



Crestwood College for Business and Enterprise

Inspection Report

Unique Reference Number 116445
Local Authority Hampshire
Inspection number 290537
Inspection dates 16–17 November 2006
Reporting inspector William Geoffrey Robson

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

Type of school	Secondary	School address	Shakespeare Road
School category	Community		Boyatt Wood
Age range of pupils	11–16		Eastleigh SO50 4FZ
Gender of pupils	Mixed	Telephone number	02380641232
Number on roll (school)	527	Fax number	02380629373
Appropriate authority	The governing body	Chair	Mrs Angela Wright
		Headteacher	Mrs Krista Carter
Date of previous school inspection	17 September 2001		

Age group	Inspection dates	Inspection number
11–16	16–17 November 2006	290537

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Crestwood is a smaller than average comprehensive school. Most students are White British, but there are several from different ethnic backgrounds, the largest proportion of whom are Asian British, of Indian background. The college has a special resource base for twenty students with dyslexia. Some of these students travel a considerable distance to attend. Otherwise, the proportion of pupils with learning difficulties or disabilities is close to the national average. A new headteacher was appointed in September 2006. The college has specialist status as a business and enterprise college.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Crestwood is a good, effective college. The newly appointed headteacher has the support and confidence of parents, students and teachers. Her good leadership is already enabling staff to work as a strong team with a clear vision for future developments. As one parent wrote, 'The new headteacher's enthusiasm has greatly increased the motivation of staff and students to improve behaviour and general pride in the college.' This, along with good improvement since the last inspection, means that the college has good capacity for further improvement. Students already achieve well and reach standards that are slightly above average. They make particularly good progress in English in Years 7 to 9, and their good literacy skills help them to do well in other subjects. The college enables them to meet suitably challenging targets. However, the college's leadership team is not complacent and, through good self-evaluation, has rightly identified the need to improve standards in information and communication technology (ICT) and science. ICT is one of the college's specialist subjects but, until this year, staffing difficulties have resulted in poor progress. In contrast, the college uses its specialist enterprise status very effectively to build students' enterprise skills and promote their understanding of the world of work. The college works extremely well in partnership with other schools and this ensures that students benefit from a good range of courses and enterprise opportunities. Students respond enthusiastically to opportunities to take responsibility, and the student council has a powerful impact on the life of the school. Students' contribution to the college and the local community is outstanding and many students willingly support those who are younger or more vulnerable. They also support college initiatives to develop healthy lifestyles. Although attendance is improving, it is still slightly below the national average because of the poor attendance of a minority of students.

The quality of teaching and learning is good. The English and French departments are playing an important role in enabling more involvement from students in the assessment of their own learning. However, this is not fully established in other subjects and teachers do not make the most of students' ability to take responsibility. In many lessons, students are not sufficiently involved in discussions or encouraged to play a more active role in learning. Students with special educational needs, including those with dyslexia, receive good support that enables them to make good progress.

What the school should do to improve further

- Ensure that current improvements in the teaching of science and ICT continue so that students achieve well in these subjects.
- Encourage students to play a more active role in lessons and become more involved in assessing their own learning.
- Introduce further strategies to improve the attendance of some students.

Achievement and standards

Grade: 2

Students' attainment on entry is slightly below average. They achieve well and reach slightly above average standards by the end of Year 11. GCSE results fell a little in 2005, although they were still broadly average. They improved in 2006 and returned to the better standards and good achievement of 2004. Year 11 students are currently on track to gain similar results. There is little variation in students' achievement in most subjects. However, results in one of the college's specialist subjects, ICT, have been well below average. Staffing difficulties have now been overcome and there is no longer any unsatisfactory teaching in the subject; standards are now improving but are still below average. This year has also seen significant improvement in business studies, where standards are close to those expected nationally.

In Year 9 National Curriculum tests there has been a consistent trend of improvement in recent years to above average standards in English. Students' good standards of literacy, including speaking and listening, contribute to good progress in other subjects. Standards in mathematics had been stable at about the national average, but rose to above average in 2006, following an innovative collaboration with English on approaches to learning. Science results remain average and the college has rightly identified science as an area for development.

Different groups of students achieve equally well. Students with learning difficulties and disabilities make good progress. Good additional support for students with dyslexia enables many to overcome their difficulties and make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Students clearly enjoy college life and take full advantage of the good range of activities - sport and art are very popular. Attendance levels have improved in recent years but are still slightly below the national average as a small proportion of students have particularly poor attendance. Students behave well in class and around the school. Several parents mention that, until recently, the behaviour of a few students was unsatisfactory. Since the appointment of the new headteacher they have noticed a significant improvement. Students feel that infringements of college rules are dealt with fairly. They value the merit and reward systems. Their attitudes are very positive - a two hour power cut did not impede progress or learning in the classes observed. To them, college is a safe place where their views matter and there is always someone who will listen.

Spiritual, moral, social and cultural development is good. Students feel that they are well equipped to live in a multicultural society because of their work in religious education and citizenship. GCSE history students say that visits to the theatre have been valuable in supporting their learning about the USA. Students make an outstanding contribution to the college and the local community. The college council has been very active in promoting healthy eating and in improving the uniform. They

are working with other schools to share an understanding of effective learning strategies and they support many national and world charities. Many older students act as peer mentors to more vulnerable children and help them to overcome difficulties and anxieties. Students value regular opportunities to develop enterprise skills and make and sell goods to benefit others. They work together well and develop valuable work related skills; the college prepares them very well for further study and employment.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers establish very good relationships with students that help them to manage classes well. In most lessons students concentrate and work well as a result. Teachers plan their lessons carefully and share learning objectives with students at the start. They then return to them at the end to help students understand what they have achieved. In some of the best lessons, for example in English and French, teachers help students to assess their own learning so that they know how well they are doing. However, this good practice is not yet used consistently in other subjects. Teachers' knowledge of their subjects is good, even when they are not teaching their own specialism. This enables them to give clear explanations. In English and history, teachers ask searching questions that challenge students to develop their thinking. However, in other subjects, teachers do not insist enough on students contributing to discussion or playing a more active role in lessons. Many students are enterprising and can take responsibility outside the classroom, but have relatively few opportunities to do so when they are taught. In science for example, they listen carefully, but are often passive and lessons lack pace as a result. Teachers are developing their knowledge of how to use ICT effectively in lessons, but do not yet use the available resources as well as they might. Teachers are well aware of the needs of pupils with learning difficulties and, often with good support from teaching assistants, make sure that they are fully involved in lessons and learn well.

Curriculum and other activities

Grade: 2

The college's good curriculum includes some innovative features which support students' achievement and personal development well. Students' skills of enterprise are especially well supported through enterprise days and strong links with the local Education Business Partnership. Most subjects provide further opportunities for enterprise education. Very good links with local colleges enable about a quarter of students in Years 10 and 11 to study vocational courses. For other students, the range of vocational courses is limited, but is being extended through a jointly funded catering course at Crestwood, in collaboration with local schools. There is a high quality work experience programme, and students feel well informed about further education and careers. Key skills of literacy and numeracy are supported well by the joint work of

the English and mathematics departments on learning strategies. Basic ICT skills are adequately developed. Pupils with learning difficulties and disabilities participate fully in the mainstream curriculum and in some subjects the organization of very small groups increases the availability of more individual attention. A good citizenship course includes health, drugs and sex education and helps pupils develop a safe, healthy lifestyle. All students take the short GCSE course in citizenship. This provides a good opportunity for them to gain accreditation for their excellent contribution to the college and wider community. The college provides good extra curricular opportunities. Improved sports facilities support a strong sporting tradition that is highly valued by students.

Care, guidance and support

Grade: 2

Students benefit from good care, guidance and support. Health and safety routines and risk assessments are in place. Child protection procedures are clear and understood by staff. Students with learning difficulties and disabilities are well supported and several parents praised the work of the dyslexia unit. One mother said, 'My daughter wouldn't have coped in a normal mainstream school.' The new behaviour policy is proving effective in improving the attitudes of a few students with behaviour difficulties. Satisfactory systems for monitoring attendance are set to improve through the appointment of a college attendance officer. Students are given clear guidance on healthy lifestyles and on what it means to be a good citizen. Academic guidance helps ensure that students know how well they are doing and what they need to improve. The college uses its good quality data to track progress, target student achievement and keep parents well informed about their children's progress. The college council and the prefects make a very valuable contribution to the care and guidance of others - for example Year 7 understands that a prefect (identified by a red shirt) will always give help and support. Students are given very good advice and guidance on option choices and post-16 courses. Work experience is planned and monitored well to ensure that all students benefit from their placements.

Leadership and management

Grade: 2

Leadership and management are good. Parents, students and teachers all comment that the new headteacher has made a significant, positive impact on the college in a very short time. With very good support from an expanded senior leadership team she has quickly identified key strengths and areas for development. Among these are improvements in the behaviour of a small group of students; many parents and students comment upon the effective way in which any unsatisfactory behaviour is now managed. Established procedures for self-evaluation are being better coordinated so that all staff are much more aware of ways of reflecting on their own practice. Middle and senior managers now have a direct influence on procedures for evaluating how well the college is doing. The school improvement plan is therefore much more closely

linked to teachers' professional development. The result is that self-evaluation is good and teachers are working very well as a team. This is beginning to have a positive effect on teaching, learning and students' achievement. However, it has not yet made a full impact on standards and achievement in ICT, or science at Key Stage 3. The governing body provides good support and challenge for the headteacher, comparing its own, independent evaluation of the college with that of the leadership team. Resources are deployed efficiently and the college has a good record of bringing planned developments to fruition. This is exemplified by the recently opened sports and drama hall which has greatly improved provision for these subjects.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

The inspection team enjoyed visiting your college very much and would like to thank you for being so welcoming. You were so willing to help us to get a good view of what life in the college is like for you. Many of you make an outstanding contribution to the college. We were really impressed by the way you support each other, especially more vulnerable and younger children. We agree with you that the college is a good place to learn. It provides you with a good quality of education and enables you to make good progress.

These are what we consider to be the best things about the college.

- You, as students, make an excellent contribution to the college and local community.
- Teachers work well together as a strong team, with good, enthusiastic leadership from the headteacher. Their good teaching enables you to achieve well.
- The college works extremely well with other schools, colleges and organisations to provide a good range of opportunities for you.
- The college helps you to develop your enterprise skills very well and you develop a good understanding of the world of work.

To make your college even better, we have suggested three main things to be improved.

- Some of the teaching could be even better, to help you to make better progress in science and ICT, for example.
- Some teachers could encourage you to take more responsibility for your own learning in lessons and help you to assess your own work. You can help teachers to do this by being prepared to contribute more to discussions and trying to work out how to improve your work.
- Many of you have good attendance but some of you need to attend more regularly, and the college needs to find more ways of ensuring that this happens.

Thank you again for your help. We hope you continue to work hard and make the most of the good opportunities that the college provides for you.

Best wishes,

William Robson

Lead Inspector