

# CONFIDENTIAL LLPR Visit Report

**School/Setting:** Crookhorn College (4159)

**LA:** Hampshire

**Date:** 23/01/2025, 09:00

**Focus:** CONFIDENTIAL LLPR

**Headteacher/Manager:** Sarah Bennett

**Adviser:** Kate Broadribb

**Reference:** Inspection and Advice

**Attendees:** headteacher, deputy headteacher, assistant headteacher (curriculum) assistant headteacher (business and operations/designated safeguarding leader), assistant headteacher (special educational needs co-ordinator (SENCo)), assistant SENCo, teachers, challenge partner

# Actions

★ = Key Action

✔ = Complete

Action	Assignee	Due	Status
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	<input type="checkbox"/>
To develop consistency of the effectiveness in teaching assistants across all subject areas	senior leaders, middle leaders, teachers, teaching assistants	30/09/25	<input type="checkbox"/>
Successful delivery of the Inclusion Champions Project & High-Quality Inclusive Teaching project to support school pupil profile and embed ordinarily available provision and the consistency in this	senior leaders, middle leaders, teachers	30/01/26	<input type="checkbox"/>

# Outcomes

The college continues to flourish under the guidance of innovative and dedicated senior leaders, particularly the headteacher and deputy headteacher. The effectiveness of leaders in evaluating the impact of school improvement and empowering middle leaders is evident through their strategic use of the itsLearning platform, which supports growing consistency across subjects and teachers. Quality assurance is a shared responsibility, with leaders at all levels modelling practices and utilising a coaching approach. This gives agency to teachers to enhance their planning and curriculum implementation through targeted feedback, all of which is documented on the platform. The leadership team demonstrates a strong consideration for staff workload, exemplified by adjustments such as rescheduling Year 10 work experience to facilitate timely marking of Year 11 mock exams. The challenge partner commended the leadership team's achievements and their strategic planning, noting the sustainable direction of school improvement driven by a cohesive senior team that understands their roles in the school's journey. The challenge partner asserted: 'everywhere I walked and everyone I spoke to gave me that sense that they are team Crookhorn'.

Crookhorn College's inclusive ethos and culture are among its most significant strengths. The school has a clear expectation that all teachers are equipped to support students with special educational need and disability (SEND). The success of the college's approach is evident in attendance rates 4% above the national average for SEN pupils. The school's success in supporting its 38% SEN pupil population can be attributed to visionary leadership by the headteacher and bespoke pathways tailored to individual needs. Leaders focus on personalising the learning experience, particularly through developing SEND-friendly classrooms is ensuring all students access a broad curriculum. Overall, the college's effective teaching practices, personalised learning, strong leadership, and focused academic support create a thriving and inclusive school community.

The college remains a LOW level of priority for Local Authority support.

## Activity reason

Leadership and Learning Partner Review (LLPR) process 24/25

## Activity focus

Annual leadership and learning partner review report.

# Context

This visit was to evaluate the provision, impact of development work, impact of the school's leadership and support continued improvements. Crookhorn College is an 11-16 school comprised of 940 pupils. Located in Havant the school has seen an exponential increase in the proportion of students with special educational needs (SEN) (38% in total at time of visit). The College was recently inspected by Ofsted during November 2024 where its inclusive culture and strength of work for vulnerable pupils was recognised. It achieved gradings of GOOD in all categories except personal development where provision was found to be OUTSTANDING. The identified Area of Focus from the report was:

- 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.

The LLPR Report in January 2024 highlighted the strong capacity for school improvement and identified these actions:

**Teaching and Learning** - Teachers to reduce teacher talk and make the 'we do' of modelling as interactive as possible ensuring checking for understanding becomes the critical opportunity.

**Attendance** - To further embed the attendance action plan and take action to develop the impact of supporting pupils to achieve attendance streaks.

# Commentary

## Impact of Leadership

Effective communication and the dynamic use of the college performance plan facilitate ongoing monitoring and evaluation, fostering a culture where staff feel valued and are encouraged to develop innovative solutions. The integration of policies, procedures, and culture is evident across the college. The senior leadership team (SLT) has embarked on the first part of a two-part strategic conference to review the performance plan and prepare next year's school improvement plan. This process has involved thorough evaluations by senior leaders. It was noted by the headteacher that some middle leaders need to conduct more detailed analyses of their quality assurance processes. Therefore, consolidating their leadership accountability will be a key focus moving forward.

Another central aspect of the performance plan will continue to focus on SEN training for staff. The college is fully engaged in delivering the Local Authority Transforming SEND modules (TSEND) and has leaders working effectively on the high-quality inclusive teaching project, aiming to ensure consistency in ordinarily available provision. These professional learning resources, alongside the introduction of inclusion champions, will be crucial actions to further improve the progress of SEN pupils.

Staff stability and a fully engaged governing body are notable strengths, with documentation tailored to support both internal monitoring and external governance. The college places a strong emphasis on data-driven decision-making, evaluating the impact of all initiatives, particularly those related to pupil premium funding. Middle leaders are empowered with accountability, sharing in the headteacher's reports to governors, which fosters a culture of shared responsibility.

During discussions with the headteacher, it was evident that the college has made significant strides in improving parental communication by streamlining it to provide specific, succinct information weekly, focusing on how parents can support their children. This change was driven by governors' evaluation about the accessibility of previous, more detailed communications.

## Quality of Education:

### Year 11

During a meeting with the headteacher and deputy headteacher, the current Year 11 performance indicators were reviewed. Of the 171 pupils, 101 have a mid-ability profile, a significant increase from last year's cohort. Additionally, there has been a 9% increase in the SEN profile, now at 31%. Nine pupils are following bespoke programmes due to their SEN needs, including AQA awards and functional skills alongside some GCSE courses. Current college data predicts a 65% achievement at Basics 4+, against an FFT prediction of 76%. Leaders have identified history and science as focus areas to ensure performance and reduce inconsistencies in pedagogical application. With stable staffing in science and a new assistant subject leader, there is a great opportunity to secure consistency across the team. Attendance continues to rise, reflecting the impact of the robust attendance action plan, which supports pupil progress. Furthermore, 154 Year 11 students have sat an early entry GCSE, achieving an average grade score of 4.34.

The college has an overarching Year 11 action plan, with all subjects devising bespoke plans. These include week-by-week revision plans where pupils engage in practice exam questions and revision techniques, with a weekly task based on core content knowledge retrieval. Leaders assert that monitoring of these plans is going well, including in science and history. The 20/20 intervention initiative, where senior leaders check in on 20 targeted pupils to support and direct more positive behaviours, is already impacting engagement and focus. Additionally, a mentoring programme with ex-pupils from Havant & South Downs College has started for high prior attaining pupils.

### Blended Learning

The blended learning programme has continued throughout the year, with pupils during previous LLPR visits this academic year praising the itsLearning online portal for accessing educational materials from lessons and for independent study. A live demonstration of the platform for the challenge partner showcased the modelling of revision techniques, such as making flashcards and mapping out bespoke revision plans. This achievement is supported by teachers who have dedicated time on Tuesdays to update their planning and resources on the portal, which is robustly monitored by senior leaders. This persistent quality assurance aims to continually improve and make resources more helpful for students.

The challenge partner conducted two learning walks during the visit to Year 9 classes, observing lessons in subjects such as engineering, construction, early entry history, computer science, and Spanish. The challenge partner noted that all pupils could access and engage fully in the lessons, attributing this to the leadership direction, investment in teacher development, effective lesson planning, and high expectations of learners.

### SEND

Meetings with the deputy headteacher, assistant headteachers, and assistant SENCo highlighted how leaders are leveraging every resource to ensure effective provision for all student groups. The college supports 64 education, health and care plans (EHCPs), with 24 requiring bespoke programmes run in-house. For example, the Retreat provision offers focused support for three boys, with one successfully transitioning back to mainstream classes. The bespoke alternative curriculum for Year 9 and 10 students, including entry-level qualifications, allows pupils to reintegrate into mainstream education upon meeting success criteria, focusing on future college and work placements. Leaders are evaluating the impact of this curriculum, as its flexibility is crucial to meet changing student and cohort needs.

Acknowledging the complex behaviours of some pupils, leaders have embraced research and TSEND guidance, including Kit Messenger's 'Curious not Furious' executive functioning approach from the Local Authority TSEND conference. Senior leaders have read the book and are shaping staff training to reflect how to support executive functioning, while staff have been given extracts to read and reflect on as part of the college's professional learning programme. The college has developed a plan for embedding the role of executive functioning skills in behaviour management, effectively tracking pupils' progress using data, including attendance, to review suitability and impact. The student inclusion unit serves as both a support and sanction space, with higher level teaching assistants (HLTA) for SEMH (Social, Emotional and Mental Health) using the

Reach to Teach programme and the executive functioning skills project to build self-efficacy. This collaborative effort between the SENCo and programme staff utilises bespoke college-created resources to deliver support successfully. The SENCo ensures communication with staff about effective programme approaches that can be used in lessons. Provision Map is the college-wide communication system used by leaders to highlight effective teaching and learning strategies for each pupil engaged in Reach to Teach, with potential redesigns to make these strategies central to pupil plans.

The Inclusion Champions Project, supported by Margaret Mullholland (SEND and inclusion specialist for ASCL), aims to ensure the college remains fully inclusive. This project involves coaching leaders to think inclusively and move towards the agile delivery of ordinarily available provision in the classroom. The AHT/SENCO has been working with the Local Authority School Improvement Manager for SEND and Inclusion, providing input into forthcoming county-wide guidance for ordinarily available provision. Two SEN champions are being recruited internally to conduct action research projects within their departments. Leaders described how strand four of the action plan focuses on embedding ordinarily available provision, beginning with an audit of current practice and provision. Findings will be supplemented with pupil voice evidence to develop a hierarchy of action needed.

Meanwhile, the High-Quality Inclusive Teaching Programme complements the Inclusion Champions Project, with sessions enabling leaders to evaluate strengths and weaknesses in ordinarily available provision delivery. Practical activities have been identified to improve planning and strategy delivery for vulnerable groups. The action plan for both projects focuses on two core aspects: leadership of SEN and quality of teaching and learning as the rising number of SENK pupils necessitates agile application of pedagogy by teachers. To build capacity, an admin team member will be appointed as an EHCP coordinator, allowing the SENCo and assistant SENCo to work more closely with teachers, teaching assistants, and middle leaders. Tracking pupils is central to the plan, with improvements in attendance and learning behaviours achieved through the resilience room. The SEN leader described planned changes to the resilience room, ensuring set time frames for working with pupils and further staff training.

Looking forward a crucial aspect of monitoring the SEND action plan is developing the tracking of SEND pupils' progress. Regular meetings between the SENCo and deputy headteacher (DHT) will review data and interventions, supporting leaders in monitoring the quality of interventions such as English academic mentoring and reading coaching. Other next steps include efforts to engage more parents through Saturday drop-in sessions led by the SENCo and assistant SENCo. SEN leaders are also exploring signposting and offering workshops and courses for parents to further understand the school's strategies and support their children at home.

As explored in previous LLPR visits during 2023-24, the Maximising the Impact of Teaching Assistants sector-led project continues. The headteacher led the project for the Havant, Gosport, and Fareham cluster of schools, and its successful impact was presented to Local Authority officers in January 2025. Subject teaching assistants (TA)s are provided with iPad access to itsLearning in the classroom, so they have knowledge of lesson plans, enabling them to effectively support activities such as live marking, and they are line-managed by subject leaders. Monitoring, including lesson visits and stakeholder surveys, now evidences the need to further enhance the subject knowledge of attached teaching assistants in some curriculum areas. It was suggested that middle leaders signpost TAs to subject knowledge enhancement materials from subject associations such as the Historical Association to help with this.

## **Behaviour and attendance**

Behaviour at Crookhorn College is effectively managed through a well-led and commonly understood policy. Rigorous oversight, detailed recording, and thorough analysis help identify students in need of support, leading to the implementation of various impactful measures. For example, 20 students who were identified with low level disruptive behaviour in lessons are monitored by SLT through lesson visits, with successful pupils moving off report. These efforts have resulted in reduced lesson suspensions, improved attendance, and positive student engagement. The focus of the behaviour policy where reward points centre on the four cornerstones of respect, responsibility, commitment and achievement ensures a culture of framing positive behaviours for learning has been established. The headteacher described the move to a split lunch responding to increasing cohort size and how leaders are monitoring its implementation. For example, Years 8 and 10 have the later lunch session and leaders are analysing data to see if this split lunch is having an impact on behaviour during

the afternoon lessons for these cohorts.

Attendance is particularly well-managed, currently meeting or exceeding regional and national averages. The school demonstrates a deep understanding of its pupils, successfully addressing barriers to learning and collaborating effectively with families and external agencies. The college has been successful in raising attendance rates, achieving better results than the national average for pupils with SEND due to robust systems and processes. (College 91.1%, Hampshire average 87.9%). Early identification and intervention are key strategies, such as during the autumn term visit where the focus had been on those pupils absent during the first two weeks of September.

## **Safeguarding**

The Designated Safeguarding Lead (DSL) and deputy DSLs demonstrate effective and proactive work in safeguarding pupils and adapting to contextual needs. The team of five DSLs, effectively track and monitor concerns, ensuring that safeguarding the pupil is at the heart of all they do. For example, the DSL shared an increasing number of concerns around sexting and indecent images. The DSL took the LLP and challenge partner through a worked example from December, highlighting their successful use of 'The Brook's' sexual behaviours traffic lighting tool to create a risk and assessment needs tool. This led to police involvement and coordination with the DSL at the alleged perpetrator's previous school. Leaders demonstrated that they have implemented all aspects of the action plan, including removing the perpetrator from social times to ensure no contact with the victim, and making teachers aware of these measures, showcasing strong communication and responsibility by staff.

Staff training, provided by The Key, has been recently updated, and leaders are developing bespoke sessions for Years 8-9 to address concerns such as sextortion. The assistant headteacher/DSL is exploring additional training for staff and ways to educate pupils about these risks, including contacting the Local Authority personal, social and health education (PSHE) adviser for support and using guidance from the Hampshire safeguarding spring update magazine. This comprehensive approach underscores leaders' commitment to safeguarding and their ability to respond effectively to emerging trends.

## **Funding**

LLP core funding 9630K

