupils receive the help they need.

Pupils learn about safeguarding issues. They know the importance of speaking to a trusted adult if they have any worries. Pupils are taught how to identify risks, so they are more able to keep themselves safe. This includes keeping safe online.

Leaders complete the correct checks on adults in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not enable pupils to remember important curriculum content. This prevents pupils from committing their learning to long-term memory. Leaders should ensure that teachers use strategies to enable pupils to develop secure depth and breadth in their knowledge.
- Not all teachers use assessment consistently to identify gaps in pupils' learning and adapt future teaching. Pupils then do not learn everything intended. Leaders should ensure that teachers make regular checks on pupils' learning in order to inform and adapt subsequent learning. They should do this so that sequences of lessons help pupils to remember important knowledge.
- Some teachers do not use the school's agreed teaching strategies across the school, which causes inconsistency. This means a few subjects are less well taught than others, which affects the quality of pupils' learning. Leaders should ensure that teachers use the school's agreed strategies consistently so that all pupils achieve more.

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	103790
Local authority	Dudley
Inspection number	10240199
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Brian Roe
Headteacher	Amy Cooper
Website	www.crestwood-p.dudley.sch.uk
Dates of previous inspection	28 and 29 September 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not make any use of alternative provision.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, modern foreign languages and history. Inspection activities in these subjects included lesson visits, discussions with staff and pupils, meetings with subject leaders and work scrutiny.
- The inspectors met with the headteacher and members of the governing body. Meetings were also held with the school improvement partner.

- The inspectors met with the leader for early years and observed children within the setting.
- The inspectors listened to pupils read and talked to them about their reading.
- The inspectors observed pupils' behaviour in lessons and around school, including at lunchtime. The inspectors also met with groups of pupils to discuss their views of the school and personal development opportunities.
- The inspectors reviewed a range of documentation provided by the school. This included leaders' own self-evaluation and school development plan. Minutes of governors' meetings, together with governor visit reports, were also examined.
- To judge the effectiveness of safeguarding, the inspectors scrutinised the records for the safer recruitment of staff and held a meeting with the designated safeguarding lead. The inspectors met with staff to check their understanding of safeguarding and the impact of any training received.
- The inspectors spoke with staff and considered the responses from staff to the online inspection questionnaire.
- The inspectors spoke with parents and considered the responses, including written responses, to Ofsted Parent View, the online questionnaire for parents. They also considered pupils' views.

Inspection team

Lynda Townsend, lead inspector

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