

Crestwood Park Primary School

Address: Lapwood Avenue, Crestwood Park Estate, Kingswinford, West Midlands, DY6 8RP

Unique reference number (URN): 103790

Inspection report: 15 September 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Leaders have designed an ambitious early years curriculum. It places a strong emphasis on communication and language. Carefully chosen rhymes, stories and songs develop these. Staff consistently interact skilfully with children. They use high-quality questioning and discussion to extend vocabulary and promote language development. Children benefit from a wide range of well-planned learning activities that support all areas of learning. For example, they use tools such as scissors independently to create objects to use in imaginative role play.

Staff establish clear routines and have high expectations for children's achievement. They know the children exceptionally well due to the well-planned transition. From this, they tailor learning precisely to meet every individual's needs. Well-established processes ensure staff provide swift and appropriate support for children, especially for those who need extra help. These children make strong progress from their starting points.

Reading is given a high priority. Children learn through effective phonics teaching. They are given many opportunities to practise and apply this knowledge. This helps them develop confidence and fluency as early readers. Children also have many opportunities to develop and apply early writing skills in meaningful contexts. This ensures that children are very well prepared for later learning in key stage 1 and beyond.

Inclusion

Strong standard ●

Inclusion is at the heart of the school's work. Staff create a welcoming environment where every pupil is valued and encouraged to succeed. Leaders and staff take time to get to know all pupils and their families well. This means they have a precise understanding of every pupil's individual needs. Parents and carers value the strong relationships that are built with them. Barriers to learning and wellbeing are therefore identified and responded to quickly. Leaders use assessment information and advice from external professionals well to support this. This collaborative approach makes sure that pupils receive the right support at the right time and enables them to achieve well.

Leaders provide high-quality, regular training so that staff have an effective understanding of how best to support pupils with barriers to learning. As a result, they make thoughtful adaptations to their teaching. This successfully helps pupils access their learning. Leaders regularly evaluate the effectiveness of pupil support and adjust where necessary. They liaise closely with virtual schools to help ensure that children in care are well supported. Leaders use additional funding effectively to support disadvantaged pupils. This ensures that they attend regularly and benefit fully from school life.

Personal development and wellbeing

Strong standard ●

Personal development and wellbeing are a distinctive strength of this school. Leaders have carefully created a curriculum that effectively supports their pupils' development. The programme is well structured and age-appropriate. It is reinforced through assemblies,

enrichment activities and wider experiences. Leaders make sure that all opportunities have a visible and lasting impact on pupils. They prepare pupils well for the next stage of their education and for life beyond school.

There is a wide range of experiences on offer. These include leadership roles, performances and educational visits. A wide range of out-of-school clubs supports individual talents and interests. Pupils enthusiastically participate in activities such as sports, crafts, music and drama. Pupils are clear about the differences these experiences make to them. They can explain how they help them build confidence, resilience and teamwork skills. Older pupils particularly value leadership responsibilities. They can explain how these roles help them to be positive role models for younger pupils and make helpful contributions to the school. Educational visits, including trips to museums and other places of interest, bring learning to life. Leaders make sure that all pupils, including those with barriers to participation, can take part. This means attendance at clubs and enrichment activities and on educational visits is high.

Pupils develop a strong understanding of equality, respect and fundamental British values. They can confidently discuss democracy, tolerance and individual liberty and link them to their life in school. Pupils speak confidently about the many different types of families. They recognise discrimination and understand the importance of being respectful. Pupils can also explain how to keep themselves safe, both online and outside of school. They understand and can apply the school's values of smart, polite, aware, respectful, kind and safe (SPARKS). They can discuss how SPARKS helps them make better choices in their daily lives.

Expected standard

Achievement

Expected standard 

Pupils achieve well. In the early years, children develop secure foundations for their future learning. They then build on this strong start and further develop key knowledge and skills, particularly in early reading. As a result, by the end of Year 1, the proportion of pupils attaining the expected standard in the phonics screening check is close to national averages. Typically, across most subjects, pupils' work shows that they know more and remember more. Pupils who need additional support access the same curriculum as their classmates. Staff adapt their learning effectively to help them to join in successfully and achieve well. Positive attendance supports pupils to benefit fully from their education.

Outcomes over time are close to national averages, with disadvantaged pupils performing even better. However, more pupils could achieve the higher standard, particularly in writing. Staff are not always as precise and consistent with the challenge these pupils need to help them make the most effective progress.

Attendance and behaviour

Expected standard 

Pupils attend school regularly and understand the importance of this. As a result, attendance is broadly in line with national averages for all pupils. Leaders have a clear understanding of

the barriers that can affect attendance. They monitor carefully and take timely action when concerns arise. Leaders and staff work closely with families to encourage good attendance habits. They adapt their approaches for pupils who face particular challenges. For example, they make changes to morning routines for pupils who find coming to school difficult. These personalised strategies help pupils settle successfully and attend school more regularly.

Behaviour is a strength of the school. Leaders have high expectations and have created a positive culture to support this. Pupils develop a strong understanding of rules and routines from the start. In early years, children settle quickly and learn how to manage their behaviour. Around school and in lessons, pupils behave well. When minor issues arise, staff address them promptly and consistently. Bullying is rare. Pupils are confident that adults will listen to and sort any problem they have quickly. Staff make the right choices for pupils who need additional help. As a result, these pupils are well supported and able to engage positively with school life.

Curriculum and teaching

Expected standard 

Leaders have created an ambitious curriculum, where reading is a high priority. From Reception onwards, pupils are taught to blend sounds and letters into words. As a result, they become increasingly fluent and accurate readers. Skilled staff work with pupils who need extra support to develop their ability and confidence. Leaders make sure that pupils have many opportunities to read widely and often.

The curriculum is generally well taught. It focuses on developing skills in communication and language, reading, writing and mathematics. However, this is not yet consistent across all subjects. This means some pupils do not always have the opportunities they need to improve and show their knowledge as well as they could.

Staff understand pupils' needs and barriers really well. They provide strong support and change learning when they need to. They consistently respond sensitively to pupils' individual needs. This means pupils with special educational needs and/or disabilities access the curriculum successfully and achieve well.

Staff have appropriate professional learning, which supports the consistency of teaching across school. They know what to teach and when to introduce new learning. They go back to this regularly to help pupils remember important information. However, some pupils still have gaps in their writing fluency, most notably with letter formation and their ability to join letters.

Leadership and governance

Expected standard 

Leaders at all levels understand the school's priorities and work together to achieve them. Staff development is central to this and helps build expertise over time. This supports staff to deliver the curriculum effectively. Leaders look beyond the school to strengthen this professional learning offer. Leaders carefully monitor the school's performance to ensure they have an accurate view of the curriculum and teaching. They then consistently use this information to act in the best interests of pupils and place them at the heart of their work.

Leaders engage well with a wide range of external agencies, professionals and organisations. These partnerships enhance the support available to pupils and their families. They contribute positively to pupils' academic achievement, personal development and wellbeing.

Staff are proud to work at the school. They value the support they receive from leaders and colleagues and appreciate the positive working relationships that exist throughout the school. Staff describe leaders as approachable, supportive and responsive when help is needed.

Parents and carers speak highly of the school. They are particularly appreciative of the care, guidance and support provided by staff. Many describe the school as welcoming, nurturing and inclusive. Leaders have created strong partnerships with families. They work together effectively to ensure that pupils receive the support they need to succeed.

Governors fulfil their statutory responsibilities appropriately. They are well informed about the school's priorities. Training has strengthened their knowledge to help support and challenge the school. Governors know the importance of developing their capacity to further strengthen strategic oversight.

What it's like to be a pupil at this school

Pupils thrive at this welcoming and caring school. They feel safe, enjoy learning and are friendly and kind towards one another. Pupils' barriers are quickly identified when they start school. This is due to the school's strong focus on getting to know them and their families. This means their needs are responded to in an appropriate, timely and effective way. Vulnerable pupils, including those with the highest levels of need, receive carefully planned support. This helps them become increasingly independent.

Children in the early years settle quickly, because staff build strong relationships from the start. They receive high-quality, well-planned experiences, which gives them the confidence to learn. They are well prepared for Year 1.

Pupils experience a broad and engaging curriculum. They speak confidently about their learning, particularly in English and mathematics. By the end of Year 6, pupils are ready for secondary school. Pupil achievement in national tests and assessments reflects this, especially for disadvantaged pupils.

Pupils follow the school's rules and respond positively to leaders' expectations. This creates a calm, orderly and purposeful environment for learning. Pupils trust staff to help them when needed.

Pupils value the school's personal development programme. It gives them the knowledge, skills and confidence they need to meet the school's vision and values of being smart, polite, aware, respectful, kind and safe (SPARKS). Pupils develop a strong understanding of fairness, respect and personal responsibility. Wellbeing is promoted through the school's strong pastoral systems. This helps pupils develop resilience and self-regulation skills.

Pupils are clear that bullying rarely occurs. They know any incidents are dealt with quickly and effectively.

Pupils attend regularly because they enjoy school. They do not want to miss their learning or the many wider opportunities available to them, for example, through the variety of clubs and the leadership opportunities offered by school. These include tri-golf, laser tag and sports and digital ambassadors.

Next steps

- Leaders should ensure that all pupils consistently have opportunities to practise and apply their knowledge, understanding and basic skills across all subjects, especially focusing on handwriting progression.
 - Leaders should ensure that the most able pupils consistently have opportunities to practise and apply their knowledge, understanding and skills across all subjects, but especially in writing, to support them to achieve greater depth.
 - Leaders should continue to embed their attendance strategy by strengthening their tracking systems for specific pupil groups, to enable them to intervene even quicker when concerns arise.
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About this inspection

The chair of the board of governors in this school is Joshua Davies.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteachers, the special educational needs coordinator, the pastoral manager, the school business manager, governors from the governing board, including the chair and vice chair, parents and pupils during the inspection.

The school currently uses no alternative provision.

Headteacher: Elizabeth Kennedy

Lead inspector:

Paul Newby, His Majesty's Inspector

Team inspectors:

Clair McNeill, Ofsted Inspector

Natalie Mancini, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

210

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.19%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.29%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

14.76%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	61%	Close to average
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	50%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	74%	Close to average
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	56%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	72%	Close to average
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (final)	83%	74%	Above
2023/24 (final)	87%	73%	Above
2022/23 (final)	63%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	46%	Close to average
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	58%	46%	Above
2022/23 (final)	31%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	62%	Close to average
2024/25 (final)	75%	63%	Above
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	46%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	59%	Above
2024/25 (final)	75%	59%	Above
2023/24 (final)	75%	58%	Above
2022/23 (final)	54%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25 (final)	81%	61%	Above
2023/24 (final)	83%	59%	Above
2022/23 (final)	54%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	68%	-19 pp
2024/25 (final)	56%	69%	-13 pp
2023/24 (final)	58%	67%	-9 pp
2022/23 (final)	31%	66%	-36 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	80%	-19 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	58%	80%	-21 pp
2022/23 (final)	46%	78%	-32 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	78%	-9 pp
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	54%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25 (final)	81%	81%	1 pp
2023/24 (final)	83%	79%	4 pp
2022/23 (final)	54%	79%	-25 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	5.9%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.7%	13.0%	Close to average
2023/24 (3 term)	17.3%	14.6%	Close to average
2022/23 (3 term)	15.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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