



# PROSPECTUS



CRESTWOOD  
COMMUNITY SCHOOL

LEARNING  
ACHIEVING  
LEADING

# Welcome from the Headteacher

As the long serving Headteacher of this highly successful school I would very much like to welcome you to Crestwood Community School. In June 2018 we were graded Good by Ofsted with Outstanding Leadership, Behaviour and Personal Development.

We operate from two campuses, Shakespeare Road and Cherbourg Road, admitting Year 7 to 11. Both sites are Crestwood Community School, with the two sites named the Cherbourg Campus and Shakespeare Campus. We are oversubscribed in all year groups on both campuses, we are known as #Crestwoodfamily.

We have been operating as a split site campus school since 2016. Both sites have had significant development. The joint campuses employ over 200 staff and have 1400 students. Our dual sites provide, however, the family, personal and caring feel that has become Crestwood's trade mark. We pride ourselves in the close relationships we have made with our students, parents and community. Our Ofsted in June 2018 stated "The School offers a welcoming and caring community".

We continually strive to ensure that all our learners achieve their full potential. The two campuses bring together the very best specialist facilities ensuring that students and staff have every opportunity to excel in their talents. From a theatre stage, dance studios, drama studios, music technology, steel pans, well equipped sports halls including a fitness suite, to technology facilities, there is something for everyone. In addition, we have a strong wide and varied curriculum on offer where students consistently achieve above national expectations.

Our School is a place of learning and inspiration for all our learners. We provide opportunity and challenge, plus determination as we strive for the best for everyone at the school. We develop students' knowledge and skills to help them achieve and have high aspirations.

As a Community School, our students are taught to value, care for and respect others. They develop self-worth, self-respect, self-belief and self-discipline. Student Voice is an important aspect of our school and students get involved in the community events we put on such as a community Christmas lunch for our elderly community.

This prospectus cannot tell you all that we do. We are a School with a "can do" attitude and a "can do more" culture. We never compromise on providing high quality education and care for all our learners. It is worth visiting so that you can experience the energy and enthusiasm for learning the School creates.



**"Leadership is outstanding. The headteacher's passion, drive and determination are infectious. Together with her leadership team, she has successfully made improvements to every aspect of the school since the last inspection."**

**OFSTED 2018**

Krista Dawkins  
Head Teacher



## Building Success Year by Year

We have much to be proud of. The proportion of students passing GCSEs at Grade 4+ in both English and Maths has increased significantly over recent years. Every year we look to achieve more and we are a school that adds value not just academically, but socially. We care about all our students and aim to ensure they make progress whatever their starting points. Each child has a different journey to success and it is our job to help them achieve their potential. We are a school with a heart.

**“Leaders and governors have created a culture where staff and pupils flourish. The support offered to the most vulnerable pupils is exceptional”**

**OFSTED 2018**



**“The headteacher has forged a highly dedicated and professional staff who share her passion to deliver the best possible outcomes for every pupil. Standards have rapidly risen and pupils flourish”**

**OFSTED 2018**



## Commitment of Staff

At Crestwood we are proud to say that our achievements are largely due to the dedication, aspiration, enthusiasm and commitment of all our knowledgeable, loyal and consistent staff. We are united in our determination and belief in providing the best opportunities and experiences for all our students. We recruit exceptionally well in all areas and our staff stay at the School, making it a stable environment for your child.

We believe it is important that staff continually develop their skills and understanding which, in turn, generate motivation, enthusiasm and the capability to enable students to fulfil their potential.



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## Vision:

Crestwood challenges and caters for all learners, giving the #Crestwoodfamily the courage to excel.

### Curriculum Vision

- Crestwood aims to deliver a coherent and well-sequenced curriculum which builds knowledge and skills, fosters enjoyment and challenges thinking.
- The curriculum draws upon a rich and diverse cultural and historical context in order to equip students to flourish and achieve within modern society.
- Our curriculum aims to prepare students for an ever-changing world by developing higher level skills, especially exploration, reflection, creativity and communication.
- High expectations are explicit throughout the curriculum. Resilience is developed by supporting learning from failure and celebrating success.

**“Passionately committed to providing a first-class inclusive education for all pupils; tenacious in their pursuit of additional resources and approaches to continually improve provision”**

**OFSTED 2018**

# Your Child is an Individual

Although we are a large secondary, the split across two campuses allows us to get to know your child really well. No student is hidden and everyone is treated as an individual. The students themselves described the School as the "Crestwood family", which has become our trade mark. We will find those areas and ways of learning which stimulate them to achieve their best. This knowledge helps us, as educators, to be precise with our teaching and provide challenges on their learning journey. Every student leaves as a successful individual, regardless of their ability and starting points.

We will allocate you the campus closest to your home address, although in exceptional circumstances we can allocate on preference. Wherever your child is based, it is still 'Crestwood' with identical procedures, curriculum and opportunities.

**"Outstanding personal development and welfare offered at Crestwood are particularly valued by pupils and their parents"**

**OFSTED 2018**



# Curriculum

Crestwood School is built on the belief that all learners can succeed through developing their aspirations, creativity and independence. We aim to develop a curriculum that fosters a growth mind set, high aspirations and limitless ambition. We also aim to equip all learners with the skills needed to maximise academic progress and excellence.

We review our curriculum regularly to meet the needs of our students and ensure we offer the most up-to-date range of courses and qualifications. We emphasise the importance of the English Baccalaureate and encourage our students to follow a broad and balanced set of subjects, which will best equip and prepare them for the next stage.

Students are placed in sets for most subjects, which take account of their attainment. For other subjects they are taught in mixed ability groups. Expectations of progress are high, whatever a student's starting point. High quality, dynamic teaching and the creation of an innovative learning environment are key to enabling all students to build knowledge and skills and make rapid rates of progress.

Progress is monitored through Parents' Evenings and termly subject specific reports. We welcome parents into the School at any time to discuss their child's progress. Appointments can be made by emailing staff or by contacting reception. If they arise, we like to know of concerns early and encourage parents to contact the School immediately



**“Leaders ensure that the curriculum is well planned and provides pupils with a firm foundation for the next stages of their education”**

OFSTED 2018



**“Staff ensure that pupils’  
spiritual, moral, social and  
cultural development is at the  
heart of everything they do”**

**OFSTED 2018**

## Spiritual, Moral, Social and Cultural Development

All students study Religious Education. We embrace the values of mutual respect, trust, tolerance and honesty. Assemblies are held at least twice a week and include acts of collective worship. Some of these are multi-faith in approach. Parents have the right to withdraw their children from all or part of the religious education and collective worship and should write to the Head Teacher in these instances.

## Relationships & Sex Education

The school has a Relationships & Sex Education programme which complies with the law, Hampshire County Council guidelines and promotes responsible behaviour.

A copy of the full policy is available by request at the Office. We have a Pastoral Support Team and a Family Support Link at the School, to assist with any concerns or offer advice.



## Key Stage 3

KS3 covers Years 7, 8 and 9. During this time all students are taught the full range of National Curriculum subjects. In addition, students also participate in Drama and Religious Education.

We teach a number of languages and in Year 7 all students begin learning French or Spanish.

KS3 courses are designed to provide students with a good grounding in the subjects they will take forward to GCSE.



**“Positive relationships exist between staff and pupils and they share high aspirations. Pupils, including some who had previously struggled to engage with education, are inspired by Crestwood’s ethos”**

OFSTED 2018

## Key Stage 4

In Years 10 and 11 students can follow up to ten examination courses, although the majority study nine. All students take GCSEs in English Language, English Literature and Mathematics. Students either take Combined Science (which counts as two GCSEs) or Triple Science (which counts as three GCSEs).

In addition, the majority of students opt to study four GCSEs (or equivalent) from the following: Geography, History, French, Spanish, Art & Design, Dance, Drama, Music, Design & Technology, Food Preparation and Nutrition, Physical Education (BTEC and GCSE), Religious Studies, Business Studies and Computer Science.

The high standard of learning which takes place at Crestwood is reflected in our excellent examination results and the very high percentage of leavers who go on to further education, employment or training.

All students are taught for twenty-five hours each week, not including assembly and registration time. There are four lessons of seventy-five minutes each day.



## Homework

It is the policy at Crestwood to promote student independence within lessons and beyond the classroom. One way in which students demonstrate they are taking responsibility for their own learning is by completing quality homework and submitting this on time.

We use a web based software package called ClassCharts to set homework. Students and parents can see what homework has been set, how long to spend on it, the due date and resources to support it. Knowledge Organisers are made available to parents which enables them to support students with their homework. Teachers also utilise Google Classrooms, to support learning in their class.

## Careers and Work Related Learning

A careers programme is followed by students in all years and allows the opportunity for them to:

- understand their skills and abilities better
- be aware of education, training and career opportunities
- make decisions about their future pathways
- manage transitions to new roles and situations

The programme provides students with a focus for their education and prepares them for life long learning.

In year 10, all students will be encouraged to undertake one week work experience programme, where they can develop their skills, strengths, sense of responsibility and communication skills in the world of work.

We now have a fully qualified in-house careers adviser, all students are invited for careers advice and guidance appointments during their time at Crestwood and we have strong links with local colleges and universities.



**“Staff know their pupils well and parents and pupils describe the school as being the ‘Crestwood family’. Pupils gain a sense of community, security and pride in their time at Crestwood Community School. This equips them with improved self-confidence and maturity”**

OFSTED 2018



## Reporting to Parents

Students are continually assessed and monitored throughout the year. Together with their teachers, they reflect on their progress in each subject and act on the targets which have been set. Reports on each student are sent home termly and detail the progress the student is making in each subject against national standards.

Parents are invited into the School at least once each year to discuss their child's progress with subject teachers.



## Student Assessment

We implement a consistent policy of assessment, feedback and marking across all year groups as a means of improving the students' own learning abilities and standards of work. Students are also equipped with the skills to review their work independently. This philosophy reaps many benefits from motivating students to learn and produce work at the top of their individual ability and to develop their independence and sense of responsibility for what they do.

These attributes will be vitally important to them when they leave at the end of Year 11 and move into work or further or higher education.

## Learning Support

There are many barriers to learning that all students may face at some point in their time at school. All teachers are expected to consider the individual learning needs of all students and make changes to their approach to ensure that all young people achieve. If a teacher has further concerns they can seek advice from the learning support team.

The School is an inclusive school that supports the academic and pastoral needs of students with individual learning needs that leads to good achievement at Key Stage 4.

## SEN Code of Practice

Each year the school publishes an SEN Information Report – available on the School website – to inform parents and carers on the support available for students. Each Campus SENCo is able to advise parents with any questions they may have.

## Wider Support

The School offers an exceptional range of pastoral care and support – including a School Counsellor, Family Liaison Officer, Pastoral Support team and an Inclusion team. They are available to assist those students and families who have specific pastoral needs.





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## EHCP Resourced Provisions

The school operates two resourced provisions for students with Education, Health and Care Plans (EHCPs): one for Specific Learning Difficulties (SpLD) on the Shakespeare campus, the other for Social, Emotional and Mental Health (SEMH) needs on both campuses.

Admissions is coordinated by the local authority's SEN service. Student support is coordinated by specialist staff and includes academic monitoring and pastoral support. Students have consistently made rapid and sustained progress compared with their starting points.

**“First-class support for pupils who have special educational needs (SEN) and/or disabilities ensures that they make strong progress”**

**OFSTED 2018**

## More Able Students

Teachers pay particular attention to differentiation of work in all classes so that students feel challenged to continually improve. Students who join us with the highest attainment at KS2 – and those who demonstrate the capacity to be stretched even further – are helped to extend themselves and not rest on past achievements.

Efforts to develop greater independence in our most able has led to those students feeling a greater sense of ownership over their learning. Enrichment activities – including links with nearby universities – are employed to raise aspirations further and secure their sense of the future pathways available. Students are encouraged to be ambitious in their further education and career choices throughout their time at Crestwood. Recent alumni success includes a first class honours degree from Cambridge University, as well as three students attending Oxford to study Medicine.

Any focus upon the most able should not be seen as replacing the commitment we give at Crestwood Community School to all of our students. It is part of our mission to help all our students develop and achieve their very best.



**“High-quality teaching, regular assessment and improved teacher questioning have ensured that current cohorts of the most able pupils make stronger progress”**

**OFSTED 2018**





## Care of Students

On entry to Crestwood, students are placed in a tutor group. Tutors will meet with their students every day and are responsible for their wellbeing and day to day care. The tutor is in the best position to offer guidance and build self esteem. While working with the Year Leader to monitor good attendance and academic progress. There are also Pastoral Support Workers, based on both campuses, who are on hand to field enquiries from parents and support students on a whole array of issues.

**“The behaviour of pupils is outstanding. They are hungry to learn and motivated to succeed. Pupils work together, and with staff, very well”**

OFSTED 2018

## High Expectations

Crestwood Community School aims to promote a disciplined and supportive working atmosphere. We expect students to behave in a responsible manner throughout the day. The School has a proactive approach to dealing with concerns. Through support from home, the School can help the student realise their potential and make better choices.

No student has the right to disrupt the learning of others. We have clear sanctions for those students who do not make the right choices. They are supported through our restorative justice approach to understand the implications of their actions and work at ways to put it right.

**“Pupils feel safe and they are safe. Leaders and governors are clear that pupils’ welfare has top priority. Parents report that their children are well looked after and happy at the school”**

**OFSTED 2018**



## Rewards

We aim to promote high standards of behaviour, self discipline and learning through positive encouragement and reward. When students do something well their teacher will recognise this by speaking to them in class, writing comments on their work, sending postcards home, phoning home and awarding House points through Class Charts. We hold termly reward assemblies. Our annual Awards Ceremony, recognising those students who have worked consistently well, is the highlight of the year.

We use a web-based rewards package where students receive points from their teacher for hard work in class or doing something to support the school. These points can be traded in for a variety of items ranging from stationery, sports equipment, shopping vouchers, money off the Prom and even afternoon tea with a member of the senior leadership team.

## Sanctions

Students are treated firmly but fairly and there will be regular contact with home if we feel a child is not learning as well as they could.

Detentions, report cards and isolation are used for breaches of the School rules. Parents will be notified if these sanctions are used. Parents can actively monitor their child’s behaviour through ClassCharts.

Quote – “Pupils feel safe and they are safe. Leaders and governors are clear that pupils’ welfare has top priority. Parents report that their children are well looked after and happy at the school” Ofsted 2018

# No Place for Bullying

Bullying is when someone intentionally uses behaviour to cause another person distress. It can be physical, verbal and mental. We promote that all students have the RIGHT to live their life in peace and free from discrimination.

Students have the RIGHT to tell an adult if someone makes them unhappy.

Bullying is unacceptable and has no place in our School. In the rare instances of bullying, it is dealt with very seriously, in a quick and effective manner.

**“Pupils are rightly proud of their school. They are polite and show high levels of respect for adults and other pupils. Litter is rare and the school uniform is worn with pride”**

**OFSTED 2018**



## Student Council

The School has an active Student Council and each tutor group has a representative. The Head Boys and Head Girls from each campus run the Student Council, which looks to work with staff to make changes to improve school life. At present the Student Council is involved in teaching and learning, supporting the wellbeing of all students, safety, welfare and school systems.

## Further Studies

The vast majority of our students go on to further studies and achieve considerable success. Past students of Crestwood are studying medicine at Oxford, Politics and Pure Maths at Cambridge. Other students have achieved much through vocational studies, for example we have a student who has become a Chef at the prestigious Chewton Glen! From MPs to special effects on major blockbusters to Radio 1 DJs, our students flourish in the world because of the good start they had at Crestwood.

in 2021 95.7% of Crestwood students went on to Sixth Form or FE colleges, including Barton Peveril, Eastleigh College, Peter Symonds, Itchen College, Sparsholt College and Fareham College. A Further 4.3% went into apprenticeships, traineeships or employment with training. (2021 activity survey, Crestwood Leavers: Hampshire futures)

**“Pupils show a well-developed understanding and tolerance for others who are different from them. Pupils were keen to explain that they find racism, sexism and homophobia unacceptable”**

**OFSTED 2018**





## “Our School”

The students have proved to be a valuable means to help improve the School in so many ways.

They take an active role in improving the quality of teaching and learning and act as an essential part of developing our school. Feedback from students is sought regularly, through the use of google forms and interviews.





**“A wealth of extra-curricular activities and trips contextualises, enriches and extends pupils’ learning”**

**OFSTED 2018**

## Residential Experiences

Thankfully the pandemic is over so we are already planning reinstating our residential experiences.

All Year 7 students will have the opportunity to attend a Christmas pantomime and a teamwork and confidence building residential. We have also run trips to Belgium, Iceland, France, Germany, Italy and USA. Students have also been on skiing trips in France and Austria, water sports trips in Spain, a Science trip to CERN in Switzerland and a History trip to Berlin. We also run trips to Tile Barn in the New Forest and Geography field trips to Swanage, among many others. Previously, some lucky students went to Florida to visit NASA.

We have excellent links with Southampton Universities and are very fortunate to be able to offer trips on a regular basis.

## Extra Curricular Opportunities

Trips can be a valuable and enriching experience for students, giving them opportunities to broaden their horizons, practise their language skills, understand the cultural differences that exist and work together as part of a small group, in a different environment away from the School.

Many students take part in after School sports clubs. Traditional sports such as netball, football (girls and boys), hockey, basketball and rugby are well supplemented by trampolining, table tennis and Duke of Edinburgh Award scheme. Our well equipped fitness suite is a very popular facility for our students before and after school.

We have won many sporting competitions including the Hampshire Cup for football and have students that play at a National level. We also have many “rising stars” who represent the School at County, Regional and National level, particularly in football, table tennis and clay pigeon shooting!

Our steel bands are a strong feature at Crestwood and we have bands in all year groups, many of which collaborate across the two campuses. Our main steel band “Panatical” have received national recognition by reaching the national round of Music for Youth on numerous occasions, as well as reaching the finals and performing at The Royal Albert Hall in London. Panatical have also had the opportunity to play on Chris Evans’ BBC2 Breakfast Radio Show, where they were invited to then perform at CarFest South; this has turned into an annual appearance and is much anticipated by the band members each year. The band also play across the local area, performing at community events such as the Eastleigh Mela and Christmas lights switch on and local busking gigs. The band play to a very professional level and perform at weddings and private events, as well as school concerts. The annual residential trip to Devon is enjoyed by Panatical members in the older year groups, and we are proud to retain band members when they move on from Crestwood and go to local colleges.

We offer the international recognised Duke of Edinburgh award. Pupils taking part in this fantastic opportunity develop a wide range of individual and team skills, independence, greater confidence and increased reliance. Our expedition in The New Forest and further afield in the Wye Valley allow the pupils to challenge themselves and experience the great outdoors, empower them with skills for life.

The Physical and Creative Arts Faculty at Crestwood is one of the largest and most active in school, committed to encouraging high standards in Sport, Music, Drama and Art and we see many students excelling in these areas.

We boast an impressive fitness suite, two sports halls, drama and music studios. Our outdoor sports pitches and tennis courts on our multi-use games area means we are not crowded for space, creating an inclusive and engaging learning environment, providing students with the opportunity to thrive in physical activity and become a valued member of Crestwood's successful and dominant sports teams. In addition, we provide an extensive year round extra curricular programme with productions and musical experiences, developing all students' creativity and enjoyment factor.

Our Music department is renowned for excellence in the County through its excellent exam results and its nationally recognised steel pan project. Highly successful past musical theatre productions include: *Oliver*, *Bugsy Malone*, *The Wizard of Oz*, *Annie* and *Grease*.

**“Parents recognise  
the exceptional support and  
pastoral care the school  
provides and the increasingly  
high standards of teaching”**

**OFSTED 2018**





## Links with the community

As a Community School we strive to be an active part of our community and not just a building existing within it. We have strong links with all local schools and take students from a huge range geographically. Often we take from over twenty different schools. We deliver Family Learning programmes, Holiday Activities, Parenting Support and have strong links with community groups and local businesses.



## Before School Care

We run a free and flourishing Breakfast Club for students. We believe that this has a significant impact on improving both attainment and attitudes to learning from students benefiting from a more relaxed start to their day. Tea, juices, hot chocolate, toast and cereals are available from 8.00am each morning to any student wishing to partake.

On site we have a Pre-School and the school is proud that they are an intrinsic part of what we offer.

## School Website

The School has its own website which contains a significant amount of information about the School including dates and curriculum information.

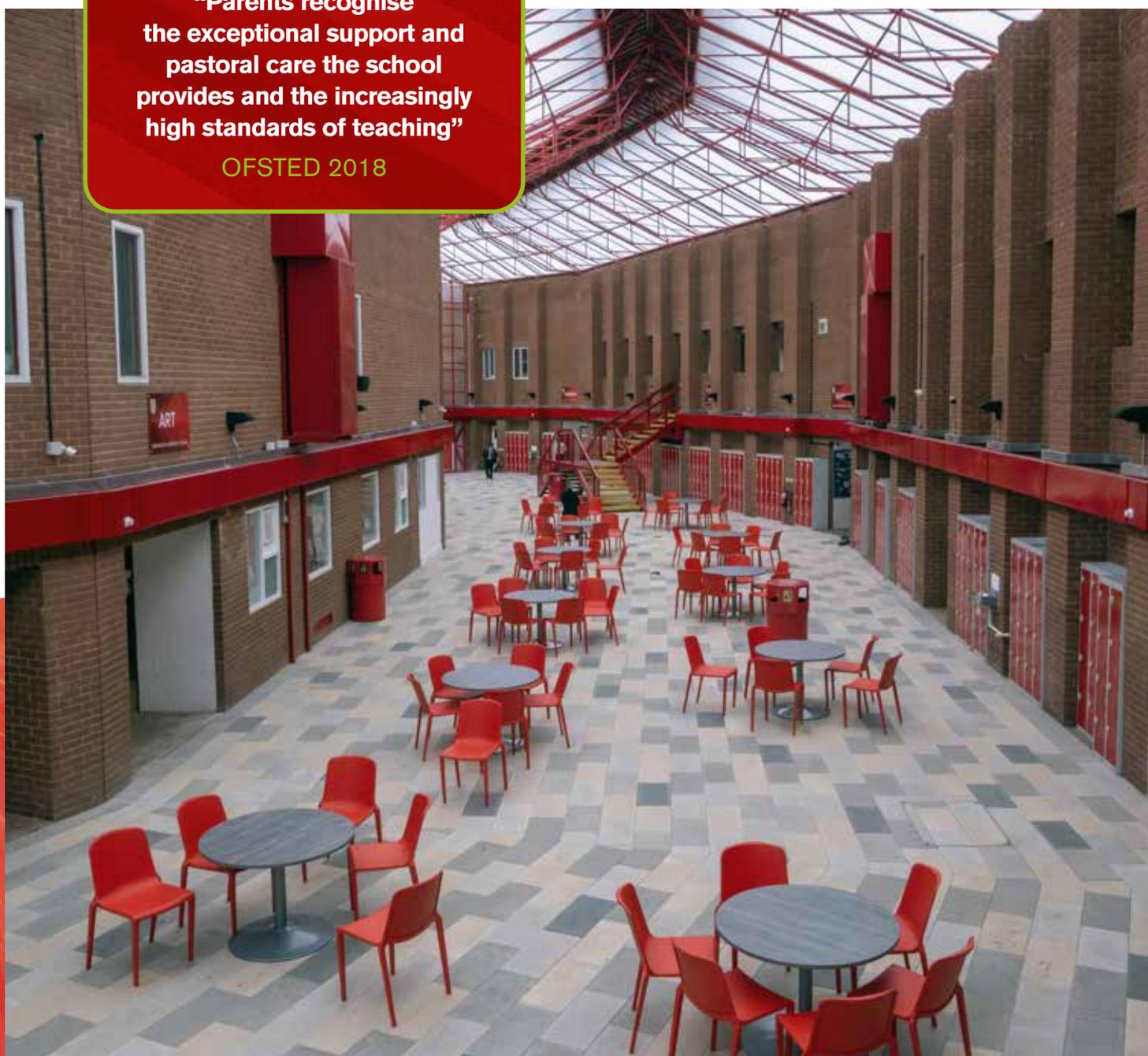
The address of the website is  
**[crestwood.hants.sch.uk](http://crestwood.hants.sch.uk)**

You can also visit us on Facebook –  
Search **Crestwood Community School**

Or follow us on Twitter  
**@crestwood\_dfe**

**“Parents recognise  
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**OFSTED 2018**





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*Crestwood Community School – a school  
“where staff and pupils flourish”*

**OFSTED 2018**

*“A richly diverse school with inspirational  
leadership”*

**OFSTED 2018**

*“A nurturing ethos lies at the heart of the  
school’s work to keep pupils safe”*

**OFSTED 2018**

*“Leaders are passionate in ensuring that the  
needs of the most vulnerable pupils are met”*

**OFSTED 2018**

**Head Teacher**

Mrs K Dawkins, BA (Hons)

**Heads of School**

Mr S Gibbs, BSocSc, MSc - Shakespeare campus

Mr T Nash, BA (Hons) - Cherbourg campus

**Assistant Head Teachers**

Mr J Buckingham, BA(Hons)

Mr J Russell, MA(Ed), BA(Ed)

Mrs Y Scott, MA(Ed) B(Ed)

Mr S Topazio, Bsc (Hons)

Mr A Whittick, BA(Hons)

**Telephone: 023 8064 1232**

**Email: [adminoffice@crestwood.hants.sch.uk](mailto:adminoffice@crestwood.hants.sch.uk)**

**Crestwood Community School**

Shakespeare Campus

Shakespeare Road

Eastleigh

Hampshire

SO50 4FZ

Cherbourg Campus

Cherbourg Road

Eastleigh

Hampshire

SO50 5EL

**[crestwood.hants.sch.uk](http://crestwood.hants.sch.uk)**