

School Context	Revision date: September 24	Author: SLT																									
<p>Students Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions. Keep this section simple, short and factual.</p>	<p>The College is an average-sized secondary school. The majority of pupils (97%) are of White British heritage, with a proportion of minority ethnic groups broadly in line with the national average. The proportion of pupils with SEND K is 32% which is significantly above the national average with the number of EHCPs at 7% of our population (64 students). The proportion of disadvantaged pupils is 29.4% is just above the national average 27%. Currently, a small number of students attend registered, alternative provision at The Key (1 student as of September 24), the local authority pupil referral unit. The College is part of a soft federation, which is the Havant Federation. We are a maintained foundation school and are deemed to be low priority with Hampshire LA based on our current progress. Our IDACI score is 0.2 and we have 96% of our population who stay with us throughout the 5 years.</p> <p>The breakdown of our year groups in 24/25 in terms of FFT banding is below.</p> <table border="1" data-bbox="573 735 1995 962"> <thead> <tr> <th>Year group</th> <th>Low (%)</th> <th>Middle (%)</th> <th>High (%)</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y8 (C23)</td> <td>24</td> <td>58</td> <td>15</td> </tr> <tr> <td>Y9 (C22)</td> <td>33</td> <td>48</td> <td>18</td> </tr> <tr> <td>Y10 (C21)</td> <td>26</td> <td>57</td> <td>16</td> </tr> <tr> <td>Y11 (C20)</td> <td>23</td> <td>60</td> <td>15</td> </tr> </tbody> </table> <p>The number of in-year admissions:23/24 - 15</p>			Year group	Low (%)	Middle (%)	High (%)	Y7				Y8 (C23)	24	58	15	Y9 (C22)	33	48	18	Y10 (C21)	26	57	16	Y11 (C20)	23	60	15
Year group	Low (%)	Middle (%)	High (%)																								
Y7																											
Y8 (C23)	24	58	15																								
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Staffing
Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover. Again, keep it short and factual.

The College has a teaching staff of 56.4 FTE. 11 teachers have part time contracts. The SLT numbers 8 including the Business and Operations Manager and the Headteacher. The experience of staff is summarised in the table below:

	Number of staff	Top of range
Main pay range	29	7
Upper pay range	26	13

There are 2 staff who are ECT year 1 and 5 staff who are ECT year 2. We have 1 part time Academic Mentor who also has a part time teaching contract as an ECT. We have one other fulltime academic mentor who is employed as an unqualified teacher.

The College has a commitment to ensuring as many lessons as possible are taught by subject specialists 11% of the College curriculum in 2024/2025 is taught by non-specialist teachers this is down from 17% the previous year. The subjects most likely to have non-specialists teaching are child development which is a legacy subject which will only appear on the curriculum for the next two years and computer science where although an ECT has been recruited there are still experienced non specialist teachers.

The College supports a variety of ITE routes (SCITT, PGCE and Teachfirst). These have been a rich source of recruitment with 19% of the current staffing having originally been trainees in the College.

The average turnover rate of teaching staff over the last 3 years is 13.6% per annum.

There are 83 support staff employed by the College. The breakdown of support staff roles is designed to support the delivery of the key elements of the College Performance plan.

Business and Operations (including site team and canteen staff) - 29
Academic Support (including TA's and technicians) - 42
Pastoral Support - 12

Other features

Any other features which affect your school but which are largely outside your control. This may include contextual information relating to Covid-19 absence rates or remote learning provision. Remember, all schools have been affected to varying degrees, so keep it specific.

We have continued to use our new behaviour policy based around attachment and trauma which has had a significant effect with a reduction in suspensions and time out of education. No Permanent exclusions in the academic year 2023-2024.

59 days of suspensions in total which was 28 students who faced suspensions overall. The suspensions are comparable to the previous two years demonstrating consistency. The suspension data is positive when compared to other schools in Hampshire and the national picture. We had a slight increase in suspensions (8 compared to previous year) however we have reduced the number of days suspension compared to the previous year.

In Cohort 19, we had 5 remote learners due to anxiety, one of whom had an EHCP, and 3 other students working remotely for some of the time. We had 5 students on bespoke provisions combining time in College with vocational courses at HSDC and/or weekly work experience placements and another 2 students following other forms of alternative provision. We had 2 LAC, one who struggled to attend regularly due to the ongoing impact of significant trauma in their life and the other was one of the 5 students on bespoke provision as mentioned above and also SEN. 8 other students completed the year on reduced hours timetables to support them to continue to attend as regularly as possible despite the various barriers each of them faced to achieve this.

29 students from this cohort attended less than 85% of the time. 16 of these were disadvantaged, 11 were CWSW, 4 had an EHCP, 7 had SEN and 1 was Looked After. The average grade of the 29 students who attended for less than 85% of the time was 2.63. This group consisted of 11 lower attaining, 13 middle attaining and 4 higher attaining students, with average grades of 1.17, 2.70, and 4.73 respectively.

To support our remote learners and those who are persistently absent we used our virtual platform (LMS) called itsLearning alongside access by referral to our Resilience Room, which enabled the students to continue to access their lessons and all resources every day. One of the students on remote learning engaged fully and did exceptionally well meeting all of their target grades and exceeding them in four subjects, achieving 3 x grade 5s, 3 x grade 6s, 1 x grade 7 and 1 x D2 overall. One of the other students on remote learning, who was disadvantaged and CWSW, achieved grade 5s in English, English Literature and maths, as well as 4 x grade 6s and 2 x grade 7s in their other subjects. Another remote learner, who was also disadvantaged, also engaged very well and managed to achieve their grade 4s in English, maths and science, as well as P2 and M2 in two other options subjects.

We work hard to develop students' life chances and we do this through high quality teaching. Our performance plan in 2023-2024 focuses on some key strands that EEF have recognised as having high impact. Oracy, SEN friendly classroom, effective deployment of TAs, reading and mixed attaining teaching are all being developed through our coaching and pedagogy CPD programmes.

We continued to use an Attendance Action Plan for 2023-24 - this is a working document that is regularly updated. It had a positive impact. Our attendance was 91.6% - this is 0.8% above the national average and is the same figure as 2022-23. Cohort 23, 22, 21 and 20 were all higher than the national average.

Our FSM attendance was 84.3% which was 1.1% below national average. However, this was heavily impacted by Cohort 19 in the summer term we were -0.2% below National average.

360 Attendance view

[Download PDF](#)

Time period: Year To Date



Crookhorn College (8504159) %FSM6 Quintile 2

Comparator: FFT National

Attendance Headlines

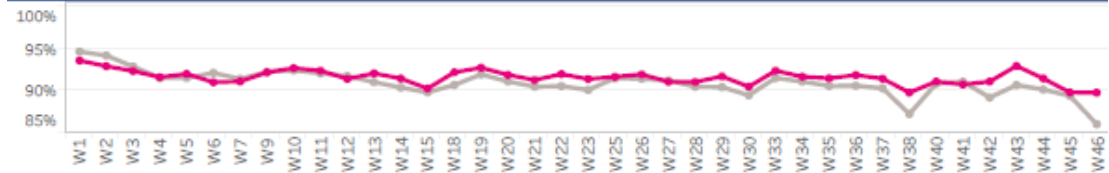
YEAR TO DATE

4 Sep 23 - 19 Jul 24

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
91.6%	91.5% ●	91.7%	84.3% ●	93.9% ●	21.7% ●

Weekly Attendance

School FFT National



Attendance breakdown

YEAR TO DATE

4 Sep 23 - 19 Jul 24

All Pupils	Pupils	All	Year 7	Year 8	Year 9	Year 10	Year 11		
All Pupils	891	School	91.6%	93.2%	92.7%	91.2%	91.1%	88.9%	
		FFT National	90.8%	93.0%	91.3%	90.3%	89.8%	89.2%	
		Difference	+0.8%	+0.3%	+1.4%	+0.9%	+1.3%	-0.4%	
Gender	Female	446	All	Year 7	Year 8	Year 9	Year 10	Year 11	
			School	91.5%	94.1%	93.7%	89.5%	90.3%	88.8%
			FFT National	90.4%	93.1%	91.1%	89.8%	89.2%	88.6%
	Difference	+1.1%	+1.0%	+2.6%	-0.2%	+1.1%	+0.2%		
Male	445	School	91.7%	92.3%	91.7%	92.6%	91.8%	89.0%	
		FFT National	91.2%	92.9%	91.6%	90.8%	90.4%	89.8%	
		Difference	+0.5%	-0.5%	+0.1%	+1.8%	+1.4%	-0.9%	
FSM6	217	School	84.3%	89.1%	84.9%	86.2%	83.4%	73.9%	
		FFT National	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%	
		Difference	-1.1%	+0.1%	-1.3%	+1.6%	0.0%	-8.9%	
Not FSM6	674	School	93.9%	94.7%	95.3%	93.0%	93.2%	93.2%	
		FFT National	92.8%	94.6%	93.3%	92.4%	92.1%	91.3%	
		Difference	+1.1%	+0.1%	+2.0%	+0.5%	+1.1%	+1.8%	
SEND	Support	214	All	Year 7	Year 8	Year 9	Year 10	Year 11	
			School	89.7%	92.9%	91.7%	90.3%	86.4%	83.9%
			FFT National	85.5%	89.4%	86.4%	84.3%	83.4%	82.9%
	Difference	+4.2%	+3.5%	+5.3%	+6.0%	+3.0%	+1.0%		
EHCP	54	School	72.5%	80.2%	70.8%	68.5%	74.1%	51.2%	
		FFT National	81.8%	86.1%	82.7%	80.6%	79.3%	78.7%	
		Difference	-9.3%	-5.9%	-11.9%	-12.1%	-5.2%	-27.5%	
Not SEND	623	School	93.9%	94.9%	94.7%	93.4%	94.6%	91.6%	
		FFT National	92.1%	94.0%	92.6%	91.7%	91.2%	90.6%	
		Difference	+1.9%	+0.9%	+2.2%	+1.7%	+3.4%	+1.0%	

YTD Persistent Absenteeism (% of persistently absent pupils) Year Group

School PA FFT National

360 Termly Attendance Summary

[Download PDF](#)

Comparator:

FFT National

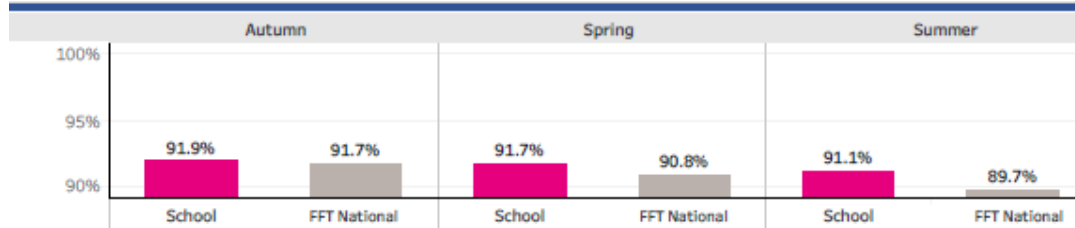
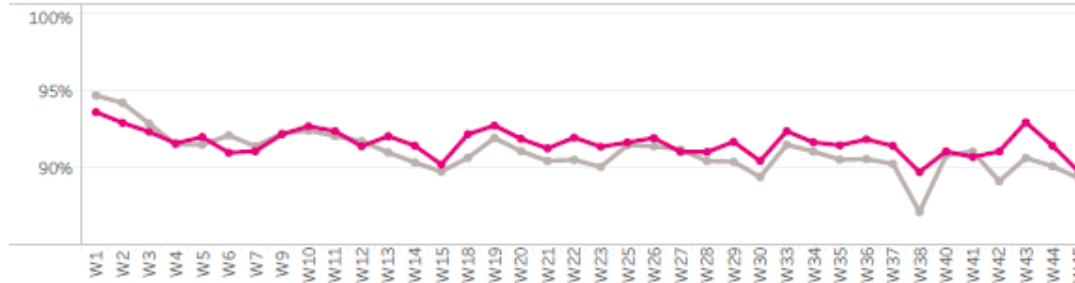


Crookhorn College (8504159)

2023/24 Summary (Autumn & Spring Terms)

All Pupils	Female	Male	FSM6	Not FSM6
91.6%	91.5% ●	91.7%	84.3% ●	93.9% ●

Weekly Attendance ■ School ■ FFT National Year group All Pupil group All



Pupil Groups

	Autumn			Spring			Summer		
	School	FFT National	Diff.	School	FFT National	Diff.	School	FFT National	Diff.
All Pupils	91.9%	91.7%	+0.2%	91.7%	90.8%	+0.9%	91.1%	89.7%	+1.4% ●

	Autumn			Spring			Summer		
	School	FFT National	Diff.	School	FFT National	Diff.	School	FFT National	Diff.
Year 7	94.9%	94.2%	+0.6%	93.3%	92.7%	+0.6%	91.2%	91.8%	-0.6%
Year 8	92.6%	92.1%	+0.6%	93.4%	91.4%	+2.0% ●	92.1%	90.4%	+1.7% ●
Year 9	91.5%	91.1%	+0.4%	91.8%	90.4%	+1.3% ●	90.3%	89.2%	+1.0% ●
Year 10	90.9%	90.5%	+0.4%	90.8%	89.7%	+1.1% ●	91.4%	89.1%	+2.3% ●
Year 11	88.9%	90.3%	-1.4% ●	88.6%	89.4%	-0.9%	89.6%	85.6%	+4.0% ●

	Autumn			Spring			Summer		
	School	FFT National	Diff.	School	FFT National	Diff.	School	FFT National	Diff.
Female	91.8%	91.4%	+0.4%	91.3%	90.4%	+1.0%	91.3%	89.2%	+2.1% ●
Male	92.0%	91.9%	+0.1%	92.0%	91.1%	+0.9%	90.9%	90.2%	+0.7%

	Autumn			Spring			Summer		
	School	FFT National	Diff.	School	FFT National	Diff.	School	FFT National	Diff.
FSM6	84.7%	86.8%	-2.1% ●	84.5%	85.2%	-0.7%	83.7%	83.9%	-0.2%
Not FSM6	94.2%	93.5%	+0.7%	94.0%	92.8%	+1.2% ●	93.5%	91.9%	+1.6% ●

Progress from the last OFSTED report (March 2019).

We were rated Good across all categories.

1) Raise the progress and attainment of all groups of pupils so that pupils achieve at least as well as other pupils nationally in all subjects.

The table below shows clearly that we have improved all aspects of our curriculum across all bands since 2019. We have moved closer to national averages and many subjects are now above the NA. This is testament to the hard work we have put in to meet this OFSTED criteria.

	Low 2024 (2023)	Middle	High
A8	24.34 (26.98) 2019-21.96	42.15 (41.11) 2019-36.77	62.83 (57.96) 2019-58.13
English Average grade	2.98 (3.03) 2019-2.79	4.78 (4.64) 2019-4.27	6.88 (6.03) 2019-6.13
Maths	2.20 (2.47) 2019-1.50	4.28 (3.80) 2019-3.67	6.06 (5.7) 2019-6.00
<u>Ebaac</u>	2.01 (2.36) 2019-1.88	3.87 (3.70) 2019-3.36	6.03 (5.51) 2019-5.63
Open	2.65 (2.96) 2019-2.58	4.14 (4.37) 2019-3.60	6.29 (5.99) 2019-5.65

	2024	2023	2019
Basics 'Standard'	60%	52%	61%
Basics 'Good'	40%	31%	37%
Basics (9-7)	6.5%	5%	11%
All grades at 4 or above	63.7%	59%	57.5%
A8	41.58	39.61	42.98

Subject	Crookhorn 9-4 score 2024 % Brackets = 2024 NA	Crookhorn 9-4 score 2023 %	Crookhorn 9-4 score 2019 %
English Language	71.3% (71.2%)	63	64
English Literature	68% (73.9%)	68	66
Maths	72.5% (72%)	58	68

	Disadvantaged	Non Disadvantaged	Internal Gap
Basics 'Standard'	42.9% (41.8%)	66.7% (60%)	-23.8% (-18.2%)
Basics 'Good'	24.5% (20%)	45.8% (36.4%)	-21.3% (-16.4%)
Attainment 8	33.27 (34.86)	44.63 (44.10)	-11.36 (-9.24)

SEN performance	2024	2023
Average Attainment 8	2.46	2.38
English Average A8 grade	2.72	2.61
Maths	2.47	2.3
EBACC	2.09	2.14
Open	2.65	2.53

2) Leaders and governors need to ensure those pupils who frequently miss school attend school regularly so that they can catch up with other pupils nationally.

2023-2024 attendance data shows that we finished well above the national average this year, due to the action plan we put into place. SEN students finished above their respective peers nationally by over 4% with FSM students just under NA by 1%.

3) Leaders should ensure that pupils are more accurate in their spelling, punctuation and grammar.

We have made this a key strand of the literacy action plan (see attached link with all the actions in place). We have also made the spelling, punctuation and grammar a key focus of the 'marking for literacy' policy. Marking for literacy is also part of the HOS/SLT monitoring of exercise books, and staff are followed up with actions from the HOS.

<https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=799328>

1 Quality of Education	Last revision date: September 2024	Author: J Collins
Summary	<ul style="list-style-type: none"> • At Crookhorn we all are involved in producing an ever-evolving curriculum that is ambitious for all, with increased focus on supporting the learning of SEN students; providing additional enrichment for disadvantaged pupils and stretching the most able through challenge within each subject curriculum. • Teachers have focussed intensely on the planning of their curriculums to ensure that each subject curriculum is coherently planned and sequenced through Big Questions on the curriculum maps that then lead to components of learning on the medium-term plans. Teachers are encouraged to reflect on the learning in their lessons at all opportunities. Through the deep dive process Middle leaders have taken increasing accountability for the analysis and quality of their own curriculum. • We have a broad curriculum with 20 option subjects. The quality of our foundation subjects has been improving over the last two years with our A8 in this area going from 12.25 in 2019 to 13.09 in 2023. Through the early option process in Year 8 students gets the opportunity to try out different options before they start their full KS4 curriculum at the beginning of Year 10. This means that all students get to experience a broad curriculum, to find where their strengths lie. • The teaching and learning pedagogy is delivered through the virtual platform; itslearning. This enables the teachers to pursue blended learning, which is the very heart of the teaching and learning vision of the College. Likewise, there has also been a significant focus on the SEN friendly classroom and the pedagogy that supports retrieval practice. This is all designed to support the movement of knowledge and skills from the working memory to the long-term memory. For many students at Crookhorn, this is of critical importance. The pedagogical principles laid out by Rosenshine are core to the practice at the College supported by practical strategies from Teach Like A Champion (which is evidenced with our ‘excellence as standard’ teaching document). • The College follows a mixed attainment policy with regards to setting. This is based on extensive professional reading and research. We have seen good evidence of how this has benefitted subjects like maths through the progress outcomes from GL assessments. • Part of Blended learning and retrieval practice is the expectation on H/W. All H/W is set through itslearning, enabling all stakeholders including parents to be a part of the process. Specifically, by the time students are in Year 11, they have been drilled and skilled in the art of annotating, mind mapping and dual coding. All of this is delivered through our Developing Blended Learners Programme. Each year group have specific DBLP sessions where they are trained in key revision activities. • Oracy is a key part of our day-to-day practice, with the College recently completing a two-year Oracy programme with HCC. This is supported by our extensive reading programme which has seen excellent progress results. The purpose of the reading and oracy focus is to extend our students academic vocabulary, which undoubtedly suffered during the pandemic disruption. Our reading programme continues to improve students reading levels, with excellent results from our extensive interventions. • A huge emphasis is put on planning and the quality of teacher expertise. To this end the College has collaborative planning time every Tuesday where a department will sit and plan together. Disaggregated training has also been used for the purpose of deep planning especially incorporating adaptive teaching. 	

	<ul style="list-style-type: none"> • Assessment is planned in for all year groups three times a year, with smaller mini assessments planned in at regular intervals to provide a regular check for understanding. Assessments and some mini assessments are all planned onto the curriculum maps. Our teachers prepare our students with week by week revision homeworks, so this builds habits for when students enter GCSE years. • We use the external GL assessments to assess for progress in Years 7 and 8 in the Core Subjects. The outcomes from these assessments then feed into our planning for all 3 core subjects. • We believe that the quality of the learning ethos in each classroom is evident in the quality of work seen in student books. As a result, we have regular scrutiny of books (every half term in line magement) by HOS in collaboration with SLT. The quality of feedback and response is checked as well as the evidence of learning progress, the connectivity between what is in the books and what is on the plans and the quality and variety of adaptive teaching methods. Student presentation against expectations is also assessed. • SEN and more and most able student book looks are also carried out by the SENCO/DHT to quality assure these areas.
<p>RAG rating (Green)</p>	<ul style="list-style-type: none"> • We aspire to achieve the very highest standards of teaching and learning within the College. We have an unrelenting focus on the quality of planning, curriculum development and pedagogical implementation within the classroom. Teaching and learning is at the heart of what we do, and we strive every day to be the best practitioners by using our 'excellence as standard' teaching document, which is central to our coaching structure. <p>https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=817495</p>

2 Behaviour & Attitudes	Last revision date: Oct 23	G. Author: D Lemon/M Bishop
Summary	<ul style="list-style-type: none"> • The College ethos of the four Cornerstones is fully embedded and students behave with consistently high levels of respect for others. Students have increasingly positive attitudes and commitment to their education. Through OPEN MIND and GO WEST our student resilience and strategies for ‘knowing what to do, when they don’t know what to do’ is growing. Students behave consistently well in and out of the classroom. When behaviour falls below the expected standard, we take consistent, fair and highly effective action. • Our behaviour policy is based on the principles of Attachment and Trauma Informed Practice (ATIP). This places the onus on the teachers and support staff to create the right environment for students to be able to succeed in, as well as being trained to recognise when there are signs of stress and the requirement to take a different route to manage a situation. Since the introduction of our ATIP policy in September 2021 we have seen a significant reduction in the number of suspensions most notable for SEN and PP students. Our current suspension rate is one of the lowest in Hampshire. • The College has an extensive rewards programme, which has seen a significant rise in participants as more and more students realise that small positive steps can make all the difference. In the Summer of 2024 following student voice we have combined the Commendations and House points we now have Positive points. • Since 2021 we have worked hard on our child-on-child abuse action plan, to address some of the hidden issues that exist for children today. The appointment of Michaela Bishop as our Senior Mental Health Lead has played a significant part in improving student voice and creating an environment, where students feel heard, and action is taken over matters that cause concern. Our Tutor time programme is specially designed to work on the British Values and to address issues connected with behaviours that can be seen as bullying, discriminatory or abusive. Alongside this we have worked to put a restorative education programme in place delivered through the SIU to help students who have a frequent issue in this area, to understand more about why their actions will be interpreted as offensive. In 2023/24 we have seen a reduction in the number of racist incidents from 28 in 2022/23 to 16 this year. There is also a slight drop in homophobic incidents from 16 in 2022/23 to 12 this year. • Over the last few years, we have worked hard to improve the quality and efficacy of student voice. This has required an overhaul on the progression of student voice through from tutor group level to House Council level to College Council level. There is now a strong culture of You said We Did and students can see and experience the outcomes of their voice. • To improve the attendance of students who have been identified as EBSA and for those students with complex EHCP’s who find managing a whole school day challenging, we have developed the Resilience Room. This space has had a profound effect on being able to reintegrate some students back into education. • To meet the needs of some EHCP students who are significantly below age related expectations, we have developed an alternative curriculum, which is entirely delivered on site and offers a broad education across a spectrum of subjects culminating in AQA certificates of education. • Attendance remains an absolute priority for the College. The actions undertaken on the attendance action plan led to us finishing 0.8% above national average last year. Key areas to continue to work on is the attendance of disadvantage students and our EHCP students. 	

RAG rating for section	Our pastoral systems are well developed and strong. Our number of suspensions have decreased significantly from 2021. We have 3 years of consistent data where our suspensions have remained low. Our attendance data shows that we are above the FFT figure for their national figures. We are known within Hampshire as being a highly inclusive College.
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3 Personal Development	Last revision date: Oct 23	Author: M Bishop
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Summary	<ul style="list-style-type: none"> • Crookhorn consistently promotes the personal development of our students. In 22/23 we developed a new reporting system which enables students to easily identify areas where they need to improve, not only academically but with their rewards and attendance as well. These reports are now linked directly to the value of the Cornerstones to promote the sense of personal development. • Our extensive enrichment and extra-curricular programmes allow students to have access to a wide, rich set of experiences. Students appreciate these opportunities and make good use of them. • Crookhorn prepares students for life in modern Britain effectively developing their understanding of the fundamental British Values of: democracy, liberty; rule of law; respect and tolerance through the tutor time programme, assemblies and PSHRE. We promote equality of opportunity and diversity, and we teach students on how they can contribute positively to society. • Student leadership remains an area of development, but all student leader roles now have job descriptions. The prefect process has been sharpened and amended to ensure that students are appointed in a timely fashion and have the opportunity to build their experience of leadership in the College before the senior leadership roles for which students can apply, come up. • Pastoral support has grown significantly since the pandemic. The link between pastoral and SEN support is now clear and strong and involves different levels of support from the Resilience Room to The Retreat, The SIU and The Base Room. • Our PSHRE curriculum consists of five units delivered on a rotation throughout the five years, including a unit in each Year Group on religious education in line with national curriculum expectations. Each PSHRE staff team receives training each year and our RSE team have had extensive training to ensure they feel confident and competent in delivering the RSE curriculum. • To keep students engaged in education and focussed on their future, we have worked on our character development programme, which this year saw successful projects like the Future You, Year 11 camp and the ambitions programme. • To enhance the concept of equality in the College, students have been involved in the setting of the equality objectives and all staff including Governors have received equality training. • Careers continues to operate at an exemplary level. In November 2023 we were reaccredited with the Gold Standard for Investors in Careers. We also have an extensive programme to celebrate our Alumni.
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Rag Rating	<ul style="list-style-type: none"> • Investors in Careers Gold standard • Enrichment and extra-curricular programme and growing engagement • Restitution programme for students involved in racist or bullying incidents • College Council and growth of 'You Said, We Did'
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- Students' roles of responsibility - remodel and effective implementation
- Celebration of our alumni

4 Leadership & Management	Last revision date: Sept 24	Author: S Bennett/J Collins
<p>Summary</p>	<ul style="list-style-type: none"> • Crookhorn leaders set high expectations of all students (including those who are harder to reach), Disadvantaged and SEN students are a particular focus, and the leadership uses the pupil premium funding and SEN resources effectively to enable the best outcomes possible for all students. Strategies in these areas are based on the research evidence provided by EEF/DFE. Crookhorn is recognised as a highly inclusive College and this can be seen with the level of over script to the College each year. There is no off rolling, and we strive hard to persuade any parent against EHE. • Leaders strive to ensure that there is always positive day to day interactions with all stakeholders. Leaders believe that by setting high standards across all areas of the College, every child and staff member are motivated to achieve their best. • It is important for the Crookhorn leadership group to align continuing professional development (CPD) for all staff with the performance plan to enable all staff to develop professionally with regards to best practice within the ethos and the vision of the College. • Crookhorn teachers are given continuous CPD time to engage with the curriculum in a way which develops their own knowledge and skills on planning a high-quality curriculum. As leaders we ensure coherence and consistency across the teaching staff so students benefit from effective teaching and consistent expectations, and we monitor this closely to ensure this is happening. • We engage proactively and positively with parents and the community in a way that seeks to build strong partnerships to best support our students and their personal and academic development. • We take staff workload and wellbeing seriously and have developed approaches and followed research to support our staff. We have a staff well being group which has a mix of different staff roles. Through our training and recruitment, we have strengthened the workforce and there is a clearer understanding of their respective roles and how they all play a part of our vision. There were no grievances raised within the College last year and no incidents of bullying or harassment amongst staff members. • Our Governing Body is extremely committed to the College. Last year we were fully staffed as a Governing Body and collectively we record the impact of Governors on the strategic vision and direction of the College at the end of each Governor Committee meeting. Governors have played a significant role in the development of the subject curriculums through their termly meetings with HOS. • With regards to statutory duties, all staff completed PREVENT training and also the compulsory reading of the KCSIE Appendix A document. All staff undertook extensive health and safety training during the year too alongside training on child-on-child abuse and sexual abuse. 	
<p>RAG rating</p>	<p>Our drive to improve the standards across the College is evident. Our recent surveys have shown that our relationship with all stakeholders is positive. Across the board there is the belief that the College has high academic standards, and we have an extensive and effective support system for our students. Results in the summer of 2023 were generally positive, when results for the early entry are included. Disadvantaged and SEN performance has remained stable since 2018 and 2019 against national trends (see figures in section 1) even though these students had two years out for Covid and also had lower attendance compared to these year groups.</p> <p>Effective staff training with a consistent focus has improved teacher knowledge and skills, and this is reflected in our teaching plans, performance in the classroom and the quality of feedback we give our students.</p>	



Staff understand the vision and can articulate this and feel part of our College. We take their voice seriously and have adapted practices to support the drive to reduce teacher workload without compromising on teacher standards.