



# 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 February 2024 Ofsted visited and confirmed that we continue to be a “good” school.

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 1500 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. A parent in our Ofsted inspection in February 2024 stated 'Each time I visit the school, I come away with a shared sense of the pride that the staff and pupils talk about.'

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, 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.

**“Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils' futures and strive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed.”**

**OFSTED 2024**

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.

**“The school has carefully considered the knowledge that pupils should learn and the order in which it is taught. This means that lessons build on what has come before in effective ways.”**

**OFSTED 2024**





**“Teachers have strong subject knowledge. Pupils and staff have a shared understanding of the ‘Crestwood Learning Cycle’, which helps pupils to build their knowledge and skills effectively over time.”**

**OFSTED 2024**



## 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.





## Vision:

Crestwood Community School challenges and cares for all learners, equipping them with the resilience, skills, knowledge and understanding to succeed.

## 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.



**“The school uses a range of appropriate strategies to identify the needs of pupils with SEND. This starts before pupils join the school and is regularly reviewed thereafter. Pupils with SEND receive the right extra help.”**

OFSTED 2024

# 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.

**"The school's curriculum for pupils' personal development is a strength .... pupils are well prepared for their next steps, and they are increasingly ambitious for their futures."**

**OFSTED 2024**





# 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.

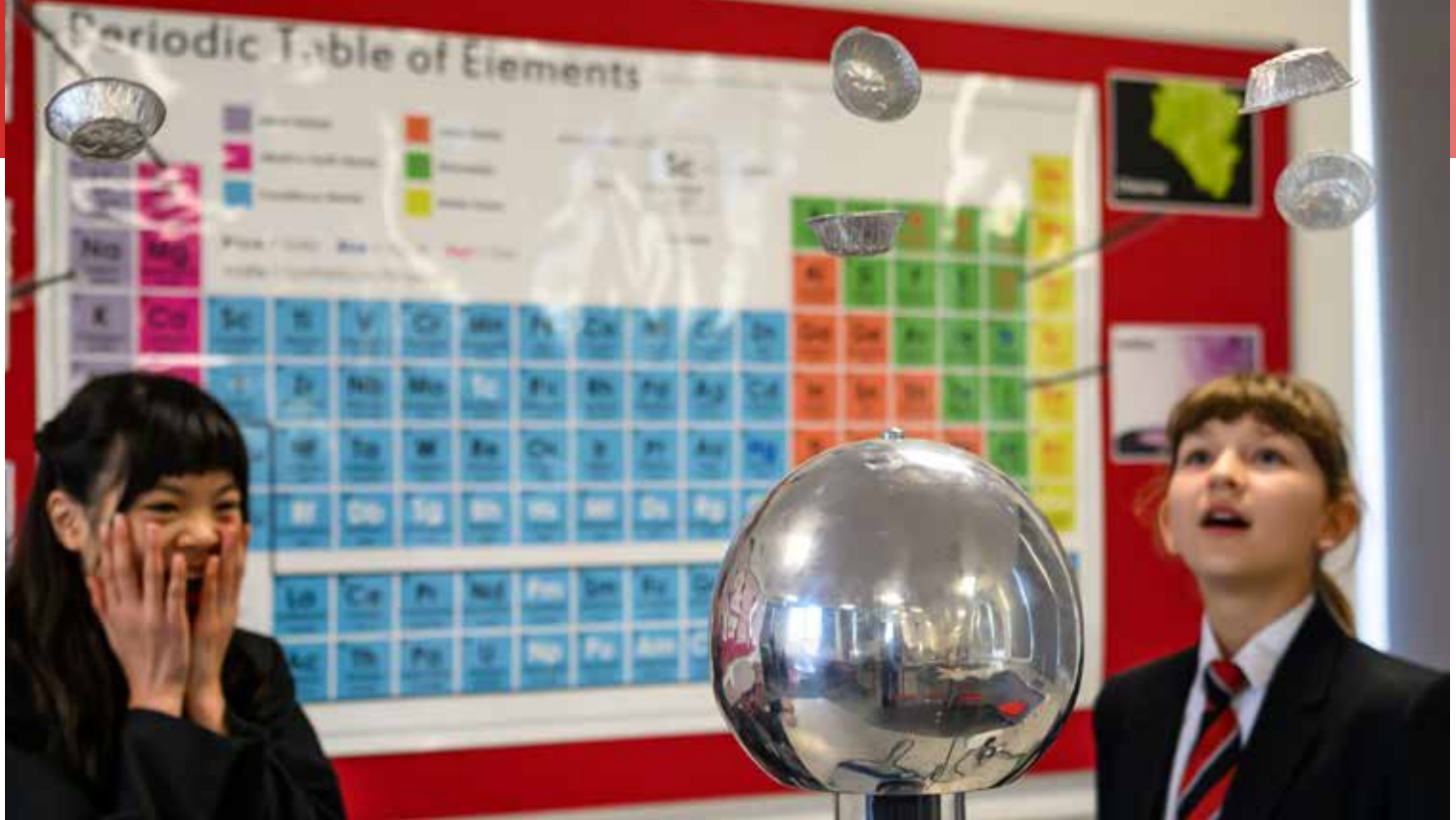
Students are placed in sets for most subjects, which take account of their attainment. For other subjects they are taught in mixed ability groups. Expectations of progress are high, whatever a student's starting point. High quality, dynamic teaching and the creation of an innovative learning environment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

**“Year 11 pupils have extra careers sessions, where they look more deeply at career choices. Many pupils benefit from visits to local universities to raise their aspirations”**

OFSTED 2024





## 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.

## Personal, Social, Health and Economic Education

The school has a PSHE curriculum and meets all statutory expectations. In addition, the statutory Citizenship and Careers programmes complement the delivery of PSHE, and add to a rich and fulfilling curriculum which prepares students for the wider world.

## 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.

**“The number of pupils taking a foreign language is growing, so more pupils now have the opportunity to achieve the English Baccalaureate.”**

OFSTED 2024



## 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, Computer Science, Sociology and Health and Social Care.

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.



**“Pupils like and trust their teachers. They know their teachers want the best for them.”**

OFSTED 2024



## 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 software package and accompanying parent/student App called Arbor 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.

**“There is a welcoming, friendly atmosphere at Crestwood. Each campus is popular in the local area, with a strong sense of community.”**

**OFSTED 2024**

## 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 a 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.





## 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.



## 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. The school's 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.

## 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.







## 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.



# 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.





## 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.

## 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.



**“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**



## 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. 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.

A clear and consistent behaviour policy is in place and students are sanctioned by spending time in the Reflection Room or in After School Reflections for breaches of the School rules. Parents will be notified if these sanctions are used. Parents can actively monitor their child's behaviour through Arbor.

**“Pupils feel safe in school.  
They are polite and friendly to  
visitors. Both campuses are  
calm and orderly.”**

**OFSTED 2024**



# 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 feel confident to report bullying and trust that staff will deal with it.”**

**OFSTED 2024**





# Student Leadership at Crestwood

Crestwood has an active Student Council, with representatives from each tutor group working to improve school life in collaboration with staff. The Council, led by Head Students from both campuses, focuses on key areas such as teaching and learning, student wellbeing, safety, welfare, and school systems.

In addition, the newly launched Crestwood Ambassador Program empowers students to take on leadership roles within specific areas such as Mental Health and Wellbeing, Sports, Digital, Eco, and Charity initiatives. Ambassadors are selected through an application and interview process, earning a badge to signify their role. They attend regular meetings and collaborate with the Student Council, presenting updates and leading projects that benefit the school and community.

Both the Student Council and Ambassador Programs reflect Crestwood's commitment to student voice and leadership. These initiatives enhance collaboration across year groups, encourage students to contribute ideas for improvement, and provide opportunities to develop valuable life skills such as teamwork, communication, and problem-solving. By taking an active role in shaping school life, students become confident leaders who are ready to make a positive impact within and beyond the school community.

# 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 2024 91.3% 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.**

**The majority of the remaining students went into apprenticeships, traineeships or employment with training.**





## “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.







**“Pupils benefit from a wide range of extra-curricular activities and clubs. These include sports clubs, arts clubs and some more unusual ones such as gardening and crochet clubs. Pupils enjoy going on trips, both locally and abroad.”**

**OFSTED 2024**

## Trips

We run regular trips to Belgium, Iceland, France and Spain. 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 Geography field trips to Bournemouth, 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, Dance, Drama and Art and we see many students excelling in these areas.

We boast two sports halls, drama, dance 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*, *The Wizard of Oz*, *Annie*, *Grease* and *Shrek Jr*.





## 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.

**“The school council does a lot of charity fundraising as well as representing pupils’ views to the school’s leadership team.”**

**OFSTED 2024**





## Before School Care

From 8am we run a well attended Breakfast Club for students which is free to all students. Students access toast, cereals and fresh fruit, alongside tea, hot chocolate and fruit juices. 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. On the Shakespeare site we have a Pre-School run by an external body, however it is an integral part of our school.

## 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**



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



Or follow us on Twitter (X)  
**@crestwood\_dfe**





**CRESTWOOD**  
COMMUNITY SCHOOL

**Executive Headteacher**

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**Head of School**

Mr T Nash, BA (Hons)

**Deputy Headteachers**

Mr J Buckingham, BA (Hons) - Cherbourg Campus

Mr S Topazio, BSc (Hons) - Shakespeare Campus

**Assistant Headteachers**

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