

Inspection of Crookhorn College

Stakes Hill Road, Waterlooville, Hampshire PO7 5UD

Inspection dates:	19 and 20 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a welcoming and inclusive school. Staff are wholeheartedly focused on supporting all pupils to succeed, including pupils with special educational needs and/or disabilities (SEND). As a result, pupils go on to do well in the subjects that they study and appreciate the help that they get to achieve.

Pupils behave well. The school sets high expectations which are driven by its 'cornerstones' of 'respect, commitment, achievement and responsibility'. Pupils embrace these. They are polite and respectful to each other and staff. Pupils feel safe, are happy and enjoy coming to school. They understand that staff care for them and know that they have support around them when they need it. Strong and effective pastoral care is available for those who need it. This helps pupils to engage positively with the life of the school.

The school places an exceptionally strong emphasis on pupils' wider development. Pupils appreciate the wide range of leadership roles they have. The school offers a range of enrichment opportunities. Pupils take advantage of these and talk about how much they value them. Pupils also appreciate how their high-quality lessons in personal, social, health and economic education and frequent opportunities to debate social issues helps to create a tolerant and respectful school community.

What does the school do well and what does it need to do better?

Through focused leadership, the school has effectively responded to changes in the make-up of its cohort. A restructured curriculum, well-considered support for pupils with SEND, and a determined pursuit of high standards have led to improved outcomes in most subjects by the end of key stage 4. As a result, more pupils, including disadvantaged pupils, benefit from the high-quality education at the school. This work is ongoing in a small number of subjects to ensure that the curriculum is coherently planned and delivered consistently well by teachers.

Teachers have good subject knowledge. They typically present new learning clearly and confidently. They use resources to model new concepts effectively. Most staff check pupils' understanding skilfully. Learning is supported through the effective widespread use of a virtual learning platform which supports pupils to learn remotely.

Reading is prioritised. The school encourages pupils to read regularly and carefully identifies those who are struggling with reading. These pupils receive additional support from specialist staff, including phonics assistance. As a result, they quickly gain the knowledge and skills they need to become confident and fluent readers.

The school's dedicated efforts to raise the achievement of disadvantaged pupils are delivering positive results. The school identifies individual pupils' needs quickly. Staff are well informed about the needs of these pupils. They adapt the curriculum carefully so that pupils with SEND develop the knowledge and skills that they need. This is complemented by the school's relentless determination to identify and address barriers to attendance. As

a result, pupils attend school regularly. They are engaged in their learning and benefit from the support that they need to prepare them for the next stage of education or training.

Personal development is a strength of the school. Pupils learn about important topics such as healthy relationships, consent and healthy eating. They learn about other faiths and religions in modern Britain, and are encouraged to discuss contentious, topical issues, at an age-appropriate level. They value the expert input that they receive from external speakers on subjects such as knife crime, domestic violence and substance misuse. The school provides a strong careers education. Through this, pupils engage with a wide range of employers and education providers. As a result, pupils are exceptionally well prepared for life beyond school.

Leaders continue to review and enhance the school's provision. They understand how the various aspects of their work join up and continually look for the best practice. Governors provide effective support and challenge. The school has implemented a well-thought-out professional development programme, which staff appreciate. The school carefully considers the impact of improvements on staff workload and involves them in policy changes. As a result, they feel valued and are proud to be a part of the Crookhorn College team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not securely and consistently embedded across all subjects. In some subjects, lessons do not build pupils' knowledge and skills successfully. The school should ensure that it keeps a careful oversight of how well the curriculum is being implemented and provide support so that it is of a consistently high standard in all subjects, enabling all groups of pupils to achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116428
Local authority	Hampshire
Inspection number	10341459
Type of school	Secondary
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	917
Appropriate authority	The governing body
Chair of governing body	Jackie Branson
Headteacher	Sarah Bennett
Website	www.crookhorn.hants.sch.uk
Date of previous inspection	19 March 2019

Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- At the time of inspection the school was using one registered and seven unregistered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements quality of education; behaviour and attitudes; personal development; and leadership and management. Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have considered that in their evaluation of the school.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors met and spoke with leaders, staff, pupils, parents and carers and governors.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, geography, art and religious studies. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the responses to the Ofsted Parent View questionnaire. They also considered the responses to the confidential Ofsted staff survey and the views of pupils gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; considered the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered information about pupils' attendance, behaviour and wider learning. They also met with the school's special educational needs and disabilities coordinator.

Inspection team

James Stuart, lead inspector	His Majesty's Inspector
Peter Fry	Ofsted Inspector
Andy Johnson	Ofsted Inspector
Jane Cartwright	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024