

# Crestwood College for Business and Enterprise

## Inspection report

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<b>Unique Reference Number</b>	116445
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338821
<b>Inspection dates</b>	25–26 November 2009
<b>Reporting inspector</b>	Christopher Wood HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	584
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angela Wright
<b>Headteacher</b>	Ms Krista Carter
<b>Date of previous school inspection</b>	7 November 2006
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 38 lessons and held meetings with governors, staff and groups of students. They also visited two year group assemblies, tutor time and a careers guidance session. Inspectors looked at students' work in lessons, records of meetings, monitoring and evaluation, and information relating to the students' academic progress and well-being. They also analysed 88 questionnaires returned from parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of lower and higher attaining students to ascertain whether the teaching is appropriately adapted and/or sufficiently challenging
- the extent to which developments to the curriculum have led to significantly improving outcomes for students
- the effectiveness of the school's care, guidance and support and the impact that this has had on improving outcomes for all students, particularly in terms of their well-being.

## Information about the school

Crestwood College for Business and Enterprise has held its specialism since 2004. The college, which is smaller than the average secondary school, also has a local authority funded resource base that provides support for students with dyslexia. A full range of extended services are offered on site, including a day nursery.

Most students come from White British backgrounds. The percentage of students who are eligible for free school meals is broadly average. The proportion of students who are from minority ethnic backgrounds or speak English as an additional language is below average. While the overall percentage of students with special educational needs and/or disabilities is above average, the proportion with a statement of special educational needs is below average.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Crestwood College for Business and Enterprise is a good and vibrant school where students enjoy learning. It has many outstanding features. Some of its work, notably the way it actively engages with parents and a very wide range of successful partnerships, is excellent. One parent expressed the views of many when stating, 'The whole community and the school have benefited from the strong leadership of the headteacher and her team. All of my children enjoy school and are achieving great things. I could not ask for any more.'

Over time there have been discernible improvements in outcomes for all groups of students, both in terms of their academic achievement and well-being. The dynamic headteacher and other school leaders, very well supported by a dedicated and cohesive staff, have accurately identified the college's strengths and where it needs to develop further, putting in place decisive plans for improvement. Consequently, there is good capacity to improve even more in the future.

The care, guidance and support that students receive are outstanding. Students are also well-served by an exciting curriculum which is carefully matched to their needs and interests. As a result of the college's excellent work with its many partners and its highly positive relationship with its parents, students develop into fully rounded young adults who make an exceptional contribution to both the school and the wider community. They are a credit to themselves, their parents and the staff who teach and care for them.

Teaching is consistently good and there is a steadily growing proportion of outstanding lessons. Nevertheless, in a few lessons the use of assessment is not fully effective and some students are not sufficiently clear about what they need to do to improve their work and make progress at an even faster rate. On occasions this is most true for the more able. However, college leaders have an accurate view of what needs to improve and are acting successfully to address these issues promptly.

One parent with children in both Key Stage 3 and Key Stage 4 astutely summarised what the college does best when commenting: 'My sons have different skills and different ways of learning and yet both flourish. Their individual needs are met enabling them to fulfil their personal potential. A fabulous school.'

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

- Ensure that the best practice in the use of assessment is employed consistently and rigorously in all lessons, by:

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- building on the existing strengths in teachers' questioning to assess more frequently the progress made by students during lessons, so that learning proceeds at an even more challenging pace, particularly for the most able
- developing further the opportunities that students have to assess their own work and the work of others, using agreed success criteria and/or examination grade descriptors
- ensuring that more regular written feedback consistently provides students with precise information about how they can improve their work and achieve the most ambitious targets.

**Outcomes for individuals and groups of pupils****2**

In a large majority of lessons, students apply themselves eagerly to the range of well-planned and motivating activities that are on offer. Consequently, they make good progress and by the time they leave school in Year 11 their attainment is in line with the national average. The college achieved its best results ever in 2008. Unvalidated results for 2009 are lower but still represent a rising trend in the number of students achieving five A\* to C grades at GCSE including English and mathematics. Indeed, the progress made by students in English is outstanding. Inspectors looked closely at the progress made by different groups of students in their lessons and found that all groups, including higher attainers and those with special educational needs and/or disabilities, made progress at the same good rate.

Students are polite, welcoming and mutually supportive. Their behaviour is good and often exemplary. They offer opinions confidently because they know these are valued and adults are trusted to deal quickly with any problems that arise. Consequently, students feel exceptionally secure. One Year 7 student encapsulated simply what others felt strongly when commenting, 'I feel safe at school because teachers help us and my friends are there for me.' Students' contributions to the community are excellent. The school council is respected and highly effective. Students work successfully as mentors and sports leaders. They also benefit from partnership with a school in Kenya and regularly organise charity events and activities that enhance the local community. Inspectors were astounded by the incisiveness of their written feedback to teachers as part of the student observers' initiative. Very close links with the local church, the many opportunities to learn about different faiths, uplifting art work and musical opportunities that range from the steel pan band to Bollywood dancing underpin the students' excellent spiritual, moral, social and cultural development. Inspectors were impressed when watching Year 8 students displaying their talents in sport, music, languages and skilful work juggling with a 'Diablo', and noted the maturity of Key Stage 4 students' reflections during their assembly on the theme of 'forgiveness'.

Most students understand and actively seek to make healthy choices. Individuals and teams have enjoyed sporting success, most recently in basketball and volleyball. Students also appreciate using the college gym and activities such as bowling and mountain biking. Nevertheless, a small but significant number of students do not always

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choose the healthiest lifestyles. Attendance has improved and is now above the national average. The good grounding received in literacy, numeracy and information and communication technology (ICT), coupled with well-devised career guidance and workplace experiences, means that students are well prepared for their future lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teachers' secure subject knowledge and detailed planning mean that students are actively engaged in learning that is well matched to their needs and frequently promotes high levels of participation. As one Year 10 student stated, 'Teachers do a good job here and I love learning new skills.' In the best lessons, teachers' questioning and oral feedback is accomplished; it extends the students' responses, encourages critical thinking and helps them to make links between the skills they are learning and the steps they must take to improve their work. For example, in one outstanding Year 11 English lesson students made rapid progress because they were actively involved in discussing the features of argument writing and were able to identify clearly how these related to the examination criteria. In a few lessons the pace of learning is slower. In these

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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instances, assessment is not used as well as it is in the majority of lessons to enable students to make rapid progress.

The good curriculum is continuing to improve and is often at the forefront of change. It has been thoughtfully organised to ensure that there are opportunities for all students to achieve, academically and through the ever-widening range of vocational routes that are on offer. Through its exceptional partnership working, the college is very well placed to support students in Key Stage 4 who wish to undertake new qualifications such as the diploma. Opportunities at Key Stage 3 are also broadening. Consequently, one Year 7 parent commented, 'My daughter is coming home full of excitement about the new subjects. She is being constantly challenged.' The college's specialism makes a good contribution to the curriculum and there are well-planned opportunities for students to develop their entrepreneurial skills. For example, in one successful Year 9 design and technology lesson, students worked with great industry to produce high quality gifts to sell at the forthcoming 'Christkindlemarkt'. In an outstanding Year 11 physical education (PE) lesson, students on the Junior Sports Leaders programme were expertly guided in honing their leadership skills, focusing successfully on effective communication and motivational techniques. Some of the most exciting developments, however, are relatively new and these will need time to embed and have a full impact on raising attainment.

The college's systems for providing care, guidance and support are meticulous and exceptionally well targeted so that all students and their families benefit. They have contributed considerably to raising attainment, increasing personal and emotional well-being, and improving attendance. Liaising very effectively with external agencies, there are extensive support programmes for the most vulnerable students as well as those with special educational needs and/or disabilities, including effective resource base support for students with dyslexia. Students commented on the very high quality of the careers guidance they receive and inspectors were impressed by the large number of Year 8 and Year 9 students who voluntarily attended a careers seminar during their tutor period. Transition arrangements for those joining from primary school are also very successful and widely appreciated by parents. One Year 7 parent spoke for others when commenting, 'My child has been made to feel at ease straight away. They have a 'buddy' system' which is a very good idea and therefore children never feel alone.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

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The passionate headteacher, who is supported strongly by senior and middle leaders, has established a compelling vision for the college, which is shared by all staff. Together, their perceptive self-evaluation has led to very well devised actions that continue to improve outcomes for students. Staff contribute very effectively to whole-school improvement because they have excellent opportunities to develop professionally and to work in cross department teams as well as on a wide range of other projects. Leaders and staff are keenly focused on ensuring that students, including the most vulnerable, are kept safe and are able to flourish no matter what their background. In the few instances where the school has identified variations in the performance of groups it is successfully working to narrow these gaps. One member of staff captured the views of others when saying, 'I am very proud to work at Crestwood as I feel it values and provides for all of the students, irrespective of age, background or ability.' Inspectors agree.

Under its accomplished chair, the governing body is undergoing a well-managed process of renewal. It provides tireless support, well-focused challenge and is actively involved with departments and college staff. Partnerships, including those with parents, are outstanding. Parents feel welcome in the school and benefit from the wide-ranging extended services on offer. They value highly the regular opportunities they have to contribute to the college's development through forums such as the 'parent voice group'. The college understands its local community and its actions have had measurable impact, particularly through the work of the community cohesion group and events such as the culture and diversity day. Leaders are now developing further the opportunities that students have to mix with their peers from other ethnic and religious backgrounds, through initiatives such as the developing link between the college's Young Chambers Group and a culturally diverse inner-city school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>
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## Views of parents and carers

The college is exceptionally well regarded by parents. Staff are viewed as approachable and the quality of teaching is seen to be good. Where issues arise these are dealt with swiftly and parents commented positively about the quality and sensitivity of communication between the school and home. As one Year 8 parent stated, 'The school makes us feel welcome and will help us with any problems no matter how small.'

A few parents expressed concerns about the way the school dealt with behaviour. These concerns were discussed with the headteacher during the inspection. Most referred to specific incidents or related to minor disruption. Most parents felt that this area of the college's work was a strength and inspectors agree. One Year 11 parent echoed others in saying, 'I have been impressed with the exceptional standard of support for students. Discipline is extremely effective and the headteacher's enthusiastic and dynamic approach radiates throughout her staff and the college ethos.'

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crestwood College for Business and Enterprise to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 584 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	47	43	49	2	2	2	2
The school keeps my child safe	42	48	45	51	1	1	0	0
The school informs me about my child's progress	36	41	44	50	6	7	1	1
My child is making enough progress at this school	36	41	43	49	6	7	0	0
The teaching is good at this school	35	40	50	57	0	0	0	0
The school helps me to support my child's learning	31	35	50	57	5	6	0	0
The school helps my child to have a healthy lifestyle	21	24	59	67	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	40	45	51	3	3	0	0
The school meets my child's particular needs	32	36	53	60	1	1	0	0
The school deals effectively with unacceptable behaviour	38	43	39	44	9	10	0	0
The school takes account of my suggestions and concerns	27	31	49	56	4	5	0	0
The school is led and managed effectively	45	51	40	45	2	2	0	0
Overall, I am happy with my child's experience at this school	48	55	38	43	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 November 2009

Dear Students

Inspection of Crestwood College for Business and Enterprise, Eastleigh, S050 4FZ

You may remember that I visited your school recently with a team of inspectors. We really appreciated the way you welcomed us. I am delighted to say that you go to a good school that is improving all the time. Indeed, some of its work, such as the way it cares for you and helps you to achieve your potential, is outstanding. You are right to feel proud.

The college is exceptionally well led by your headteacher and her staff. It works extremely well with parents, carers and a very wide range of other partners to make sure you get the best start in life possible. As a result, you enjoy coming to school and your attendance is now better than that in most other schools. You are also doing better in your examinations because the teaching you receive is good and the curriculum is exciting. This provides you with more opportunities to do the things that interest you and helps you to do the courses and jobs that you choose in the future. Most of the time, the feedback you get about your work from teachers is very good. Nevertheless, sometimes it isn't helpful enough to make sure that you know how to improve your work and achieve your targets. Your behaviour is good and often exemplary. The inspectors were impressed by how sensibly you responded to the torrential rain on the first day of the inspection. You make an exceptional contribution to both the school and local community through your work on the school council, as mentors, raising money for charity and organising a variety of events such as the culture and diversity day and Christkindlemarkt. I am sure that the pupils from the junior school will have enjoyed the volleyball session I saw being prepared by the Year 11 sports leaders. You also develop into well-rounded individuals because of the opportunities you have to broaden your understanding of different faiths and cultures and practise your sporting and artistic skills. The inspector who watched the Year 8 assembly told me all about your sporting and musical abilities, the languages you speak and your impressive skills with the Diabolo.

I have asked the headteacher to focus on something that will ensure that you make even better progress in your learning in the future. She is going to make sure that the very good feedback that most teachers give you in lessons and through their marking is

the same in every lesson. Then you will always know exactly what you need to do to improve your work and achieve the very best results in your examinations. You can help by continuing to participate fully in lessons (especially when your teachers give you more challenging work) and, very importantly, by making sure that your attendance keeps on improving.

Yours sincerely

Chris Wood

Her Majesty's Inspector

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