



CROOKHORN
COLLEGE



APPLICANT INFORMATION



CONTEXT & BACKGROUND

The College is currently oversubscribed with 886 students on roll. Our Published Admission Number (PAN) is 165 and in order to meet local demand we have taken over and above this number for the last five years.

The proportion of students known who are classified as disadvantaged is 32% (2021) with 27% of our students on the SEN register. The College population is stable with students mobility well below the national average.

As the table below shows the College has a consistently low NEET figure. The majority of students progress on to full time education at local FE colleges or sixth form establishments, with which we have strong relationships. Apprenticeships and training are also strongly promoted as a route of progression and a small number of students are successful in securing a placement each year.

	2016	2017	2018	2019	2020
Sixth Form	6.3	0.6	5.2	9.5	11.2
FE College	84.8	88.3	81.5	77.8	84.8
Other Education	2.7	0	0	0	0
Training - Non employed	0	1.2	0	0.8	0
Employed inc. Apprenticeship	3.6	8	4.4	8.7	3.2
EET no RPA	1.8	1.2	6.7	1.6	0.8
NEET	0.9	0.6	0.7	0	0
Unavailable / other	0	0	1.5	1.6	0
Total	100%	100%	100%	100%	100%

Link to our most recent OFSTED report (2019) which can also be found on our website:
<https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=178&type=pdf>

"Overwhelmingly students are attentive and keen to learn."

- OFSTED 2019

COLLEGE ETHOS

The ethos of the College is built around the 4 Cornerstones of **respect, responsibility, commitment, and achievement**.

RESPECT

Politeness and consideration of others.
Treating others how you would want to be treated.

RESPONSIBILITY

Being in control and accountable for something.

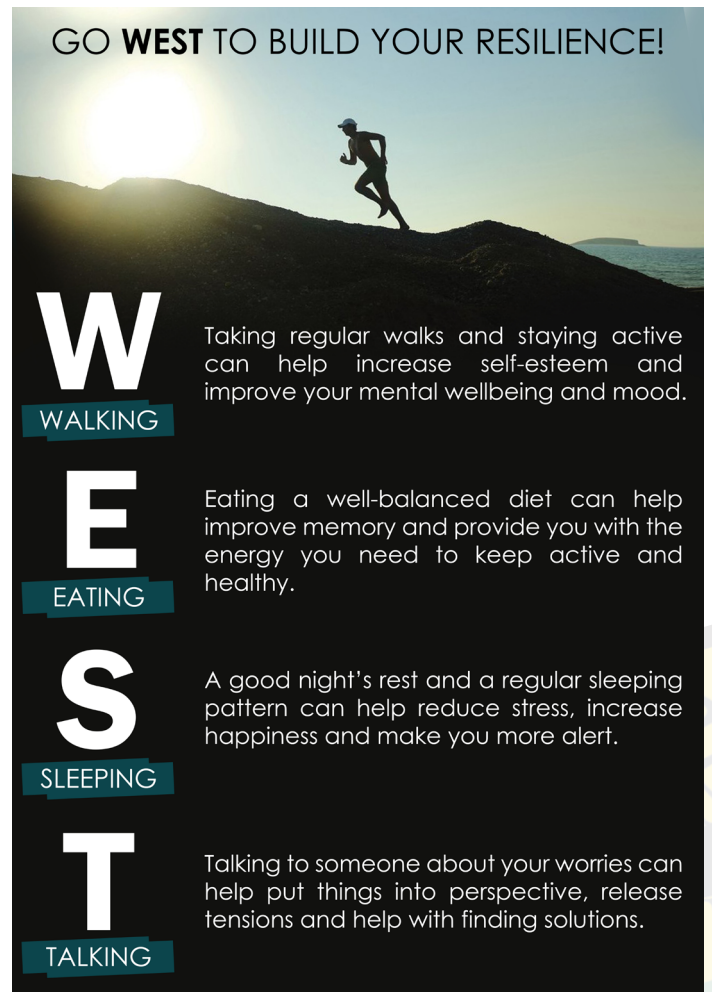
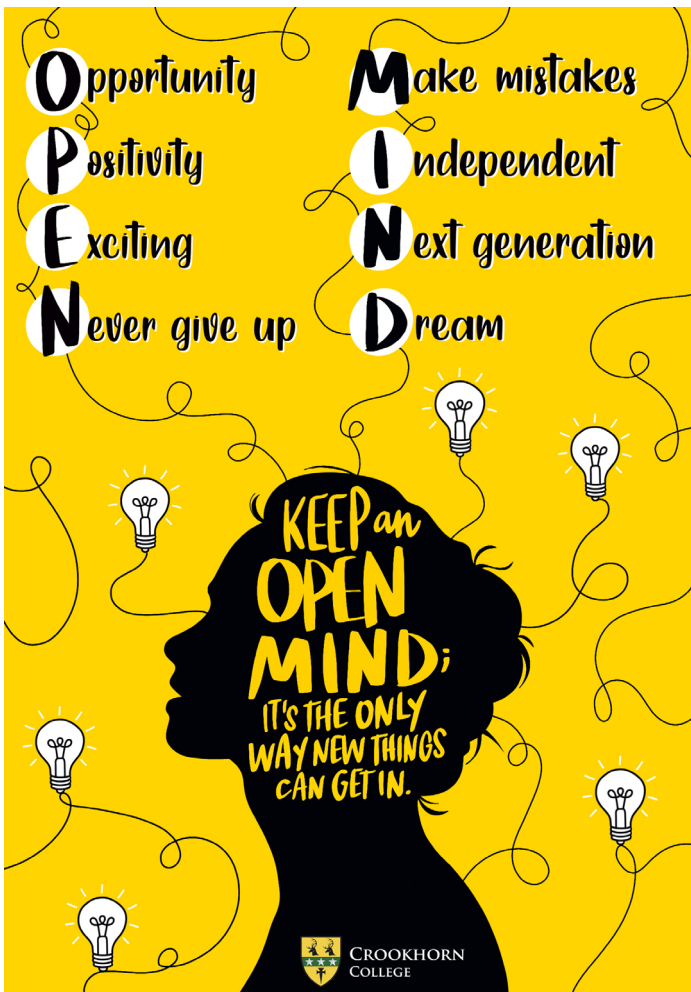
COMMITMENT

Dedicating yourself to a task or an ambition.
Keeping your effort going, no matter what.

ACHIEVEMENT

Completing tasks well.
Meeting targets.
Realising your potential.

The Cornerstones provide the foundation for the learning ethos of **OPEN MIND** and the resilience ethos of **Go WEST**.



These 3 sets of vital principles underpin every aspect of life at the College and provide the framework for all members of the College to continually strive towards the ambition of 'Excellence as Standard'.

THE PASTORAL SYSTEM

The pastoral system is designed to support our aim that no child should ever feel lonely in the classroom, fearful of learning or taking part or afraid to make a mistake. The College is divided into 4 Houses and these Houses provide an abundance of enrichment opportunities to nurture the creativity, confidence and self awareness of all students.

The 4 Houses have their own unique ethos and are led by a Head of House, Assistant Head of House and a senior team of students who each have an individual role of responsibility. There are nine vertical tutor groups within the 4 Houses, with approximately 25 students per group. The role of the House tutor is to nurture the growth of every student in the group, from their arrival in Year 7 through to their departure in Year 11. They also act as the vital communication link between home and the College and are responsible for monitoring the progress of each student not only academically but also socially, through the enrichment and extra-curricular activities.

Each tutor time period has a specifically designed programme which focuses on the growth of key skills such as metacognition, literacy or numeracy. These tutor time sessions are designed to provide value to students across all the year groups and to provide the opportunity for useful discussion which enables growth of confidence and perspective. Involvement in House competitions is an expectation for both staff and students and helps to contribute to the highly competitive but fun atmosphere around the College.



Student welfare is taken very seriously as is the mental health of students, so there is an extensive pastoral and SEN team, with specifically trained specialists who focus each day on making sure that students who might be experiencing any type of barrier to learning, can access the curriculum and enjoy the chance to learn successfully.

Ensuring that all our students are listened too and that their needs are met, is a daily ambition for all staff.

PREPARING STUDENTS FOR LIFE BEYOND CROOKHORN

At the College, we firmly believe in our responsibility to the education and growth of the 'next generation'. How they progress once they leave the College is the most important way in which we measure our success. How we celebrate their success is a source of great pride to us through our alumni programme.

As a result, our careers education and guidance provision is taken very seriously with a dedicated team of specialists employed by the College to help with the transition to post-16 and higher education. The students are supported in three ways: self-development, career exploration and career management, which when combined promote the overall principle of lifelong learning.

At Crookhorn we believe that to succeed in today's competitive and challenging world, the 'next generation' require more than just good grades. That is why we believe so passionately in providing an all-round education that provides holistically for a student's development.

TEACHING & LEARNING

We offer our students the opportunity to have a 'Blended Learning' approach to their education. The vision for 'Blended Learning' at Crookhorn is having a mix of the critical face to face teacher input in the classroom supported by the organised access to the learning resources used in lessons. It affords the possibility of additional learning resources and activities that encourage students to grow in confidence with knowledge and understanding, or to learn in greater depth independently. We strive to provide engaging, exciting, and challenging learning opportunities, both in College and at home, which result in ambitious, capable learners, committed to lifelong learning. Additionally, the well-being of students and staff is a significant consideration; it is recognised that learning can give a sense of purpose and achievement which is good for mental well-being.

The itslearning LMS (Learning management system) provides so many ways for teachers to create engaging lessons, motivate students and communicate with parents. We believe that while technology will never replace great teachers, technology can help great teachers change lives.



CURRICULUM AT THE COLLEGE

The College curriculum is designed to be broad and balanced. All students follow a standard curriculum in Year 7 & 8 with the opportunity to start specialising from Year 9 onwards. The aim of the options process offered is to ensure a wide choice of subjects from which students can choose according to their strengths thereby enabling them to achieve the best personal outcomes possible.

In order to build resilience all students take an early entry option choice which is examined in Year 10. Most students leaving the College will have 9 GCSE (or equivalent) qualifications at the end of Year 11. Full details of the curriculum structure and principles of the College curriculum can be found on the College website.



STAFF CPD

The College is committed to a comprehensive programme of CPD for all staff. Whatever stage of career development; ECT, aspiring middle leader or aspiring senior leader, we recognise that CPD is an essential opportunity to show commitment to our staff and their growth.

Each member of staff has an annual appraisal objectives where they identify training opportunities they wish to pursue, professional reading they wish to undertake and career and professional aspirations they have. The College supports individuals to meet their CPD needs through a broad range of activities. These include small group workshops, action research opportunities, external courses and nationally accredited programmes such as the ECF, NPQML, NPQSL and NPQH.

All staff joining the College are provided with an induction programme and individualised support plan tailored to their own unique circumstances. The College identifies professional reading as a key element of CPD and individual staff are encouraged to identify texts they wish the College to purchase to add to a growing Staff library.

LEARNING SUPPORT AT CROOKHORN COLLEGE

There are a total of 240 students on the Learning Support register. Thirty students within the College have an EHCP and the remainder are at SEN support level (210), totalling 27% of the whole student body. Consequently, 3% of students within the College require support at EHCP level and 24% at SEN support level. The needs of SEN students within the College range from cognition and learning, physical, speech, language and communication to social, emotional and mental health. Of the EHCP's within the College the primary need is identified in the table below:

	Number of EHCP students	Percentage of those with an EHCP
Speech, Language and Communication	7	23%
Cognition and Learning	11	37%
Physical, Hearing or Visual Impairment	5	17%
Social, Emotional and Mental Health	3	10%
ASC/Sensory	4	13%

Within the College there is a large and experienced Learning Support Team comprising: an Assistant SENCO, SEN administrator, equivalent of 17 full time LSAs; an SEMH HLTA and two Resilience Room leaders. We have a learning support hub where most interventions are carried out and we have a further 3 intervention rooms, which can be tailored to meet the varying needs of students in the College.





CROOKHORN COLLEGE

CROOKHORN COLLEGE

Stakes Hill Road • Waterloooville • Hampshire • PO7 5UD

Telephone 02392 251 120 • Fax 02392 230 310

Email admin@crookhorn.hants.sch.uk www.crookhorn.hants.sch.uk

HEADTEACHER: Mrs S. Bennett B.A. (Hons), N.P.Q.H.