

# Crestwood College for Business and Enterprise

Shakespeare Road, Eastleigh, Hampshire, SO50 4FZ

**Inspection dates** 3–4 July, 2013

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

## Summary of key findings for parents and pupils

### This is a good school

- Achievement is good and improving. Disabled students and those with special educational needs make particularly good progress.
- Actions by the college leaders have had a significant impact in achieving good and rapid progress for most groups of Key Stage 4 students..
- Teaching is good overall and there is some that is outstanding, particularly in English, art, history and physical education.
- The teaching of reading, writing, communication and numeracy across all subjects enables students to make good or better progress over time.
- Students feel highly appreciated as individuals. They behave consistently well and display values of mutual respect. The level of exclusions is low and students feel safe, secure and happy in college.
- The headteacher, well supported by other senior leaders and governors, has a strong vision for the college and high standards of behaviour, achievement and teaching have been maintained. She has put in place a newly restructured and effective senior leadership team.
- The governors are fully aware of their leadership and management role. They have been closely involved in the college and have a good understanding of the priorities for improvement.
- Students in the specific learning difficulties unit are very well taught by specialist teachers. They also have excellent individual support when integrated in mainstream classes and this means they achieve well.

### It is not yet an outstanding college because

- Some teachers' expectations are not high enough, particularly for the most able students and groups of students in Key Stage 3.
- Some leaders with particular subject responsibilities do not implement college policies rigorously..

## Information about this inspection

- Inspectors observed 39 part-lessons, involving 37 teachers, eight of whom were jointly observed with the headteacher and senior leaders. In addition, other sessions were visited to determine how well the needs of individual students are taken into account and to look at the quality of marking and the help offered to ensure work can be improved.
- Meetings were held with the headteacher, six groups of students, the Chair of the Governing Body and two other members, and a variety of other leaders, groups of staff and a representative of the local authority.
- Inspectors took account of 62 responses to Parent View plus one parent letter.
- There were 40 staff questionnaires returned and considered by the inspection team.
- Inspectors scrutinised a range of documentation including examples of students' work, the college's own information on students' attainment and progress, records of attendance and behaviour, and information about governor meetings, safeguarding, college planning and performance management.

## Inspection team

Sheila Crew, Lead inspector

Additional Inspector

Margaret Faull

Additional Inspector

Una Stevens

Additional Inspector

Stephen Williams

Additional Inspector

## Full report

### Information about this college

- Crestwood College is smaller than the average-sized secondary school and has specialist business and enterprise status.
- Most students are of White British heritage. The proportion of students who are from minority ethnic backgrounds and the proportion who speak English as an additional language are both below average.
- The number on roll in the college has increased steadily since the last inspection.
- The proportion of students for whom the college receives pupil premium is above average. This is additional funding provided for looked after children, students known to be eligible for free school meals and children of service families.
- The proportions of disabled students and those with special educational needs supported at school action or who are supported at school action plus and those who have a statement of special educational needs are above the national average.
- The college houses a 20-place local authority funded centre for students with specific dyslexic learning difficulties
- The headteacher is just completing a part-time secondment to a partner secondary school in Hampshire, where she has led an improvement programme for the past two years.
- The college uses alternative provision at The Bridge Education centre for a small number of students.
- A number of students in Key Stage 4 attend off-site courses at nearby further education providers for one day per week. These include 10 students at Sparsholt College studying level 2 qualifications in animal management, motor vehicle and engineering and equine studies. Six students attend Paragon College to study a motor vehicle apprenticeship course and 10 students attend Eastleigh College to study diplomas in engineering, health and social care, hair and beauty, construction and motor mechanics.
- The college meets the current government floor standards, which set the minimum expectations for students' attainment and progress.
- As a result of an internal restructure four deputy headteachers were appointed from the existing senior leadership team in 2011. In addition, three senior teachers were appointed as associate senior leaders at the same time

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

- Improve the quality of teaching so that more is outstanding by:
  - ensuring teachers have high expectations and set challenging targets which meet the needs of all groups of learners, especially the most able
  - reviewing students' targets more regularly in Key Stage 3 to ensure that all groups of students make consistently rapid progress
  - raise the quality of some teachers' marking so that, in all cases, it is as good as the best and provides clear guidance to students on how to improve.
- Strengthen the quality of leadership further by:
  - ensuring that leaders with particular subject responsibilities fully implement the college's policies, especially in applying behaviour and assessment policies
  - promoting higher levels of attendance for looked after children and students eligible for free school meals.

## Inspection judgements

### The achievement of students is good

- Students enter the college with attainment that is slightly below average. The college has ensured that those students who have the lowest attainment, those who are disabled or have special educational needs are making good and rapid progress. The college adopts an inclusive approach to the students referred to its specialist provision, the specific learning difficulties unit, and has fully integrated it with the Individual Learning Needs (ILN) department. Students are provided with support in mainstream classes as well as individualised programmes in the specialist unit. Progress for this group of students is also good.
- Overall achievement is improving rapidly after disappointing GCSE results in 2012. This has been recovered very quickly through effective leadership, a rapid improvement in teaching and precisely targeted support for some students. The college's data show that results which students have already achieved in modular examinations in 2013 for English and mathematics have surpassed the 2012 A\* to C pass rate, and they are on track to achieve higher than national average results in 2013.
- This year, governors have approved the use of the Year 7 catch-up premium and pupil premium funding to buy in extra staffing to support students who need more help in lessons. As a result, students have made significantly rapid progress, particularly in English, science and mathematics.
- There is evidence to suggest that the gap in achievement between those students known to be eligible for support from the pupil premium and the main student group is closing and the college is engaged in careful monitoring and tracking of these students' progress. While their results at Key Stage 4 in 2012 were one grade below other students in English and mathematics, in 2013 these students are predicted to make much improved progress, with 65% expected to achieve GCSE 5 A\* to C grades including English and mathematics.
- Students from minority ethnic groups, many of whom speak English as an additional language, make good progress in English. The school is effective in ensuring equality of opportunity for learning so all groups of students achieve well.
- The college enters some students early for GCSE mathematics and English in the autumn term of Year 11. In 2012, students were also entered early for art and those who gained A\* and A grades went on to study AS-level art in Year 11. The college has a three-year Key Stage 4 curriculum which starts in Year 9 and therefore believes early entry for GCSE examinations benefits most students. This practice has not yet enabled higher attaining students to achieve the highest GCSE grades in mathematics and leaders are reviewing the system.
- The college helps students to develop good basic skills in literacy and numeracy. There are regular opportunities for students to read simply for pleasure in the college day as part of the Learning Resource Centre's (LRC) range of programmes including a reading café for reluctant readers. In discussions, students who had received some extra help with reading were very positive about how their reading was improving and were confident about reading aloud.
- Some students who attend one-day courses at other further education providers achieve good GCSE and BTEC qualifications, and many of those who attend Sparsholt College go on to study A- and AS-level courses. Other students are able to take up apprenticeship courses.

### The quality of teaching is good

- In many lessons, teaching is good. Where it is outstanding, teachers have very high expectations. Teachers routinely use assessment information well to plan lessons that stretch students and build on their prior learning. In these lessons, activities are well sequenced, imaginative and stimulate students' curiosity. Pair and group work is a strong feature in some subjects, such as art, where students are encouraged to learn from each other
- Teachers' subject expertise is reflected in well-focused and challenging question-and-answer

sessions that extend learning. Students' progress in lessons is carefully monitored and, in the best lessons, students are enabled to learn at their own pace through a range of different activities that meet their particular needs.

- The effective use of curriculum support assistants (CSAs) to help students on an individual basis in lessons is outstanding, particularly for disabled students and those with special educational needs for whom the learning is carefully planned. For example, students from the specific learning difficulties unit, who were fully integrated in a Year 7 English class, were encouraged to choose their preferred method when writing letters to a computer games company. The curriculum support assistant helped these students to choose the best way to complete their work by using hand-held tablets, laptops or writing in their books.
- Where teaching is not as effective, teachers may talk for too long, or teachers' expectations are not high enough and the level of challenge is not appropriate for the higher-ability students. The number of higher-ability students achieving A\* or A grades at GCSE is not yet high enough.
- Teachers provide helpful comments in their marking in some subjects, particularly in English. However, this is not always applied consistently across the whole college. College leaders recognise that high quality marking and assessment need to be consistent in every subject.
- Teaching at its best is evident in the positive relationships between teachers and students which enable students to contribute effectively to the lessons. In a Year 8 physical education lesson, the teacher provided a good climate for learning which engaged students and created interest and enthusiasm. Using his excellent subject knowledge, the teacher demonstrated coaching techniques with the whole class. Students worked enthusiastically in groups, they clearly understood the purpose of what they were doing and were fully engaged in a set of really effective learning activities. One group used a hand-held tablet to record an activity before and after coaching, with good evidence of gains in skills.
- There is strong evidence to show that some students who struggle with literacy in Key Stage 3 have been moved on through good and effective teaching. There is some very good practice. In a Year 9 history lesson, students were asked to discuss Hitler's attitude to freedom of speech. The teacher motivated students with probing questions, linked the learning to real life and encouraged students to share their opinions in small groups. The teacher made good use of key words and appropriate language. Students were encouraged to consider their opinions in depth and substantiate their views, whilst also having good opportunities for reflection to take into account others' opinions. Students were confident in writing about their own views while their reading and writing were effectively checked by the teacher.

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

- Students and staff share a very strong sense of community. Students say they value the range of additional activities which are available, such as the steel band and opportunities to participate in theatre and overseas trips. They spoke enthusiastically about the vast range of after-college clubs.
- The majority of students get on well with each other. Students have good manners and behave well in lessons. They are courteous and welcoming to staff and visitors. Students commented that this is a happy college because of the positive relationships that exist between themselves and between students and staff. The school is effective in promoting good relations and ensuring discrimination is not tolerated.
- Attitudes to learning are good. Students enjoy school, they feel safe, are catered for well and say that staff respect them. Although a very small minority of parents and carers expressed some reservations about behaviour and how it is managed, the overwhelming majority considered that it is good.
- Bullying is rare and students confirm that staff help them to develop a clear understanding of the different kinds of bullying and they are confident that staff deal effectively with any incidents that occur. School records confirm these views are accurate.

- The college's promotion of good behaviour and its role as the hub of the local community, together with the provision of counselling and pastoral care, are real strengths of the college.
- A unique and outstanding feature is the role that students take on as student observers. Students described this process, which involves peer-development by Year 9 of Year 7 students and empowers them to take a leading role in evaluating lessons and attitudes to learning.
- Good behaviour is reflected in the improving attendance figures for the main body of students, which are broadly average. The college's decisive action in creating an inclusion unit has ensured a rapid decline in the rate of fixed-term exclusions. Governors have approved the use of pupil premium funding to buy in extra staff who are working hard to improve attendance for those students who are looked after children or known to be eligible for free school meals. Attendance for students in the specific learning difficulties unit is higher than in the main college. College records also confirm that all students who attend other education institutions are well looked after and safe.

### **The leadership and management** are good

- The headteacher has taken decisive and successful action to move the college on, including restructuring the senior leadership team and recruiting additional leaders to help the college to focus on improving achievement and teaching since the previous inspection.
- The college has an accurate view of its own performance and leaders are determined to move forward at a rapid rate. Senior leaders carry out systematic lesson observations and hold teachers to account. Records show that the proportion of good or outstanding lessons is high, with improvements across subject departments and good lesson planning. The quality of teachers' work is now linked to pay progression and to the Teachers' Standards (national standards for teachers).
- The vision and drive of the headteacher have been instrumental in driving robust systems to improve students' progress. For example, the college's data tracking for Key Stage 4 students has improved significantly through the work of subject scrutiny panels which analyse student progress data and set rigorous targets for improving teaching and learning.
- College leaders have planned innovative changes to the curriculum to provide a keener focus on achievement with increased pace and challenge.. The Key Stage 4 curriculum starts in Year 9 with all students completing core GCSE subjects by the end of Year 11. All students who study media complete this in Year 10, which enables them to move on to additional subjects such as film studies in Year 11."Most leaders with particular subject responsibilities have implemented new policies which have speeded up the pace of improvements in teaching and learning. However, not all such leaders have put policies fully in place, for example the college's behaviour and assessment policies. Senior leaders are aware of the need to improve this.
- The college has continued to buy services from the local authority including the services of a school improvement partner who has worked with the headteacher to monitor progress. The school improvement partner was involved with governors in setting the headteacher's performance targets and in the appointment of new leaders. Safeguarding arrangements are good.
- The provision for students' social, moral, cultural and spiritual development is good. There is some good practice where students demonstrate a good understanding of right and wrong. Students are given opportunities to reflect on social and moral issues, such as the importance of teamwork, achieving personal goals, Olympic values and the consequences of traffic accidents during tutor sessions and assemblies. Senior leaders encourage all students take up the many cultural opportunities to join in after-school clubs and school trips; one teacher commented that all students were able to go on school trips abroad irrespective of personal circumstances, 'No-one is not allowed to take part!'
- The overwhelming majority of parents who responded to the on-line questionnaire said they were very pleased with the way the college is led and would recommend it to others.

- Staff questionnaire responses indicate that the majority believe the college to be well led, although some staff express concerns regarding the consistency with which college policies are applied, particularly with regard to behaviour. Seniors leaders rightly acknowledge the need to ensure a consistent approach to areas such as the management of behaviour.
  - **The governance of the college:**
    - Since the last inspection the governing body has fully supported the headteacher in changes to the structure of the leadership team. Governors hold the headteacher to account with regard to the accuracy of predictions for students' achievement, examination results, the quality of teaching and attendance. Governors have a good understanding of data on how well the school is performing when compared to all schools nationally. They take up opportunities for training and have completed Raiseonline data analysis training. Governors have a firm grasp of the finances and of systems for pay progression and rewards for good teaching. They have a good understanding of performance management and monitor the targets for senior leaders. They have supported the headteacher in some difficult decisions about staff underperformance and promotions. Governors ensure that pupil premium funding is well managed and they have a sophisticated awareness of how to evaluate its impact on students' achievement.
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## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	116445
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	412744

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

<b>Type of college</b>	Comprehensive
<b>College category</b>	Community
<b>Age range of students</b>	11–16
<b>Gender of students</b>	Mixes
<b>Number of students on the college roll</b>	648
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Wright
<b>Headteacher</b>	Krista Dawkins
<b>Date of previous college inspection</b>	November 2009
<b>Telephone number</b>	02380 641232
<b>Fax number</b>	02380 629373
<b>Email address</b>	headteacher@crestwood.hants.sch.uk

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