

CONFIDENTIAL LLPR Visit Report

School/Setting: Crookhorn College (4159)

LA: Hampshire

Date: 07/07/2025, 10:00

Focus: CONFIDENTIAL LLPR

Headteacher/Manager: Sarah Bennett

Adviser: Kate Broadribb

Reference: Inspection and Advice, 2025-26 Short visit 1

Attendees: Headteacher, deputy headteacher, assistant headteacher, deputy designated safeguarding leader

Actions

★ = Key Action

✔ = Complete

Action	Assignee	Due	Status
To develop consistency of the effectiveness in teaching assistants (TA) across all subject areas	Senior leaders, middle leaders, teachers, teaching assistants	30/09/25	
To improve the self-efficacy skills of pupils with SEND and/or disadvantage to enable a reduction in suspension rate	Senior leaders, middle leaders, teachers	30/09/25	
Successful delivery of the Inclusion Champions Project & High-Quality Inclusive Teaching project and embedding OAP in all teachers practice through the coaching model of professional learning.	Senior leaders, middle leaders, teachers	30/01/26	

Outcomes

The headteacher and senior team continue to lead with a clear strategic vision, grounded in honest self-evaluation and a commitment to continuous college improvement. Leaders presented a clear and coherent update on curriculum development which aligns well with the college performance plan's focus on blended learning and adaptive teaching. The college's approach to embedding special educational needs and disability (SEND) principles, especially through the integration of Ordinarily Available Provision (OAP) is commendable, reflecting a long-standing commitment to inclusive practice. The week-by-week revision programme for Year 11 and early-entry Year 10 students has been highly effective, and the use of ItsLearning continues to strengthen consistency in homework. The pupil premium strategy is being implemented with fidelity, with a clear focus on student self-efficacy, promoting attendance, and positive engagement. SEND and disadvantaged pupil progress is closely tracked, with leaders able to articulate the impact of interventions. Safeguarding systems are robust, with case studies evidencing reflective practice and effective response. The relationships, sex and health education (RSHE) programme is well-structured and responsive to emerging safeguarding themes, supported by strong external partnerships. Attendance systems remain effective and well embedded, with curriculum and college culture playing a key role in driving further improvement.

The school remains a **low-level** priority for support from the Local Authority.

Activity reason

Leadership and Learning Partner Review (LLPR) process 25/26

Visit 1 of 3

Activity focus

Short term leadership and learning partner (LLP) visit and report – Summer 2025

Context

This visit is to evaluate the provision, impact of development work impact of the school's leadership and support continued improvements.

Commentary

MEETING WITH THE HEADTEACHER AND DEPUTY HEADTEACHER

The alternative curriculum continues to serve as a strategic response to meeting the cognitive learning needs of a small group of Key Stage 4 students. It has recently evolved into a single vertical group, rather than separate year groups across Key Stage 4. Leaders outlined further enhancements to the curriculum, including the introduction of music and a Level 1 Public Services course. This course is expected to support smoother transitions to further education pathways at college.

Heads of subject have worked collaboratively to define age-related expectations (ARE) for Key Stage 3 students. This initiative supports internal tracking and informs the options process. Leaders have also introduced a live NEA tracker, allowing real-time monitoring of coursework progress. The week-by-week revision programme for Year 11 and early-entry Year 10 students has proved highly effective, fostering independent study habits and thorough preparation for assessments. The organisation of these resources on ItsLearning has been exemplary, providing accessible revision materials for students and parents/carers, while enabling teachers to monitor completion. The assistant headteacher responsible for blended learning is currently overseeing consistency in resource quality across subjects.

Homework is being set and tracked consistently, with leaders reviewing both positive and negative feedback alongside the revision programme. A recent Year 11 survey highlighted strong student satisfaction with teaching and exam support, with particular praise for ItsLearning and the mental health provision. Leaders noted that the 'bridging the gap' sessions prior to exams were instrumental in preparing students and reflected a commendable collective staff effort. Recognition and rewards have increased, with more pupils achieving the milestones of bronze to platinum awards. Notably, 51 pupils received governors' awards, up from 13 last year.

The college's improvement work is underpinned by over eight years of focus on adaptive teaching and is now influenced by the Local Authority's OAP guidance. Key parts have been extrapolated so that it aligns with the college "Excellence as Standard" principles. Leaders have focused on two to three key aspects from the guidance within each of the four targeted support areas. The implementation of OAP will be the main driver for teaching and learning in 2025–26. Teacher coaching is central to this strategy, with strong practices observed through senior leader monitoring shared already shared in guidance packs.

A brief book scrutiny activity for SEND pupils in Spanish, geography, and history revealed high expectations and effective pupil engagement with feedback. However, this was less evident in computer science. Engagement with the Local Authority computing adviser has been suggested to support improvements in this area.

Meetings with Assistant Headteacher and Deputy Designated Safeguarding Lead

The RSHE curriculum is reviewed regularly to ensure it remains relevant and impactful for the current cohort. At the end of each half-term rotation, teachers provide an effort grade and a check-for-understanding score. These assessments help identify knowledge gaps and inform ongoing curriculum development. The college integrates input from external agencies effectively into the programme, including partnerships with Stop Domestic Abuse, Let's Talk RSE, and Citizens Advice Havant. Leaders are confident in the quality of curriculum delivery, supported by monitoring via ItsLearning and informal lesson drop-ins conducted by the personal development coordinators.

In response to emerging safeguarding concerns such as the sharing of deepfake images, the college has taken a proactive and context-sensitive approach, engaging with Hampshire Constabulary to enhance education for Key Stage 3 pupils. The Year 11 leavers' survey showed improved outcomes in mental health and wellbeing, and leaders are working with student leadership to explore further support. Continuing this collaborative approach with external agencies, Kooth will support Year 11 pupils in managing exam stress during the autumn term. Additional initiatives include re-engaging with the Willow Team, following the AHT's discovery of their new workshops and resources, and working with the child bereavement charity Simon Says, with the aim of achieving 'Champion School' status.

Leaders reported positive findings from the BeeWell survey, particularly in relation to strong student-staff relationships. Girls, in particular, reported higher average scores when compared with similar schools. Reports of discrimination were below average, with fewer girls reporting such experiences. Encouragingly, indicators of girls' wellbeing have improved, bucking the county-wide trend of a slight decline. Fewer girls reported feeling pressure at school or experiencing loneliness. Looking to next year key focus areas identified from the BeeWell data include strengthening school connection for Year 10 girls, addressing loneliness among FSM-eligible Year 10 girls, and improving sleep patterns for this group. The LLP is planning an action research project into girls' wellbeing and will invite the college to participate in the pilot once established. Leaders also shared the success of a Year 9 student who has been appointed as the accessibility ambassador for Hampshire BeeWell and will take part in 'mystery shopper' style activities to assess the accessibility of public spaces.

Safeguarding leaders at the college are proactive and reflective. In April, the college responded to a serious safeguarding incident, which was verbally shared with the LLP. Following collaboration with the police, leaders have reviewed their protocols for managing incidents involving indecent images on pupil devices. As part of a broader safeguarding strategy, the college will introduce a mobile phone ban for Years 7 and 8 from September, requiring devices to be switched off and stored in bags. Leaders also discussed the importance of parental engagement and education in promoting the safe and responsible use of smartphones, expressing a desire to secure parental support for this initiative.

A further case study was discussed involving two Year 11 pupils, focusing on promoting healthy relationships and safeguarding both individuals. Leaders acted swiftly to ensure appropriate safeguarding arrangements were in place, enabling both students to complete their exams. Despite frustrations over limited communication from the police, leaders ensured daily check-ins and robust safeguarding measures were maintained.

Attendance initiatives have also contributed positively to student wellbeing and engagement. Leaders celebrated the success of the "Man of the March" attendance challenge for free school meal (FSM) Year 8 boys, which used a football league-style format and was well received. The "Eggcellent Easter Challenge" was implemented college-wide and a summer challenge aligned with the new academic timetable was running at time of visit. Additionally, the "Every Day in May" challenge, targeting Year 10 FSM girls, resulted in 75% of participants improving their attendance. These targeted initiatives demonstrate the positive impact of creative, focused strategies to reduce absence.

This visit coincided with the arrival of 12 visiting pupils from China. It was heartening to witness the cultural

exchange and the mutual support and sharing of ideas between Crookhorn students and their guests.

Funding

LLP core funding 9630K

