

Visit Report

School/Setting: Crookhorn College (4159)

LA: Hampshire

Date: 08/07/2024, 09:30

Adviser: Kate Broadribb

Reference: Inspection and Advice

Headteacher/Manager: Sarah Bennett

Attendees: Headteacher, deputy headteacher, assistant headteacher, business manager, heads of subject, pupils

Category: LLP Support

Comments

Context:

This visit was the first of a series of three half day visits to execute the LLPR process. The second visit will take place in the autumn term and third visit in Spring 2025 where a full LLPR report will be provided. This note of visit summarises key findings from the summer term visit.

Activities conducted:

- Meeting with the headteacher and deputy headteacher to discuss curriculum structure and organisation. This meeting also included work sampling as part an activity in monitoring the quality of education
- Meeting with heads of subject: Art, Music, PE, Technology
- Student conferencing panel
- Learning walks to art, PE, catering and engineering
- Meeting with assistant headteacher and business manager/DSL to discuss PSHRE, disadvantaged pupils and safeguarding
- Verbal feedback to the headteacher and deputy headteacher at the end of the visit

Commentary:

The impact of leadership:

The headteacher and the deputy headteacher continue to be highly effective in positioning their staff to seek continuous improvement. Leaders at all levels demonstrate a rigorous focus on curriculum development and refinement. Due to the astute work of the head and deputy, middle leaders have been empowered to develop their leadership skills and speak confidently about their work in curriculum evaluation where they peer review another subject area.

Quality of Education:

Operationally, the college was in the second week of the new timetable for the academic year 2024-2025 at time of visit. The transition to a split lunch break is proving successful as part of the new timetable.

Leaders are proactively planning to ensure the college addresses its students' needs, and the implementation of a tailored alternative curriculum is thoroughly planned. An identified group of students will participate in this curriculum, which offers a wide range of subjects taught by experts, including mathematics, English, humanities, catering, drama, business, IT, physical education, and science. Leaders have also conducted a recent survey among students and parents regarding the opportunity for Year 10 early GCSE entry in EBacc subjects, receiving a positive response from over 90% in both stakeholder groups.

The use of the itsLearning online platform is worthy of dissemination across the county. The wealth of lesson information and supportive materials shared by middle leaders and teachers is stunning. Pupils respond positively about accessing resources through the platform especially KS4 students who described how they used the revision materials in subjects such as History and Science. Leaders maintain that the Year 11 revision plans, devised by all subjects, have enabled every student to grasp the essential subject knowledge and are an effective tool in supporting disadvantaged pupils. The plans include exam questions focused on each topic, complete with mark schemes and other resources for exam practice, all presented clearly as a comprehensive revision folder on itsLearning. Learning walls have been created and promoting student access of these fantastic interactive resources is now needed.

The college has cultivated a robust monitoring and evaluation culture that enhances teaching practices. Senior leaders have adapted their monitoring and created a helpful tracking spreadsheet where staff development needs are allocated one of three priority levels. Teachers receive detailed feedback from the senior team which middle leaders then review with their staff members – all of this is documented on itsLearning.

A meeting with curriculum leaders for art, music, PE and technology explored aspects of their guiding principles for curriculum design and current priorities for development. All middle leaders spoke confidently about curriculum sequencing providing helpful examples of refinement at KS3 and KS4. For example the music leader has been evaluating the introduction of BTEC music and how the majority of pupils chose in the final component to respond as a producer. This was

described a shift away from performance and something the head of music is now planning to support at KS3. The head of art articulated the rationale for skill development throughout KS3, a sentiment echoed by the PE leader who emphasized the importance of consistently practicing skills and revisiting over the three years. This leader also highlighted the influence of middle leaders' development on the curriculum. Being paired with the RS lead, he articulated the positive impact of reflecting on the curriculum's intent and the pedagogical choices that support its delivery with another leader.

A learning walk was conducted to KS3 PE lessons and KS4 art, textiles, catering and engineering. The high degree of student independent working and autonomy was evident in art and textiles where students confidently described their choices of medium and artist. This was mirrored in technology where catering and engineering students could explain where they were in the learning journey and why. In PE one teacher used questioning as the core method in checking for understanding to great success whilst the level of participation was high in all three sports seen. One area for further development by the technology department should be mock exam reflection and planning to ensure all pupils identify knowledge gaps.

During student conferencing pupils were confident in describing how they feel they have developed skills and knowledge over time in PE, music, art and catering. For instance, in art, blending and shading was described as becoming easier over KS3 due to repetitive practice. In music, one pupil shared how he had learned to slow down so that he could maintain timing and improve group coordination of a performance piece. It was significant that all pupils could share examples of resilience in their learning. One pupil explained it as "you have to put effort in to understand what you are doing in engineering as finding out the tolerance to dimensions is not easy so you have to work at it." Year 10 pupils described their use of the revision plans on itsLearning and were appreciative of being able to access materials for all their exams in one place.

Personal development:

The college takes an outward-looking approach, with leaders skilled in leveraging valuable contributions from external agencies. Recent examples have included conducting workshops on mental health and re-engaging with stop domestic violence, and LGBTQ+ input. Religious education is seamlessly integrated into the PSHE curriculum, now termed PSHRE. The RS subject leader oversees this, providing resources for all lessons and training for the designated staff who conduct these sessions. PSHRE operates on a rotational basis with five main strands and staff teacher teams. Teams remain with their strand, receiving consistent training and support and boosting teacher confidence. Leaders aim to maintain the same staffing for student groups year after year. Furthermore specialist-led training and extensive staff feedback inform the curriculum content's timing and delivery. Parental consultation involves disseminating the policy for feedback. Last year, governors participated in RSE training provided by Hampshire Governor Services.

Vulnerable groups:

The launch of the Transforming SEND (TSEND) programme across Hampshire schools utilised input by Kit Messenger, the author of 'Curious not Furious' and leaders are actively engaging staff in professional reading and dialogue around executive functioning from this. Leaders have engaged with the five TSEND modules and have carefully planned how and when to use this in staff professional learning as an ongoing piece to develop staff skill and confidence over time. There will be a 'reteach' of each module as leaders are aware of the significant volume of content in the courses so retrieval of core learning will be built into the staff programme. The successful restructure of the pastoral team and SEMH interventions, are key drivers in the wider support for disadvantaged pupils. Professional learning and training by the pastoral team is significant with ELSA and EBSA training helping to increase the skillset and vitally the capacity of the team to proactively respond to student needs.

The college is rightly proud of its 'go west' focus, one of the three vital aspects of the college ethos and one which promotes pupils wellbeing. This is another aspect of school development which is worthy of sharing across the county. Extra-curricular engagement has remained high with 78% of pupils attending extra-curricular provision which is excellent. Leaders have explored the findings from the BeeWell survey and are responding to findings through providing food at study club next year.

Safeguarding:

Safeguarding at the college is highly effective. The Hampshire safeguarding adviser conducted a school visit in March 2024 where she stated "safeguarding is at the heart of everything that happens in the school". Her detailed report outlines the effective systems and processes that work to safeguard pupils including strong monitoring by the two designated governors as well as comprehensive staff training. The school filtering system was especially praised with recent examples given of its use during the visit. A DSL has contacted the filtering company to have additional languages added to the system reflecting

the languages spoken in the college. Leaders have made great use of the Hampshire Safeguarding Children's Partnership (HSCP) resources and the Headteacher shared an example of using a safety plan from the HSCP toolkit to good effect for a pupils with an EHCP. The college has also introduced a new phone system whereby staff can be contacted via an app on their device or laptop such as for an on-call, removing the need to use personal phones.