



School Context	Revision date: Sept 24	Author: SLT																									
<p><b>Students</b> 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 students (97%) are of White British heritage, with a proportion of minority ethnic groups broadly in line with the national average. The proportion of students 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 students 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="477 735 1897 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 (%)																								
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Full SEF 2023-24

<p><b>Staffing</b> 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.</p>	<p>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:</p>		
		<p>Number of staff</p>	<p>Top of range</p>
	<p>Main pay range</p>	<p>29</p>	<p>7</p>
	<p>Upper pay range</p>	<p>26</p>	<p>13</p>
<p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>The average turnover rate of teaching staff over the last 3 years is 13.6% per annum.</p>			
<p>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.</p>			
<p>Business and Operations (including site team and canteen staff) - 29 Academic Support (including TA's and technicians) - 42 Pastoral Support - 12</p>			

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**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.

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

Full SEF 2023-24

	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

Full SEF 2023-24

	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.**

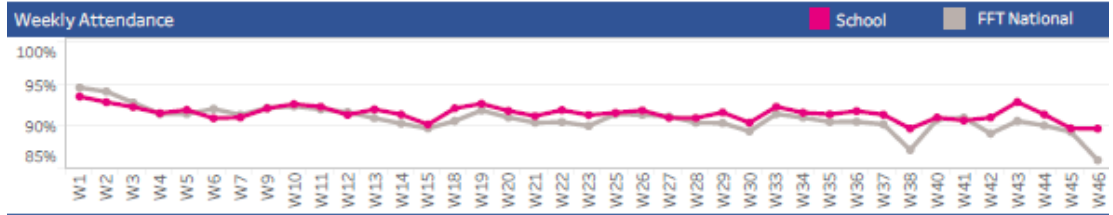
2023-2024 attendance data shows that we finished well above the national average this year, due to the action plan we put into place. SEN students finished above their respective peers nationally by over 4% with FSM students just under NA by 1%.

Full SEF 2023-24

**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% ●



**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	446	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	214	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

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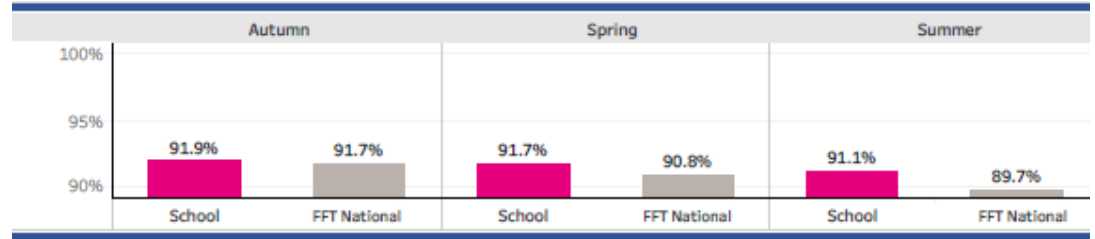
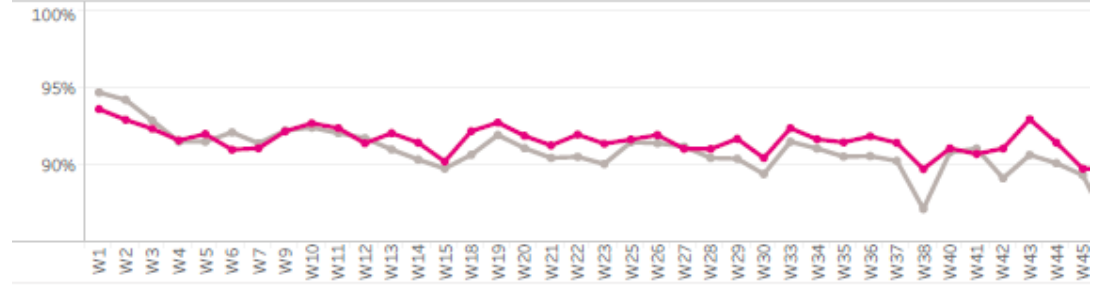
**360 Termly Attendance Summary** [Download PDF](#) **Comparator:** FFT National

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%



	<p><b>3) Leaders should ensure that pupils are more accurate in their spelling, punctuation and grammar.</b></p> <p>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.</p> <p>Below is a link to the literacy action plan final impact for 23-24</p> <p><a href="https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=1086901">https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=1086901</a></p>
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1 Quality of Education	Last revision date: Sept 24	Author: J Collins
<b>Summary</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 homework, so this builds habits for when students enter GCSE years.</li> <li>• 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.</li> <li>• 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 management) 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.</li> <li>• SEN and more and most able student book looks are also carried out by the SENCO/DHT to quality assure these areas.</li> </ul>
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<p><b>RAG rating (Green)</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><a href="https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=817495">https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=817495</a></p>
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Sub Criterion	Rag Rating	Reason for Rag Rating	Priority for action moving forward
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<b>CURRICULUM (Intent)</b>	<b>Curriculum ambition: knowledge, skills &amp; cultural capital (JC/SB)</b>		<ul style="list-style-type: none"> <li>• The curriculum map for each subject has been scrutinised by the leadership team for breadth, depth sequencing and adherence to the NC.</li> <li>• Where there have been concerns about the quality of the curriculum, or inexperienced leadership, the College has sought to use the experience of Hampshire advisors as well as drawing on the experience of other colleagues within the Federation.</li> <li>• Enrichment activities are now planned in for each subject to develop cultural capital. Key knowledge and skills are on each component of learning.</li> <li>• Our curriculum intent and implementation are embedded securely and consistently across the College. An engaging curriculum with a strong practical and applied focus ensures that students’ interest is sustained, and that their thinking is challenged. Through the curriculum and use of itslearning our students increasingly are becoming independent learners and citizens. Leaders work relentlessly to develop practice to ensure this consistency is evident from what teachers do, showing they have a firm and common understanding of the curriculum intent and what it means for their practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Middle leaders to become more accountable for monitoring key aspects of curriculum.</li> <li>• Action plan for 24-25 to be developed by each department with findings from these deep dives.</li> <li>• Catering curriculum action plan needs to be implemented to ensure that the catering curriculum meets the same standards as other subjects.</li> <li>• Development of enrichment tracker so that all subjects have at least 2 opportunities over the academic year.</li> <li>• Further HIAS support for HOS who need continued support in curriculum planning. (Eng, science, maths, PSHRE, MFL)</li> </ul>
	<b>Coherence of planning &amp; sequencing (JC/SB)</b>		<ul style="list-style-type: none"> <li>• Subject planning over time to make sure all teaching professionals understand the sequencing of lessons for the growth of knowledge and skills and allowing for frequent retrieval, to ensure that knowledge and skills becomes secure.</li> <li>• MTP thinking templates have been used to support process of planning the components of learning. These templates are designed to be used as a thinking process by teachers so that they can see the bigger picture as they are putting together a unit of work and then breaking this down into components. Each unit of work has been devised around a big question- with each component within that unit being based on a question that helps build the knowledge and understanding towards the overall big question.</li> <li>• There has been significant training and development time over the last 5 years dedicated to the academic pursuit of subjects creating coherent and well sequenced curriculums. During this time the</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to prioritise increased planning time and learning reviews to be given during INSET and disaggregated time.</li> <li>• Subject leaders to be well acquainted with the subject research reviews that are released by OFSTED.</li> </ul>

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			<p>curriculum for all our subjects has been subjected to intense scrutiny by HOS and SLT.</p> <ul style="list-style-type: none"> <li>Increased drive for Middle Leaders to become self- accountable for the quality of the curriculum across the College. All HOS have now taken part in two Deep Dives, and have worked with their partner to evaluate another department.</li> </ul>	
	<p><b>Meeting the needs of SEND pupils (VLG)</b></p>		<ul style="list-style-type: none"> <li>The College now has 64 EHCP's which has grown significantly in number from the 12 EHCP's 6 years ago. The number on our register as SEN K (32%) continues to rise following the national picture.</li> <li>The national average for SEN K is 13.6%, Crookhorn currently stands at 32%. The national average for EHCP is 4.8%, Crookhorn currently stands at 7%.</li> <li>The College has had the SEN friendly classroom as a focus for pedagogical development for the last 5 years. This has been a particular point of development through the coaching programme and through the differentiated training programme.</li> <li>There has also been an unrelenting focus on the quality of differentiation and what this looks like in different forms, other than just different worksheets. Work has continued on helping teachers understand on the difference between adaptive teaching and differentiation and how both of these need to be considered in itslearning plans/homeworks.</li> <li>Using ECF materials there has been significant staff training around cognition science and the need for quality retrieval as this disproportionately benefits the SEN students.</li> <li>Through 23/24- SLT involved in MITA project, to enable TAs to become subject experts and to involve them in the process of collaborative planning, to help ensure that they are as effective as they can be in the classroom.</li> <li>We had a 34% decrease in SEN suspensions from 2021-2022 to 2022-2023. In 2023-24 42.5 days were lost compared to 63 in 2021-22. This shows that our SEN students will engaging more in the curriculum and the teaching and learning strategies in place were starting to work.</li> </ul>	<ul style="list-style-type: none"> <li>Refocused training for teachers and HOS using the EEF document- 'Effective Deployment of TA's 'to ensure that teachers become more confident in their understanding of how to effectively deploy an additional adult in the classroom.</li> <li>On-going training on how to use itslearning for differentiation and adaption- specifically with H/W's and retrieval-based activities.</li> <li>Training on effective scaffolding which benefits the practice of TA's and well as teachers.</li> <li>Refocused training on the learning journey, delivered by CJR, asking staff to consider what progress could look like for the different learners in front of them.</li> <li>Staff training time given for departments to go through SEN plans and consult with VLG/NHS</li> <li>Carousel training based on SEN</li> <li>The implementation of an early and comprehensive transition process for EHCP students to ensure their success.</li> </ul>

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			<ul style="list-style-type: none"> <li>• In 2023-24 summer exams, SEN performance rose in every category apart from Ebaac.</li> <li>• See above SEN table on P4</li> </ul>	
	<p><b>Breadth of curriculum in KS2/KS3 &amp; EBacc (JC/CP)</b></p>		<ul style="list-style-type: none"> <li>• KS2 and KS3 transition activities for subject teams between Y6 and Y7 teachers have been developed to grow the partnership between KS2 and 3. Year 6 summer homework planned for core subjects to maintain learning ethos throughout summer in conjunction with the primary schools.</li> <li>• The curriculum at Crookhorn is carefully structured to provide students with the skills, knowledge and understanding to be active citizens and to enable them to take advantage of opportunities for employment and independence as they move into adulthood. We want our students to be engaged and be curious learners and our curriculum offers many opportunities for the hands-on, practical learning that supports our students to acquire key skills and knowledge.</li> <li>• The curriculum has a number of key ‘building blocks’ which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time. This allows our leavers to meet the complexities of the workplace with confidence and competence. Through our spiral skills curriculum, students re-visit essential learning as they move through the school to build, and refine their skills. Careful timetabling, personalisation and individual route-mapping ensures that these key components work together to meet the needs of each individual.</li> <li>• The introduction of vocational subjects provides opportunities for all students to engage in a learning pathway which aligns to their needs and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for Crookhorn staff on KS2 curriculum led by local primary schools</li> <li>• Curriculum matched to careers, so career guidance and support is linked to all curriculum areas.</li> <li>• Literacy and Numeracy Co-ordinators to have clear action plans to improve cross curricular links.</li> </ul>
	<p><b>Educational recovery / curriculum prioritisation (CP)</b></p>		<ul style="list-style-type: none"> <li>• APS of 4.66 in 23-24, compared to 4.15 in 2022-23 for EE, which is higher than average grade at Y11</li> <li>• Academic mentors work in both English and maths 119 students were identified to work across both subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the continuation of targeted intervention through the academic mentoring programme for students specifically in English and maths</li> </ul>

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			<ul style="list-style-type: none"> <li>• GL assessments brought in to assess new cohorts in core subjects and identify gaps in learning which support plans in Year 7-9.</li> <li>• There is now a bespoke curriculum pathways for students in Cohort 20/21 who are struggling to remain in education. This involves 9 subjects.</li> </ul>	
TEACHING (Implementation)	Teachers' subject expertise (JC)		<ul style="list-style-type: none"> <li>• CPT every Tuesday for 45 minutes which allows teachers to plan lessons collaboratively, thus working together to extend subject knowledge.</li> <li>• Disaggregated training allows for subjects to spend time specifically focussing on subject expertise.</li> <li>• Core departments and subjects where the development of expertise is required are supported by HIAS advisors. This has specifically led to strong developments in science, RE, maths and English.</li> <li>• Science use expertise from the Institute of Physics to enhance the quality of physics teaching in the College.</li> <li>• Appraisal target which is focussed on CPD and improving knowledge as well as professional reading. Exam board training and external training if available to staff.</li> <li>• Coaching of all teachers has led to good developments in subject expertise in some areas as well as classroom pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• New appraisal targets in place for staff for October 2024.</li> <li>• More time allocated to department areas to develop expertise in 2024-2025</li> </ul>
	Adaptive teaching (checking for understanding) JC		<ul style="list-style-type: none"> <li>• Staff training on different strategies for CFU as well as teaching and learning blogs focussed on this. Coaches are trained for developing CFU and working with staff in different subjects.</li> <li>• Blended learning focus on different ways to CFU, through the classroom or through itslearning- staff training given to this.</li> <li>• Mini whiteboards have been popular, and a focus for everyone next year.</li> <li>• Coaching tables have been introduced in some classes which will be rolled out in more classrooms in 2024-2025</li> <li>• Teacher professional reading has focussed around the impact of quality CFU through texts such as 'Rosenshine Principles' 'Teach Like A Champion', 'Reaching the Unseen Children' and 'Leadership Leverage'.</li> <li>• We focus on live marking, allowing teachers to get up to date information on how students are doing.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching to focus around TLAC and Rosenshine principles</li> <li>• Classroom layout to be a focus, with the introduction of a coaching table for students to get support in a mixed attaining classroom.</li> </ul>

	<p><b>Teaching to remember long term with fluency</b> JC</p>		<ul style="list-style-type: none"> <li>• DBLP (Developing Blended Learners Programme) developed over the year to support with moving information from short term memory to long term memory. The emphasis on this is growing the confidence and skill set of the Independent Learner.</li> <li>• Retrieval practice planned into each MTP to allow for information to be transferred into the LTM.</li> <li>• Technology platforms introduced to support teachers with planning of retrieval practice.</li> <li>• Implementation of DBLP and the two specific types of retrieval techniques- Cue Cards and Mind Maps- delivered by subject specialists rather than external presenters.</li> </ul>	<ul style="list-style-type: none"> <li>• Week by week revision programme in place for KS3 classes.</li> </ul>
	<p><b>Teaching environment &amp; resources</b> JC</p>		<ul style="list-style-type: none"> <li>• Classroom layout has been altered to go back to groups, which is supportive of our mixed attaining philosophy.</li> <li>• Lighting has been upgraded in many of the classrooms and ceilings replaced to enhance the learning environment.</li> <li>• Classrooms are expected to be free of clutter and tidy to allow for an efficient working environment</li> <li>• We have moved to mixed attaining groups in KS3.</li> <li>• Classroom environment has been a key focus for 5 years, with time given to staff to make sure learning walls are appropriate and effective to support learning and learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual Learning Walls to be developed for use through itslearning with students engaging in them.</li> <li>• Classrooms identified for investment to be prioritised for improvements.</li> <li>• DBLP programme to continue to be developed so that focus and skill development is on how to use itslearning in the most effective way to support revision and retrieval practice.</li> </ul>
	<p><b>Use of assessment, including response to any learning loss</b> JC</p>		<ul style="list-style-type: none"> <li>• KS4 assessment is planned into the ARR calendar, at regular and appropriate points in the academic year.</li> <li>• Staff have been trained in QLA, so after each assessment point MTP's are expected to be adapted due to that analysis done.</li> <li>• All assessment is planned into MTP's for all year groups. Assessment can take many forms but always requires detailed formative feedback so that it enhances the learning of the students.</li> <li>• Student reports have been changed, allowing for a more in-depth analysis of the 'Crookhorn Cornerstones', giving parents, students and staff a more detailed analysis of how each child is doing.</li> </ul>	<ul style="list-style-type: none"> <li>• GL assessment data to be used in a more strategic way for 24-25 to support intervention groups and how the plans can be adapted due to the analysis.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Staff have identified students to be allocated intervention time, which is then co-ordinated and progress checked.</li> <li>• The appointment of a second SEN teacher, who is working with students who have been identified as having learning loss and who have specific and profound barriers to cognition.</li> <li>• Academic mentors in place for numeracy and literacy to support students identified through GL assessments as having dropped progress in Years 7 and 8, or for students identified by class teachers in the other 3 years as having dropped on performance through in class assessments.</li> <li>• Use of reading data to identify amber readers for reading coach intervention.</li> <li>• GL assessments have been brought in for KS3, with gaps in knowledge identified by CORE subjects and addressed.</li> </ul>	
	<p><b>Work matches curriculum intent</b> <b>JC</b></p>		<ul style="list-style-type: none"> <li>• Focus on the quality of student exercise books, with SLT and HOS scrutiny of how the work in the exercise book matches the plans on itslearning.</li> <li>• Scrutiny also completed on how the plans on itslearning match the BQ's on the curriculum maps for each subject.</li> <li>• Assessment record on itslearning acts as a clear point of reference to independent study set and also CFU work assessed as planned out in the curriculum maps.</li> <li>• Book looks in place for SLT/HOS/Governors</li> </ul>	<ul style="list-style-type: none"> <li>• HOS to lead on learning walks, with SLT covering their classes.</li> <li>• Regular book looks at SLT/HOS/Governor level</li> </ul>
	<p><b>Reading</b> <b>JC</b></p>		<ul style="list-style-type: none"> <li>• DEAR time is planned into the KS3, with all students reading a book during Tutor time.</li> <li>• Student and staff voice was taken throughout 23-24 to support new initiatives.</li> <li>• Reading a priority for the 23/24 performance plan</li> <li>• Development of CRO/KH/KK as reading team line managed by JC.</li> <li>• New website page.</li> <li>• Reading + bought in during 23-23.</li> <li>• Reading coaches from Year 11 employed.</li> <li>• Development of the 'Crookhorn Cannon', with more students taking part in reading for enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice/SLT drop ins to monitor how well new DEAR time is going.</li> <li>• Reading canon to be promoted more with new Year 7.</li> </ul>



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	<b>Teachers' own speaking, listening &amp; writing</b> JC		<ul style="list-style-type: none"> <li>The writing revolution has been used extensively to support teachers with their knowledge of writing skills.</li> <li>Oracy programme has been developed alongside Hampshire to support teachers with their ability to improve oracy skills.</li> <li>Training throughout 2023-2024 led by SB/JC/KK to develop teachers' literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>Refocus on the writing revolution techniques in teaching and learning blogs and coaching.</li> </ul>
	<b>Blended learning</b> AJB		<ul style="list-style-type: none"> <li>The itslearning platform provides the ideal solution to blended learning. All lessons are planned through itslearning with resources for the lessons attached. Students can access the lesson asynchronously and can upload work for the teacher to assess and feedback on.</li> <li>Itslearning is available for those working away from the classroom and the College can monitor engagement as appropriate.</li> <li>'Blended learning technical support guide' is available to all parents through the website.</li> <li>Year 7 parent support session to get started with the parent portal and other systems</li> <li>Year 11 parent support sessions and support material have been given out.</li> </ul>	<ul style="list-style-type: none"> <li>Tighter monitoring arrangements between MDB and AJB when students have been identified as being absent from college for a sustained period of time.</li> <li>Close analysis of the work provided by the student and the feedback given to the student by the teacher.</li> <li>Parents evening support sessions for Y7 and 11 in September 2024.</li> <li>Further support given to parents for accessing the itslearning Assessment Record.</li> </ul>
<b>STUDENT PROGRESS (Impact)</b>	<b>Impact on pupils' knowledge &amp; skills</b> JC		<ul style="list-style-type: none"> <li>Improvement across the attainment bands at GCSE levels compared to pre covid times seen in 23-24 results, all up from 2019.</li> <li>Student voice shows that students feel like they are making good progress in many subjects (See Y11 leavers survey)</li> <li>Mini assessment points throughout the academic year to check the impact made on students' knowledge and skills is now in place</li> </ul>	<ul style="list-style-type: none"> <li>GL assessments to be used to check progress in KS3.</li> <li>New assessment criteria being trialled in key subjects in Ks3</li> <li>Year 11 action plan to check progress in each subject.</li> </ul>
	<b>National tests &amp; exams meet gov expectations.</b> JC		<ul style="list-style-type: none"> <li>See performance of GCSE in the links above.</li> <li>GL assessment data shows English and maths at NA.</li> </ul>	<ul style="list-style-type: none"> <li>GL progress tests to continue for 2024-25 to check progress of KS3 against national performance</li> </ul>
	<b>Quality of pupils' work</b> JC		<ul style="list-style-type: none"> <li>Book scrutiny for every member of staff done every 6 weeks by HOS in line management with SLT with feedback given to staff was in place</li> <li>HOS completed learning walks to check the quality of student work.</li> <li>SMP time was given to HOS to complete a termly check of the quality of student work.</li> </ul>	<ul style="list-style-type: none"> <li>More HOS scrutiny rather than SLT. Overview of HOS monitoring to be in place over academic year.</li> <li>SLT work with HOS once scrutiny has been completed on action plan to improve performance.</li> </ul>

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	<p><b>Readiness for next stage SD</b></p>		<ul style="list-style-type: none"> <li>• NEET figures for 20/21= 2.3% (4 students)</li> <li>• NEET figures for 21/22= 1.1% (2 students)</li> <li>• NEET figures for 22/23 = 0.6% (1 student)</li> <li>• These figures are achieved through an extensive careers and ambition programme which runs from Year 7 up to Year 11 and beyond. Please view all the details about our Careers and ambitions programme and our Quality in Careers Award Report on the website link: <a href="https://www.crookhorn.hants.sch.uk/page/title=Careers&amp;pid=58">https://www.crookhorn.hants.sch.uk/page/title=Careers&amp;pid=58</a></li> </ul>	<ul style="list-style-type: none"> <li>• Refinement of Year 11 programme to keep students engaged in education and growing their ambition and self-confidence- using projects such as Future You and 14-16 courses</li> </ul>
	<p><b>Progress of disadvantaged pupils MDB</b></p>		<ul style="list-style-type: none"> <li>• Leaders make good use of all funding including Pupil Premium funding to diminish any gaps in performance for all groups. All groups have similar high performance.</li> <li>• Scrutiny of achievement data confirms that there is variation in achievement by gender, disadvantage, LAC, and CWSW. Where variations occur, appropriate interventions, including the use of Pupil Premium, are applied with a high level of effectiveness.</li> <li>• Higher attaining students are identified to ensure that there is the correct level of challenge in all aspects of their learning, resulting in high levels of engagement and achievement.</li> <li>• Pupil Premium funding is used effectively and the provision for these and ALL students is monitored and tracked meticulously, staff have a very clear understanding of data and use the information it provides to challenge themselves as practitioners to ensure the best possible learning opportunities for all students.</li> <li>• See College data using the links at the top of the document.</li> </ul>	<ul style="list-style-type: none"> <li>• Please see Pupil Premium strategy document on our website.</li> </ul>

<b>2 Behaviour &amp; Attitudes</b>	<b>Last revision date: Sept 24</b>	<b>G. Author: D Lemon/M Bishop</b>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<b>RAG rating</b>	<p>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.</p>	

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Sub-criterion	RAG rating	Reason for RAG rating	Priorities moving forward
<b>Expectations for behaviour &amp; conduct</b>	DL	<ul style="list-style-type: none"> <li>Rules of discussion through student voice produced for all classrooms.</li> <li>Rewarding positive behaviour through use of class Charts 2021/22 – 109,889 commendations awarded, 2022/23 156,208 awarded. 2023/24 171,859 commendations awarded.</li> <li>59 days of suspensions in total which was 28 students who faced suspensions overall. This was comparable to previous year and positive compared to other schools in Hampshire.</li> <li>77% of students mentored (identified from the DSSI) had less negatives compared to previous year.</li> <li>Year 11 ambition group 56% improved their behaviour with attendance increasing by 66.3%</li> <li>Year 11 end of year survey 91% of students felt Behaviour had improved or remained the same.</li> <li>Year 7 survey June 2024 – students felt 95% of Low-level disruption was dealt with well by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Reducing repeat offenders suspended.</li> <li>Identifying different pathways, we can use to support our students at risk of suspension.</li> <li>Review steps of the Low-Level Disruption Programme and how we support the students at different stages.</li> <li>Reach 2 Teach to be used for students at risk of suspension.</li> </ul>
<b>Environment (including dealing with bullying, discrimination and sexual abuse / harassment)</b>	MDB/DL	<ul style="list-style-type: none"> <li>Parent survey in December - 91% said that their child was happy at Crookhorn</li> <li>Student Voice -College Council produced a Stand Up to Bullying poster which is shared whole College.</li> <li>Year 11 end of year survey 2024 – 93% of students felt the college encourages all students to respect people from other backgrounds.</li> <li>‘Child on Child Abuse action plan 2023-2024’ addressing issues raised by student voice – College student surveys as well as findings from #BeeWell survey: <a href="https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=892561">https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=892561</a></li> <li>Development and promotion of Keeping You Safe/I Need Support/Promoting Positive Mental Health/LGBTQ+ pages on itsLearning</li> <li>Raising the profile of the ‘I Need Support’ button with 90% of students confident with how to find and use the button (Student survey - summer 2024)</li> <li>Further development of Tutor Time programme – AHOHs, blended House, student voice, literacy, British Values, Protected Characteristics</li> <li>Student Welfare Team – two Welfare Prefects per House, support with Year 7 Smart Start, introduced in House assemblies, photos on KYS page, support with initiatives such as Anti-Bullying Week throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Protected Characteristics focus to be built into SLT assemblies and Tutor Time programme each term</li> <li>Further development of the roles and responsibility given to the Student Welfare Prefects – revisiting Year 7 students in Tutor Time throughout the year and working with Year 8 students now too</li> <li>Introduce Enviromental prefects as a Prefect role.</li> <li>Continued promotion of the ItsLearning pages – Keeping You Safe at Crookhorn/Promoting Positive Mental Health/LGBTQ+ pages and I Need Support button</li> <li>Implementation of measures set out in #BeeWell School Improvement plan focusing on school pressure, stress and coping; school-based support; and loneliness.</li> </ul>

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		<ul style="list-style-type: none"> <li>• A member of the Pastoral Team given the role of working with students that have made inappropriate comments. Restorative justice - students educated on why what they have said is unacceptable</li> <li>• Work on consistency across all staff in understanding and applying appropriate sanctions for prejudicial language and behaviour – included in training and reminders given throughout the year</li> <li>• PSHRE programme – Focus on the Crookhorn ethos, Relationships and RSE units for all Year Groups</li> <li>• Student survey (March 2024) - 80% of students agree or strongly agree with ‘The use of discriminatory language is taken seriously in College – if I report an incident, I am confident that it will be challenged and dealt with’.</li> <li>• Feedback from #BeeWell survey: Crookhorn scores above average in all categories of discrimination for students never or hardly ever feeling discriminated against.  <b>Never:</b>  Race/skin colour/where they were born – 87.6%  Gender – 81.6%  Sexual orientation – 88.9%  Disability – 86.2%  Religion/faith - 91.5%  <b>Hardly ever (combined with ‘never’):</b>  Race/skin colour/where they were born – 6.9% (94.5%)  Gender – 10.8% (92.4%)  Sexual orientation – 4.6% (93.5%)  Disability – 3.6% (89.8%)  Religion/faith - 6.2% (97.7%)</li> </ul> <ul style="list-style-type: none"> <li>• Creation of #BeeWell School Improvement Plan – runner up prize winner</li> </ul>	
<p><b>Improving behaviour &amp; attendance of pupils with particular needs</b></p>	<p>VLM/DL</p>	<ul style="list-style-type: none"> <li>• Behaviour data – Data from 2020-21 SEN students suspended 45 and Pupil Premium students suspended 47 compared to 2022-23 SEN students suspended 32 and Pupil Premium students suspended 30. The loss of days decreased dramatically in 2020-21 SEN days suspended 63 and Pupil Premium days suspended 64.5 compared to 2023-24 SEN days suspended 42.5 and Pupil Premium days suspended 44.5. Behaviour consistency embedded, the past 3 years the figures are reduced and more consistent</li> <li>• DL/MDB/VA attended a 3-day course on ATIP</li> </ul>	<ul style="list-style-type: none"> <li>• ATIP training revisited – LF to deliver to staff</li> <li>• DL/MDB/VA to share ATIP training with whole College.</li> <li>• A new sensory space has been created in G10 with support from the PTA and this will support students with Neuro-diverse traits.</li> </ul>

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		<ul style="list-style-type: none"> <li>The work on the development of the resilience room has continued with 49 students currently having access across all year groups. This has created a space for SEMH students especially to return to school after periods of EBSA, de-escalate when heightened and complete work in a supported manner if removed from a lesson.</li> <li>Alternative curriculum options have been established in Years 9, 10 and 11 offering 19 students (10 in Year 9, 5 in year 10 and 4 in year 11) who were not accessing mainstream lessons the opportunity to complete Functional Skills or Entry Level qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Training on running Person Centred Planning meetings for VLG and NHS to include parents and students in decision making.</li> </ul>
<p><b>Pupils' attitudes to their education</b></p>	<p>DL</p>	<ul style="list-style-type: none"> <li>Students enjoy their learning across the curriculum, and we have regular student voice surveys to check how they feel learning is going, and if they are happy within the College.</li> <li>93% of year 11 surveyed June 2024 felt the College encourages them to be independent learners.</li> <li>92% of year surveyed in June 2024 felt the College had prepared them well for their GCSE examinations.</li> <li>89% of year 7 surveyed in June 2024 felt they had made good progress in their first year.</li> <li>83% of year 7 students felt their teacher prepared them well for their summer assessments.</li> <li>In the leavers survey, 92% of the Year 11's felt they had an excellent or good level of education during their time at Crookhorn. 95% felt the academic expectations were high.</li> </ul>	<ul style="list-style-type: none"> <li>Developing advertising so students understand where they can get help and support within the College if they have concerns.</li> <li>Year 11 action plan – Further development of focus on mental health 2024/2025</li> </ul>
<p><b>Attendance &amp; punctuality</b></p>	<p>DL/MDB</p>	<ul style="list-style-type: none"> <li>Attendance Action Plan 2022-23 and 2023-2024 created and implemented</li> <li>DL and MDB attended termly Hampshire attendance network webinars</li> <li>DL and MDB to attend Attendance Refusal training course</li> <li>MDB and HW attended HIEP EBSA training – Spring 2024</li> <li>Increased Tutor involvement – monitoring and messaging students that are not in.</li> <li>Adapted Hampshire standard attendance letters to focus more on the home and College partnership and using more supportive language</li> </ul>	<ul style="list-style-type: none"> <li>Visual promotion of benefits of positive attendance around college site.</li> <li>Review and adapt new Attendance Action plan for 2024-25</li> <li>Participation in Hampshire 'Transition from Year 7 to 8' attendance project – DL/MDB</li> </ul>

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		<ul style="list-style-type: none"> <li>• 2023-2024 attendance data shows that again we finished above the national average this year. Crookhorn finished 0.8% above national average 91.6%. SEN Crookhorn finished 4.2% above national average.</li> <li>• Late to lesson drive for tutors and pastoral team to have more impact through parent conversation and itslearning.</li> </ul>	
<p><b>Use of exclusions</b></p>	<p>DL</p>	<ul style="list-style-type: none"> <li>• No Permanent exclusions.</li> <li>• 3rd lowest suspensions in the federation. 2<sup>nd</sup> lowest in days lost to suspension.</li> <li>• Suspensions are comparable to the previous year.</li> <li>• Overall suspensions continue to be down compared to 2020/21, Number of suspensions were a third lower and number of days lost 50% lower.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and adapt sanctions, to include reasonable adjustment to the sanction.</li> <li>• To reduce the number of repeat offenders by improving the support given to them.</li> <li>• Reach 2 Teach to help prevent repeat offending</li> </ul>
<p><b>Relationships among pupils and staff, including feeling safe both online and offline</b></p>	<p>MDB</p>	<ul style="list-style-type: none"> <li>• ‘Child on Child Abuse action plan 2023-2024’ addressing issues raised by student voice – College student surveys as well as findings from #BeeWell survey: <a href="https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=892561">https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=892561</a></li> <li>• Introduction of College ATIP behaviour policy designed entirely to create a supportive, cooperative environment that encourages positive behaviour for learning</li> <li>• Sessions on cyber safety and privacy settings delivered in Year 7 Smart Start transition programme</li> <li>• House and SLT assemblies and Tutor Time - repeated reiteration to students on how to report concerns and keep themselves safe both online and offline</li> <li>• Support for staff who have encountered online harassment with swift follow up via identified platform and with students and their parents/carers</li> <li>• Tutors’ use of itsLearning messaging system to check in with tutees that are not in College</li> <li>• Feedback from #BeeWell survey: Crookhorn students feel as supported by adults at school as other students. Girls at Crookhorn show higher than average scores, meaning that they feel more supported by adults at school than other students.</li> <li>• Student survey (Spring 2024) - 91% of students agree or strongly agree that they know how to access the ‘I Need Support’ button on itsLearning.</li> </ul>	<ul style="list-style-type: none"> <li>• ATAS programme – DL, MDB and VA attending</li> <li>• Further development of the roles and responsibilities of the House Senior Teams in supporting the promotion of positive relationships within the Houses</li> <li>• Development of fortnightly Tutor mentoring for Year 11</li> <li>• PSHRE input from Waterlooville Police starting with Year 7 Aut 2 2024 – cyber-crime and knife crime awareness. Years 8 and 9 to follow.</li> </ul>





<b>3 Personal Development</b>		<b>Last revision date: Sept 24</b>	<b>Author: M Bishop</b>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		
<b>RAG rating</b>	<ul style="list-style-type: none"> <li>• Investors in Careers Gold standard</li> <li>• Enrichment and extra-curricular programme and growing engagement</li> <li>• Restitution programme for students involved in racist or bullying incidents</li> <li>• College Council and growth of 'You Said, We Did'</li> <li>• Students' roles of responsibility - remodel and effective implementation</li> <li>• Celebration of our alumni</li> </ul>		
<b>Sub-criterion</b>	<b>RAG rating</b>	<b>Reason for RAG rating</b>	<b>Priorities moving forward</b>
<b>Wider curriculum incl. SMSC</b>	MDB/CMM	<ul style="list-style-type: none"> <li>• The re-establishment of the House system has provided many opportunities for students to work and socialise with a wide range of other students in different contexts – vertical Tutor Groups, Student leadership roles, House competitions, Sports Week</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that more boys are putting themselves</li> </ul>

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		<ul style="list-style-type: none"> <li>• The return to fundraising for the House charities has promoted the importance of participating and supporting others in our community</li> <li>• The College rewards system celebrates demonstration of respect, responsibility, commitment and achievement and promotes the importance of effort and participation</li> <li>• All Year 10 students took part in a 5-week yoga programme on a rotation throughout the year during their PSHRE lessons</li> <li>• A wider range of opportunities provided for students to broaden their knowledge of and respect for a wider range of faiths and values through RS visits and events programme</li> <li>• Further development of the Challenge Award (164 challenges completed last year) with the introduction of a Scholars Award (10 challenges)</li> <li>• Successful monitoring of restructured PSHRE programme throughout the year – to remain in place for next academic year</li> </ul>	<p>forward for College and House senior roles.</p> <ul style="list-style-type: none"> <li>• Year 9/10 yoga to be booked for 24-25</li> </ul>
<p><b>Character development</b></p>	<p>MDB/DL</p>	<ul style="list-style-type: none"> <li>• House Competitions: Year 7 95% attended at least one. Year 8 83% and year 9 81%.</li> <li>• Prefects in post earlier in Year 10 which has allowed a smooth transfer of roles from Year 11 prefects.</li> <li>• 94% of prefects have said they enjoyed the role. 100% identified the role they played.</li> <li>• The Senior team were provided character references that have been produced to recognise the work they had completed and achieved as a senior team.</li> <li>• Training for the Senior team on how to chair a meeting has resulted in a different layout/running of College Council. Positive effect as more students have a voice in the meetings.</li> <li>• Year 11 Ambition project: 66.3% increased their attendance. 56% improved their behaviour.</li> <li>• Year 10 completed 2 weeks of Work Experience in the spring 1 term, receiving some excellent feedback from employers with a number of students being offered future roles and part time jobs.</li> <li>• Establishment of the Community Action group. Students from Years 7 and 8 meeting regularly to organise fund raising events. These included bringing in tins for food banks and visiting a home for the elderly.</li> <li>• Year 11 camp was completed to support students who were identified as EBSA and not fulfilling potential.</li> <li>• 2 Year 10 students completed the #BeeWell Young Researchers Programme</li> <li>• 8 students from Years 7 to 10 played an active role in the #BeeWell Youth Steering Group</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of roles on offer for prefects.</li> <li>• Prefects to take a more lead role in the House pages</li> <li>• Future You programme to include students struggling with attendance.</li> <li>• Further development of the #BeeWell College Steering Group</li> <li>• Introduction of #BeeWell buddies</li> </ul>

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<p><b>Pastoral support</b></p>	<p>DL/VLM/ MDB</p>	<ul style="list-style-type: none"> <li>• Resilience Room - Having a designated zone with two consistent members of staff has been instrumental in supporting EBSA students to return to College</li> <li>• Regular home visits to EBSA students have created bonds with families and helped to support students in a gradual return to College</li> <li>• SIU has been used to support students who need a quiet space and for whom the Resilience room is not appropriate. It is also used to support students with medical SEN needs.</li> <li>• The Retreat - this space has been established as a quiet space for intervention either small group or 1:1</li> <li>• The Retreat was refurbished to ensure the space is a quiet and calming environment to use the space in a more effective manner and support the</li> <li>• SEMH interventions are run in a designated room on site, they have adapted to the changing need, for example Motivating Reluctant learners was removed. LD has extended her hours to allow for more 1:1 ELSA support.</li> <li>• SEMH interventions are now offered as an outreach service to students at The Key and EBSA students at home</li> <li>• Restructuring of the Pastoral Team (Attendance, ELSA and counselling)</li> <li>• External outreach work from The Key</li> <li>• Use of HSCP Toolkits to support CPD for the pastoral team</li> <li>• MHST assemblies delivered to all four Houses to support mental health</li> <li>• Feedback from #BeeWell survey: 23.3% of Crookhorn students stated that they have used school-based support. In comparable schools, this was at 19.6% and in all schools, 18.2%. In this section of the survey, Crookhorn's scores were higher than average compared with both comparable and all schools for all of the following statements:             <ul style="list-style-type: none"> <li>- 'I know how to get help at my school'</li> <li>- 'I feel comfortable talking to adults about my mental health'</li> <li>- 'Mental health support available is helpful'</li> <li>- 'I am able to access support when needed'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The development of a sensory space with support of the PTA will allow careful allocation of support to ensure that students with specific needs related to their neuro-diversity are supported differently to students with more typical SEMH presentation.</li> <li>• Further development of links with MHST with a focus on Whole College Approach</li> <li>• Continuing to build on the College/parent partnership</li> <li>• Development of interventions for EBSA students for example through Future You</li> <li>• Introduction of boys' mental health support group</li> <li>• Participation in Year 2 of the #BeeWell project</li> </ul>
<p><b>Extra-curricular opportunities</b></p>	<p>JC</p>	<ul style="list-style-type: none"> <li>• Development of extra-curricular opportunities after covid due to staff absence and willingness to commit saw a rise in the number of sports and social clubs available to students.</li> <li>• Subject enrichment tracker relaunched, with subjects engaging with tracker to support SLT track which students and subjects promoted enrichment activities.</li> <li>• More and most able co-ordinator post back as a post, with JC supporting.</li> <li>• Careers extra-curricular was excellent, with many opportunities.</li> <li>• Study club numbers grew throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• New clubs to be introduced, allowing sessions before and after College</li> <li>• Every subject to offer enrichment activities, tracked by JC</li> <li>• Fortnightly reviews of student participation by JC</li> </ul>

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		<ul style="list-style-type: none"> <li>• Extra-curricular co-ordinator to be appointed to lead in this area</li> </ul>	<ul style="list-style-type: none"> <li>• Study Club revamp.</li> </ul>
<p><b>Preparing pupils for life in modern Britain</b></p>	MDB	<ul style="list-style-type: none"> <li>• The College Cornerstones and OPEN MIND encourage the students to develop and demonstrate the skills and attributes needed to be ambitious, tolerant, community spirited, well rounded and successful individuals</li> <li>• The College’s GO WEST strategy for how we look after ourselves has been embedded during Tutor Time, House and SLT assemblies and through the PSHRE and extra-curricular programme</li> <li>• British Values are built into the PSHRE curriculum and Tutor Time programme for all Year Groups</li> <li>• The College has a gold standard careers programme adhering to Gatsby Benchmarks – please see ‘Careers and Ambition Programme’ on College website</li> <li>• The College continues to facilitate a two-week work experience placement for all Year 10 students</li> <li>• All PSHRE teams received training specific to their area as part of the CPD programme</li> </ul>	<ul style="list-style-type: none"> <li>• For curriculum maps to ensure that British Values are represented on balance across the curriculum</li> <li>• To build on links with outside agencies, such as HIWFERS, The Lighthouse Project, Janine Milburn, Hants Police, etc. to support delivery of broad and relevant PSHRE curriculum</li> <li>• Regular consultation with parents about PSHRE provision</li> </ul>
<p><b>Equality of opportunity &amp; diversity</b></p>	LT/VLM	<ul style="list-style-type: none"> <li>• Started self-evaluation tool for equality and diversity</li> <li>• Working party in place including staff and Governors</li> <li>• Heads of Subject have completed self-evaluation to give us a clear indication of strengths and areas of improvement</li> <li>• Whole staff training completed on Equality</li> <li>• Whole staff training completed on LGBTQ+</li> <li>• Incident forms updated to identify if relating to a protective characteristic</li> <li>• 90% of staff were able to confidently answer questions on protective characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Write SMART Equality Objectives</li> <li>• Student education on Equality through College Council</li> <li>• Student Voice</li> <li>• Working party to meet with staff representatives.</li> <li>• Pilot school for Citizens Advice Havant Young Carers project starting Sep 2024</li> </ul>
<p><b>RSE curriculum inc. recognising online risks</b></p>	MDB	<ul style="list-style-type: none"> <li>• Feedback from independent consultant on the RSE curriculum map with recommendations of updates and additions used to inform development of RSE curriculum</li> <li>• 98% of parents/carers felt that the College RSE policy meets the needs of their child</li> <li>• SDAS ‘Break the cycle’ and ‘It’s a RAPP’ group work delivered to 12 students identified as having experienced domestic abuse at home</li> </ul>	<ul style="list-style-type: none"> <li>• Further training for the RSE team</li> <li>• Let’s Talk RSE group work to continue to be rolled out to all students in Year 9</li> </ul>

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		<ul style="list-style-type: none"> <li>6 weeks Let’s Talk RSE small group programme delivered to groups of 12 Year 9 students (separate boys and girls groups) throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Regular consultation with parents/carers about RSE provision</li> <li>PSHRE input from Stop Domestic Abuse – Healthy Relationships (Year 8 – Aut 1 2024), Sexualised Behaviour (Year 10 – Aut 2 2024)</li> </ul>
<p><b>Developing responsible, respectful, active citizens</b></p>	<p>MDB/DL</p>	<ul style="list-style-type: none"> <li>College Council restructuring on how College Council agendas are formed to involve all students</li> <li>Set of rules for discussion devised by the student body. 88% of staff surveyed using the set of rules on a regular basis.</li> <li>65 students mentored by SLT and Heads of House – 50 had less negatives by the end of the year equivalent to 77% improvement in behaviour.</li> <li>Tutor programme embedded. Half termly reviews have allowed a more consistent approach and a broader range of topics covered.</li> <li>Future You programme reviewed from previous year and new group has included students with poor attendance.</li> <li>‘You said, we did’ promoted throughout the College. 13 actions carried out due to student voice. 95% students surveyed could explain at least one thing the College Council had achieved for the student body.</li> <li>British Values focus. 100% of the values covered in the PSHRE curriculum and through the tutor programme.</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of student Voice success</li> <li>Develop the roles of the prefects – further roles/more responsibility.</li> </ul>
<p><b>Careers (including Gatsby benchmarks)</b></p>	<p>SD</p>	<ul style="list-style-type: none"> <li>External assessment of the College through the ‘Quality in Careers Award’ in November 2023, judged the careers education programme to be ‘fully meeting’ the standards against the Gatsby benchmarks with no areas for development identified. Compass plus is used for continuous self-assessment.</li> <li>The Careers Policy complies with the Provider Access Policy requirements as does practice within the College <a href="https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=767&amp;type=pdf">https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=767&amp;type=pdf</a></li> <li>Governing body is fully informed through termly reports and the link Governor who meets with the Careers Leader.</li> <li>Impartial careers guidance delivered by Hampshire Futures</li> <li>Well established careers programme including 2 weeks work experience for all students. <a href="https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=774&amp;type=pdf">https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=774&amp;type=pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Developing further opportunity for students and parents to offer feedback and evaluation.</li> <li>Continue to develop links to careers in the curriculum</li> </ul>

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		<ul style="list-style-type: none"><li>• Bespoke 1-1 packages and opportunities for students who are SEND, disadvantaged, vulnerable</li><li>• Alumni profiles and former students' involvement in careers events highlights a range of post 16 opportunities to students.</li></ul>	
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<p><b>4 Leadership &amp; Management</b></p>	<p><b>Last revision date: Sept 24</b></p>	<p><b>Author: S Bennett/J Collins</b></p>
<p><b>Summary</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<p><b>RAG rating</b></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 2024 were positive and results for the early entry are excellent. 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.		
Sub-criterion	RAG	Reason for RAG rating	Priorities moving forward
<b>Ambition of school vision</b>		<ul style="list-style-type: none"> <li>• Excellence as Standard is what we aspire to as a College every day- The 4 levers of pedagogy, curriculum and assessment, enrichment and ethos; staff training and leadership, in the College performance plan, are all designed to enable us to collectively work towards our common goal.</li> <li>• Our staff surveys show that 100% of staff understand the College vision.</li> <li>• Governors fully ascribe to the vision of the College and the standards that leaders set and are fully supportive.</li> <li>• Our College vision is embedded in the 3-strand ethos of 'The Cornerstones, Go West and OPEN MIND' which are a central part of student and staff daily lives.</li> <li>• Parents receive termly updates on our ambition and College ethos in the HT Blog.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to brand the ethos and expectations around the College.</li> <li>• To ensure that all teachers who are employed at Crookhorn aspire to the same ambition within the vision and set their personal expectations to meet this.</li> <li>• All students to be confident in the three-strand ethos of the College</li> </ul>
<b>Use of CPD to develop teacher knowledge</b>		<ul style="list-style-type: none"> <li>• Whole college training plan is based on the College performance plan – strand 1 is curriculum and pedagogy. Training linked to this strand is delivered in after school training sessions across the year where staff identify workshops they would like to attend for their personal development.</li> <li>• Weekly collaborative planning time allows for the development of subject specific training to be delivered in teams.</li> <li>• The whole College coaching programme supports development of all 3 types knowledge. Each member of staff has a personal coach who visits their lessons at least twice per term with a follow up professional dialogue. Staff are asked to identify elements of pedagogy they wish to focus on in these sessions</li> <li>• Staff are encouraged to develop personal and professional practice through participation on nationally recognised qualifications. In the</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation of the College coaching system, refining the system to suit our teachers better.</li> </ul>



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		<p>last two years we have had; 6 staff enrolled on NPQ Leading teaching, 2 staff enrolled on NPQ leading culture and behaviour, 2 staff enrolled on NPQ leading literacy, 4 staff enrolled on NPQSL and 1 member of staff completed NPQ leading teacher development.</p>	
<p><b>Engagement with pupils, parents &amp; wider community</b></p>	<p>SB/JC</p>	<ul style="list-style-type: none"> <li>• 5 Parents evenings every year. Significant numbers wanted to continue with virtual evening, so we have made 3 evenings virtual and 2 face to face.</li> <li>• 6<sup>th</sup> evening for Year 11 and Year 7 tutors.</li> <li>• You said, we did poster campaign to show all stakeholders what has been actioned after collation of their voice.</li> <li>• 93% of Year 7 parents when asked about transition felt the transition was a smooth process</li> <li>• RSE survey completed, asking for parental views on RSHE and PSHRE- new policy was introduced after consultation period</li> <li>• PTA still in place after covid, with many events in 23-24</li> <li>• New complaints procedure in place to make the system more transparent.</li> <li>• Student surveys, College council, sports council all consulted on new initiatives.</li> <li>• Parents evening overall attendance for 2023-2024 was 71.3% (compared with 66.3 in 22-23)</li> <li>• Regular attendance at Havant Op meetings involving police, local schools and care providers.</li> <li>• Engagement with the local ASB programme</li> <li>• Students and staff engaged in the new Havant Thicket reservoir project.</li> <li>• Significant engagement with HSDC in regards transition between KS4 and KS5 with specific subject tasters.</li> </ul>	<ul style="list-style-type: none"> <li>• Full OFSTED parental view for 2024-2025, replicating the questions and analysis of results by SLT.</li> <li>• Action plan from parental/governor voice</li> <li>• Continued 'You said, we did' campaign for staff and students.</li> <li>• Headteacher involvement in PAG (partnership action group) including work with VRU (Violence reduction unit).</li> </ul>
<p><b>Inclusivity (eg not gaming or off-rolling)</b></p>	<p>SB/JC</p>	<ul style="list-style-type: none"> <li>• Our significant drop in exclusions and the fact that we have had no permanent exclusion for 5 years against national trends is a strong indication of our inclusivity.</li> <li>• We work extensively with other schools in our federation on managed moves and directed off site provision to keep students in education.</li> <li>• In 2023/24 we had 1 student with an EHCP who moved to a EHE. This was only after significant work from the College to co-ordinate NHS, County and CAMHS support.</li> </ul>	<p>Continue to develop strong links with 'The Key' to keep students on roll and to prevent permanent exclusion.</p> <p>Continue to work with Cowplain School and other schools in the Federation to develop the capacity of the Directed Off Site Provision.</p>

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		<ul style="list-style-type: none"> <li>• Our stability ratio is 95% and when students leave the College out of rounds, they are transferring to another school- primarily a maintained school.</li> <li>• Any students who are dual registered with our AP provider- The Key Havant are visited every half term by the College, with half termly meetings being held between the SPOC and tutors at The Key and between the Headteacher at Crookhorn and the Executive Headteacher and Head of School of The Key Havant.</li> </ul>	<p>Continue to ensure all staff have up to date ATAS (ATIP) training to support inclusivity. Develop expertise with the executive function skills programme to prevent repetitive poor behaviour patterns that can escalate to a PEX situation.</p>
<p><b>Managing staff workload</b></p>	<p>SB/CP</p>	<ul style="list-style-type: none"> <li>• The College has a staff wellbeing group- focussed on working with staff to manage staff workload.</li> <li>• The College has introduced systems, procedures and work practices to help staff to manage workload:</li> <li>• Directed time is mapped for staff and this is rigorously adhered to. Meetings before and after the College Day are kept to the essentials and alternative methods of disseminating information to staff and parents have been introduced e.g., 2 whole staff morning briefings have been replaced by a weekly email. Options evening has been replaced by virtual presentations. Parents evenings times have been considered to ensure suitable work life balance</li> <li>• All subject teams meet once a week to collaboratively plan. All work is delivered via the College learning management system (itslearning), Plans can be re-used and amended year on year. Work can be accessed by students retrospectively and set remotely reducing the need to set separate work for those not present in the classroom.</li> <li>• Staff are encouraged and trained to 'live mark' student work wherever possible as well as setting self-marking tests on itslearning to reduce the need to mark outside the classroom.</li> <li>• The College has support staff roles designed to help teachers manage their workload e.g., a full-time reprographics technician, a full-time media technician to support the production of meaningful displays and learning walls in classrooms and a content developer for itslearning who can be tasked to produce materials for teacher's plans.</li> <li>• Data drops are completed 3 times a year and classroom teachers are presented with summaries of key findings from each drop (DSSI)</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching to support workload management</li> <li>• Fully implement all aspects of the Wellbeing action plan</li> </ul>

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		<ul style="list-style-type: none"> <li>• The College appraisal process allows staff to choose from a selection of pre-written objectives and directed time is given across the year to review progress regularly (8 times across the year)</li> <li>• The College has adopted the national Staff Wellbeing Charter and has action plan to implement key recommendations.</li> </ul>	
<p><b>Protecting staff from bullying &amp; harassment</b></p>		<p>The College has systems in place to ensure all staff are protected from bullying and harassment:</p> <ul style="list-style-type: none"> <li>• A staff charter which sets out how staff should relate to each other and levels of expected professionalism. Including informal routes for dealing with conflict.</li> <li>• A detailed 'Staff code of conduct' policy that sets out clear guidance and expectations for all those who work in the College.</li> <li>• All complaints are dealt with accordingly and if necessary, the College grievance and low-level concern procedures are followed.</li> </ul>	<ul style="list-style-type: none"> <li>• A review of how complaints are followed up on in 2024-25</li> </ul>
<p><b>Effectiveness of governors/trustees</b></p>	<p>SB/SD</p>	<ul style="list-style-type: none"> <li>• Regular review of progress against the performance plan in the HT report which is provided for each FGB meeting.</li> <li>• Minutes of meetings reflect governors questioning and challenge.</li> <li>• Clearly defined links to subjects and whole school areas of interests – record of governor visit reports</li> </ul>	

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		<ul style="list-style-type: none"> <li>Impact statements at the end of each meeting focus the governors on ensuring their involvement is strategic and meets the 3 core principles of governance</li> </ul>	
<b>Meeting statutory duties (eg Prevent)</b>	LT	<ul style="list-style-type: none"> <li>All staff completed Prevent training</li> <li>Prevent training completed as part of initial safeguarding training for all staff</li> <li>All visitors researched prior to attending the College to ensure no radicalised viewpoints.</li> <li>Staff completed Preventing Radicalisation eLearning at the start of term September 2024 and this has been added to the staff induction programme.</li> </ul>	<ul style="list-style-type: none"> <li>Update College Prevent risk assessment</li> </ul>
<b>Safeguarding inc sexual harassment, online abuse and violence</b>	LT	<ul style="list-style-type: none"> <li>All staff have read updated Keeping Children Safe in Education.</li> <li>Safeguarding Audit completed annually- link to be added here</li> <li>All staff have had face to face training on Sexual Abuse and Sexual Harassment</li> <li>All staff have completed child on child abuse training</li> <li>All staff receive face to face child protection training as part of induction and a minimum of annually</li> <li>Staff are confident on how to report any incidents of child-on-child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Ensure Child on child abuse remains a focus of all safeguarding training.</li> <li>Staff to be surveyed after each training to check for understanding and if they feel more confident.</li> </ul>
<b>Use of Pupil Premium and catch-up funding</b>	SB	<p><a href="https://www.crookhorn.hants.sch.uk/page/?title=Pupil+Premium&amp;pid=40">https://www.crookhorn.hants.sch.uk/page/?title=Pupil+Premium&amp;pid=40</a></p>	See actions