

CONFIDENTIAL LLPR Visit Report

School/Setting: Crookhorn College (4159)

LA: Hampshire

Date: 22/01/2024, 08:30

Adviser: Kate Broadribb

Focus: CONFIDENTIAL LLPR

Reference: Inspection and Advice LLPR 23/24

Headteacher/Manager: Sarah Bennet

Attendees: Headteacher, Head of School, Assistant Headteachers, Subject Leads, Teachers, Students from Years 7, 8,10,11.

Actions

★ = Key Action

✔ = Complete

Action	Assignee	Due	Status
Attendance – To further embed the attendance action plan and take action to develop the impact of supporting pupils to achieve attendance streaks.	Leaders & Pastoral Staff	23/07/24	<input type="radio"/>

Action	Assignee	Due	Status
Teaching and Learning - Teachers to reduce teacher talk and make the 'we do' of modelling as interactive as possible ensuring checking for understanding becomes the critical opportunity.	All Teachers	23/07/24	<input type="radio"/>

Summary of Main Findings

The college benefits from visionary and passionate senior leaders. This strong leadership is especially demonstrated by the Headteacher and Deputy Headteacher who lead with confidence, drive, and a deep respect for the whole college community. Underlying their effective leadership is the thread of continuous improvement where senior and middle leaders are invested in professional development, actively seeking new approaches and collaborating with other schools and experts to improve student outcomes such as through the Havant Cluster Sector Led Special Educational Needs (SEN) project.

The college culture is especially noteworthy and was aptly identified by the challenge partner in their verbal feedback to leaders as a 'happy and welcoming school where all teachers smile and say hello'. The overriding majority of pupils are well-behaved and polite. They enjoy the wide curriculum and extra-curriculum offer maintaining positive relationships with teachers and peers. This respectful culture is further evidenced through the school environment, which is clean and free of graffiti, where minimal litter was seen during the visit reflecting the culture of mutual respect and care for the college facilities.

The focus on adapting to individual pupils' needs was seen throughout the visit and in the push to develop the Special Educational Needs and Disability (SEND) friendly classroom. Leaders are working hard to personalise the learning experience for their pupils and ensure all pupils access a broad curriculum supported by a wealth of extracurricular activities.

Overall, the college demonstrates a strong commitment to creating a positive, supportive, learning environment for all pupils. The combination of effective teaching practices, personalised learning, strong leadership, and focused academic support results in a successful and thriving school community.

The school is a low priority for Local Authority (LA) support.

Activity reason

Annual Leadership and Learning Partner Review (LLPR).

Activity focus

The following activities were carried out during this visit as agreed with the Headteacher:

- meeting with the Headteacher
- learning Walk
- visit to tutor time
- meeting with leaders for safeguarding, attendance and pupil premium
- meeting with Special Educational Needs Co-ordinator (SENCo)
- meeting with literacy leaders
- student conferencing
- verbal feedback to the Headteacher.

Context

The last Ofsted inspection took place in March 2019 and the school was rated 'Good' in all categories (Section 5). Areas for further improvement were:

- 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
- 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
- leaders should ensure that pupils are more accurate in their spelling punctuation and grammar.

The LLPR Report in January 2023 recognised the the strong capacity for school improvement and identified these actions:

- to deploy and embed the attendance action plan implemented this academic year across the college and by ensuring focus on key groups such as students in Year 10 subject to disadvantage.
- to build on the successful use of the online learning platform 'Its Learning' by students, through developing more awareness and access by parents
- to ensure consistency in the deployment of Teaching Assistants with particular focus in mathematics and technology and to raise staff awareness of their role in supporting the work of in school interventions such as the resilience room.

Commentary

Leadership & Management

This is a well-run school where the Headteacher and Deputy Headteacher lead with passion, confidence, and demonstrate deep respect for all stakeholders. Their laser-like focus on monitoring and evaluating progress is ensuring continuous improvement. The college performance plan is organised around four levers of school improvement; curriculum pedagogy and assessment, ethos and environment, staff training and leadership.

Leaders of SEND and literacy have been empowered by senior leaders, supporting college staff and maintaining high expectations for all learners. Leaders actively embrace professional development opportunities and collaborate with other schools to share best practice and enhance the pupil experience. Their proactive engagement in projects like the Special Educational Needs (SEN) support initiative demonstrates a commitment to supporting all pupils.

Safeguarding & personal development

From comprehensive staff training to robust reporting systems and a supportive college culture, Crookhorn creates a safe and inclusive environment for its pupils. The college conducts annual safeguarding audits, leading to the development of the action plan which is reviewed during half termly strategic meetings with governors. These meetings ensure regular monitoring and feedback on safeguarding practices. Staff receive comprehensive training on safeguarding beginning with a September INSET event and regular interleaved sessions throughout the rest of the school year. All staff maintain up-to-date criminal record checks and have access to essential documents including school policies.

The college effectively tracks and shares information on safeguarding cases supporting early reporting and intervention. The online "I need support" button provides pupils with a convenient and accessible way to report concerns particularly outside school hours. Pupils conferenced shared how they would use the button to report a concern alongside speaking to their tutors and pastoral staff as the most common methods. The college is using 'Provision Map' as a central hub for pupil information, including accessing attendance, child protection concerns, SEN plans, behaviour logs, and communication records. This system enhances information sharing and facilitates coordinated support although access to sensitive information is restricted to designated personnel, ensuring confidentiality and data protection. The tracking and monitoring of pupils on Reduced Hours Provision (RHP) or Alternative Provision (AP) is well established. The Key Local Authority Education Centre is used for the majority of AP and the college receives weekly attendance certificates. Other providers include Dare 2 Dream who also send daily registration certificates. Alongside weekly monitoring of these pupils by leaders, this information is also shared at half termly meeting with governors. The upcoming Hampshire Inspection and Advisory Service (HIAS) safeguarding review commissioned by leaders for March 2024 provides an opportunity for further monitoring and evaluation in ensuring continuous improvement in safeguarding provision.

Personal development is an area of real strength. Go West (Walking, eating, sleeping and talking) and Open Mind (Opportunity, positivity, enjoyment, never give up, make mistakes, independent, next generation, dream) are the tag lines that capture the aims of the college in supporting pupils' resilience and skills for learning and life. These values go beyond mere slogans and permeate college life, as evidenced by pupil experiences. During the visit the pupils conferenced, and pupil guides explained what they stood for, speaking persuasively about how teachers support them to look after their health and wellbeing. One pupil said of Go West; 'teachers don't just tell you to eat sensibly, they link it to facts about the impact of different foods and explain the reasons for having a healthy lifestyle'. Furthermore, Key Stage 3 pupils conferenced were highly appreciative of the free morning breakfast with all responding they had partaken in it.

There is effective support for mental health at the college. Through its dedicated mental health support team the college prioritises mental health and leaders are proud of their work with outside agencies. For example, during a recent parents' evening, staff from the charity MIND and members of the mental health support team ran information stalls. 21 families were signposted to further support and advice during this event. Leaders also prioritise staff well-being, as demonstrated by initiatives like the staff welfare group which meets termly and how staff do not conduct any before or after school duties. The 'You said, we did' initiative responds to staff questions and comments about changes and ideas they have to support school improvement. These measures cultivate a supportive and positive working environment where staff feel supported and has been evidenced in the October 2023 staff survey as 91% responded: I am happy at work, and I enjoy working at the college.

Quality of Education

Leaders reflected on the accuracy of predictions with 2023 results in line with forecast data. Although overall results were below national average (Progress 8 -0.39) subjects in Bucket 3 such as drama, dance, music and

engineering are performing strongly whilst subjects such as art, triple science, construction and religious studies are improving. Leaders cite business studies and catering as areas of significant concern, and plans are in place to improve pedagogical approaches and curriculum implementation here. Attendance is acknowledged to have hindered pupil performance and leaders at all levels are aware of their role in supporting the attendance action plan. This year leaders have put a strong focus on increasing the number of 4+ and 5+ crossover grades with pupils achieving both mathematics and English. Predictions for the current Year 11 are in line with last year and leaders are hopeful that by the time the pupils get to the examinations the progress will improve even further.

Pupils study a broad curriculum in Key Stage 3 designed so that pupils in Year 9 explore new subjects such as sociology and broaden their learning. At Key Stage 4 there are 22 option subjects. Leaders state this approach contributes to a positive buy-in from pupils, reflected in both pupil voice sessions. During the visit it was clear the college is innovative in adapting to individual needs through programs like the resilience room, alternative curriculum, and personalised learning plans. The BASE has been reconfigured and moved locations to create a dedicated sensory room and a separate alternative curriculum space. The college has introduced an alternative curriculum tailored for a small group of pupils in Year 9 working at Key Stage 2. Through specialised staffing pupils follow a broad curriculum encompassing English, mathematics, humanities, sports leadership, Information and Communication Technology (ICT), science, and drama. AQA certification and functional skills programs further enhance this provision and a visit to a lesson and book look evidenced the success of this personalised pathway for these pupils.

The teaching and learning pedagogy is delivered through the 'itslearning' virtual platform which serves as the central hub for all lesson planning, resources, assessment data, and homework, providing 24/7 access for stakeholders. Leaders have worked hard to successfully increase the use of the platform by the entire college community this past year as blended learning is at the core of the teaching and learning vision of the college. Leaders are aiming to share assessment data in live time, further maximising the use of the platform. Homework has been an area of focus this year with English using Reading Plus and mathematics using mathematicswatch to ensure the regular setting of home learning.

Actions to quality assure teaching and learning are secure. A robust process including reviewing lesson planning, work sampling and coaching feedback, supports teachers and as leaders assert early career teachers. Teachers receive individual feedback following lesson drop ins via coaching feedback notes which are uploaded to itslearning for that teacher to access. Collaborative planning sessions ensure alignment between curriculum maps and planned lesson components, whilst deep review days are structured to enhance continued reflection by teachers and development of pedagogical approaches.

A learning walk by the Leadership and Learning Partner (LLP) and Challenge Partner to early entry GCSE classes showcased effective use of live feedback. In a Year 10 history lesson, the teacher gave individual feedback to pupils after their assessment. Pupils had a structured reflection task to complete enabling the teacher to focus on individuals. Pupils easily described what they needed to do to improve and had begun redrafting their writing. In a Year 10 geography lesson the teacher had deconstructed a 9-mark response in the ecosystems assessment. Pupils were supported to look at the component parts of their answer, such as writing structure, use of connectives and core content knowledge. Pupils were redrafting their replies for an alternative ecosystem as the teacher moved round the room giving personalised support.

During a Year 8 Religious Studies lesson the teacher used mini whiteboards in a knowledge retrieval task. Their use was successful as the high expectations of the teacher for all pupils to answer and reveal their answer simultaneously worked well. This teacher skilfully used questioning targeting pupils to answer a range of closed, open and follow on questions. In two Year 11 mathematics lessons teachers were working through an example on the board. These verbal explanations were dealing with misconceptions but were also lengthy with pupils sitting passively. Teachers then moved from this 'I do' scaffold to 'You do' and the 'We do' part was not evident. In a Year 7 English lesson the teacher had provided a model answer which pupils were upgrading through whole class questioning. However, when pupils were asked to think-pair-share, a small number didn't engage or talked about something else, and it wasn't clear the teacher was aware of this. This strategy can be highly effective, especially in encouraging oracy, and teachers should ensure seating plans support this paired talk. It is recommended that teachers reflect on the economy of their language when providing worked

examples and ask more questions to pupils during their explanations. This will support effective checks for understanding by placing more emphasis on the intentional planning and explicit teaching needed, especially in the 'We do' scaffolding model.

Vulnerable pupils

Leaders closely monitor cohort data and pupil profiles to inform future planning and teaching practices. There has been a strong and sustained focus on the SEN friendly classroom and the pedagogy that supports retrieval practice. The SENCo shared the emerging impact of work in Maximising the Impact of Teaching Assistants (MITA) which is worthy of dissemination across Hampshire. Teaching assistants (TAs) are now working in subject areas rather than attached to specific year groups or pupils. The MITA initiative empowers TAs with iPad access to itslearning in the classroom, so they have knowledge of lesson plans, enabling them to effectively support activities such as live marking. TAs are empowered to actively support pupils in lessons, leading to more differentiated and effective instruction. This project has been offered to all schools in the Havant cluster and formal evaluation of its impact is due in late spring 2024.

The impact of the SENCo is evident. The college has an above average number of pupils with SEND (33%) and leaders have worked innovatively to ensure all pupils are supported. Bespoke spaces are working well including the Base room for pupils working at Key Stage 2 and resilience room. The resilience room is more of an area to support pupils with SEMH (Social Emotional Mental Health) and aims to support pupils with EBSA (Emotionally Based School Avoidance) and help deescalate behaviours inhibiting learning. There is a HLTA (Higher Level Teaching Assistants) in the room two days per week using zones of regulation and a sensory space within this area is being developed this spring. There is clear support for staff training around SEND which focuses on specific aspects, e.g 'image you are this child' which helps identify individual needs and teachers to understand why strategies which work for some pupils are not successful with others.

The literacy plan is secure with an overriding focus on embedding engagement with and enjoyment of reading across the college. Four tutor time sessions were seen where dedicated DEAR time (Drop Everything and Read) was used to positive effect promoting a strong reading culture. Pupils choose their reading material by bringing in books from home or library loans. Many pupils also used smart phones and the SORA Hampshire Library Service app to access a wealth of e-books and e-magazines. In three out of four DEAR sessions the tutor was listening to a pupil reading aloud and pupils asked responded how they take turns to do this over the term. A significant number of Key Stage 3 pupils were also using the Reading Plus software which is used in the English curriculum. Year 7 has a session once a week, Year 8 and 9 once a fortnight with regular homework set. Another crucial aspect to the plan is continuing to develop the role of reading coach to work to improve fluency, comprehension and confidence in reading. The results of this coaching intervention are staggering. The average reading age has improved by 19 months. Data so far from 67 pupils shows that pupils subject to disadvantage have improved reading ages by +16 months, whilst pupils with SEN +62 months evidencing how reading intervention programs help pupils with SEND improve their literacy skills and narrow the reading gap. Employing Year 11 pupils as reading coaches in the summer to expand the programme will be an innovative next step and happened in summer 2023. Leaders are now focused on ensuring oracy is embedded within lessons and evidenced in MTPs (Medium Term Plans). The college is involved in the Local Authority oracy project and further development of the use of strategies such as think-pair-share is suggested.

Behaviour & attendance

Leaders demonstrate clear commitment to improving attendance, evidenced by the Attendance Action Plan. This plan outlines specific actions for pupils at different attendance rates, structuring support for pupils utilising different staff in daily, fortnightly, and termly actions. Importantly, the plan emphasises recording the impact of implemented actions, ensuring monitoring and evaluation of steps taken. At time of visit overall college attendance was above national at 91.9% compared to 91.3%. Of note is attendance for pupils with SEN support who have a rate 4.1% above national average.

Year 11 are the only group below national figures 88.8% vs 90.0% at time of visit. Leaders recognise the specific challenges faced by Year 11 pupils utilise case studies to address individual needs and barriers to attendance. To this end leaders are working hard to shift the culture to one of shared responsibility and building positive relationships with pupils and parents. The college actively works with families, emphasising

the importance of attendance and offering school-based support to overcome any barriers. The personalised action plans allow leaders to personalise plans and prioritise the voice of the child. For example, leaders noticed some pupils were anxious about the pressure to catch up on missed work when back in school and being chased for missed homework. These tailored plans address anxieties like this allowing the school to provide individual support and remove what pupils see as significant barriers to attendance.

The attendance action plan empowers tutors to play a proactive role in attendance improvement. Regular pastoral meetings to share information and to give time to staff to send postcards home to improved attenders, foster a collaborative culture amongst teachers where everyone contributes to improving attendance. Leaders are now focused on this positive reinforcement approach through helping pupils achieve 'attendance streaks'. Additionally, the college recognises the positive impact of extracurricular activities on attendance. There was a significant increase in pupil participation in extracurricular activities in autumn 2023. 628 out of 903 pupils attended an event which is up 13% on 2022 reflecting a vibrant college community giving pupils an additional reason to come to the college and engage.

The four Cornerstones of respect, commitment, achievement and responsibility underpin the values and ethos of the college. During learning walks the positive teacher-pupil relationship was evident, and the use of sanctions was not observed as the large majority of pupils were exhibiting positive behaviours. The house system and rewards points provide an effective incentive for pupils and those conferenced not only knew their current score but described achieving certification in bronze and challenge awards. One Key Stage 4 pupil stated: 'respect is drilled into us from Year 7 and it makes us feel safe as we've been taught how to treat others in and outside of school'.

Funding

Local Authority Funded.