

CONFIDENTIAL LLPR Visit Report

School/Setting: Crookhorn College (4159)

LA: Hampshire

Date: 19/09/2024, 09:30

Adviser: Kate Broadribb

Focus: CONFIDENTIAL LLPR

Reference: Inspection and Advice, 2024-25 Short visit 2

Headteacher/Manager: Sarah Bennett

Attendees: Headteacher, Deputy Headteacher, Assistant Headteachers, Designated Safeguarding Lead

Outcomes

The college continues to move from strength to strength with leaders at all levels clear on priorities for further development. There is a highly inclusive culture across the college, where leaders and staff have successfully worked to meet the needs of their community. This was seen first-hand during the visit with the implementation of an alternative curriculum. The effective leadership of the headteacher and senior team drives improvements in standards and outcomes. Due to this the college retains its low level of Local Authority support.

Activity reason

Leadership and Learning Partner Review (LLPR) process 24/25, visit 2.

Activity focus

Short termly Leadership and Learning Partner (LLP) visit and report.

Context

This visit is to evaluate the provision, impact of development work, impact of the school's leadership and support continued improvements. This was visit two of a sequence of three planned LLPR visits conducted during the autumn term 2024.

The activities carried out during this visit were:

- meeting to discuss safeguarding and attendance with Assistant Headteacher (AHT)
- meeting with AHT to discuss attendance and behaviour
- Special Educational Needs and Disability (SEND) provision & walkaround (including) Alternative Curriculum with the Headteacher

Exam Analysis with Headteacher and Deputy Headteacher.

Commentary

The college has been proactive in training staff in safeguarding including updates for Keeping Children Safe in Education (KCSIE). Designated Safeguarding Leads (DSLs) utilised resources from 'The Key' and contextualised the information in light of college data. Trends in the data and referrals have been analysed and used to direct future training and support for students. Reporting procedures and details were updated, shared and displayed on posters throughout the college. The Local Authority updates provided by the safeguarding adviser are shared with staff. The college is updating its safeguarding audit to submit to the Local Authority this term, which includes the action plan for the year.

Additionally, the college is focusing on issues relevant to their pupil community, such as sextortion and

radicalisation due to summer riots across England. For example, the DSL described how the college made a referral to Channel for a student vulnerable to radicalisation. With advice from a Counter Terrorism Unit (CTU) officer and parental engagement the college has successfully responded to support this pupil. This case exemplifies the effective implementation of systems and processes at the college and robust work of DSLs in referring to external agencies and following relevant guidance.

The already strong provision through the Personal, social, health and relationship education (PSHRE) curriculum is being further enhanced with the new roles of Professional Development Coordinators. The college continues to embrace support for specialist groups to ensure they meet cohort needs. For example, through healthy relationships sessions for all Year 8 groups to address issues concerning domestic abuse. "Let's Talk" groups are providing smaller, focused interventions on Relationships and Sex Education (RSE), sexual health, and slang language. Citizens Advice Havant, recently conducted an assembly and will be launching a project to offer financial support for young carers, benefiting both students and their families. Furthermore, the Hampshire Constabulary are scheduled to conduct workshops focusing on cyber and knife crime.

The County Education Manager for SEND visited this term. The college currently manages 62 Education, Health and Care Plans (EHCPs), 27 of which are for pupils with particularly complex needs which has impacted funding. To address this, the school has created costed provision maps and engaged in dialogue with the Special Educational Needs (SEN) team at the Local Authority, which is now backdating payments for the summer term 2024. Provision maps for the 2024-2025 academic year have already been submitted. This change is expected to aid financial recovery as the school will receive funding for the services they provide. The college is now working with Special Educational Needs (SEN) managers for Havant to support ongoing planning.

Leaders are committed to focusing on developing executive function skills utilising the work of Kit Messenger and LA 'TSEND' modules. Two Higher Level Teaching Assistants (HLTAs) are running the Specialist Intervention Unit (SIU), working with pupils who have experienced trauma. One of these HLTAs is specifically focused on trauma recovery. The school uses the Reach 2 Teach inclusion tool which helps identify what learning and relational needs may underlie pupil behaviour.

The newly introduced Year 9 and Year 10 Alternative Curriculum offers nine subjects, providing a broad and tailored educational experience. This initiative aims to support students' future success, supporting functional skills, and certification in courses that will aid their transition to further education and training. During the visit, Year 9 students were actively engaged in an English lesson and Year 10 students participating in a smoothie-making activity as part of a £5 business challenge. The collaborative group work and mutual support among students was evident to observe. The Alternative Curriculum is a powerful display of the school's commitment to supporting behaviour, improving attendance, and ensuring that every child can access the curriculum at their own pace.

The college has been successful in raising attendance rates, achieving better results than the national average (91.6%) due to robust systems and processes. Early identification and intervention are key strategies, with a focus at time of visit on students who were absent within the first two weeks of September. These students, who typically have lower attendance throughout the year, received positive challenges and support during the summer term. Pastoral leaders are targeting 100 students (25 per house) who had weak attendance last year. One Head of House (HoH) reported that 17 out of their 25 targeted students have maintained 100% attendance so far this term. Overall, 79 out of the 100 targeted students this September have shown better attendance compared to the same time last year. Pastoral leaders have conducted home visits for disadvantaged students who were absent in the first week of term as part of the college's commitment strategy to raising attendance. For children supported by a social worker, the Child Protection manager has been actively communicating with social workers to share information about the school's efforts.

Leaders have analysed progress data. The Basics 'standard' is 60% which is up on 2023 by 8%. All grades at 4 or above has also increased from 59% last year to 63.7%. Further success can be seen in English Language where 71.3% of pupils achieved 4+ compared to 63% in 2023. Also, in mathematics where 72.5% secured grade 4+ compared to 58% in 2023. Another pleasing aspect of analysis is the accuracy of prediction data with outcomes mirroring assessment predictions.

Leaders are now focused on the target group of low prior attaining disadvantaged pupils. As explored during

the summer visit the use of the digital school platform itslearning and the creation of Year 11 revision plans devised by all subjects will enable all students to access learning materials as and when needed. Alongside the colleges work in the sector led SEN project to maximise the impact of teaching assistants the commitment to adaptive teaching remains. The 'Excellence as standard in the Crookhorn classroom' distils Rosenshine principles and aspects of 'Teach Like a Champion'.

Funding

LLP core funding 9630K.