

## Summary SEF 24-25

<b>School Context</b>	<b>Revision date: September 25</b>	<b>Author: SLT</b>																									
<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 pupils (97%) are of White British heritage, with a proportion of minority ethnic groups broadly in line with the national average. The proportion of pupils with SEND K is 30% which is significantly above the national average with the number of EHCPs at 7% of our population (67 students). The proportion of disadvantaged pupils is 27% which is in line with the national average. Currently, we have a small number of students referred to go to the registered, alternative provision at The Key, 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 25/26 in terms of FFT banding is below.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;">Year group</th> <th style="width: 20%;">Low (%)</th> <th style="width: 20%;">Middle (%)</th> <th style="width: 30%;">High (%)</th> </tr> </thead> <tbody> <tr> <td>Y7 (C25)</td> <td>41%</td> <td>37%</td> <td>22%</td> </tr> <tr> <td>Y8 (C24)</td> <td>30%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Y9 (C23)</td> <td>24%</td> <td>57%</td> <td>15%</td> </tr> <tr> <td>Y10 (C22)</td> <td>33%</td> <td>46%</td> <td>18%</td> </tr> <tr> <td>Y11 (C21)</td> <td>27%</td> <td>51%</td> <td>15%</td> </tr> </tbody> </table> <p>C20: Low 18%, Middle 59%, High 20%</p> <p>The number of in-year admissions:24/25: 15</p>			Year group	Low (%)	Middle (%)	High (%)	Y7 (C25)	41%	37%	22%	Y8 (C24)	30%	50%	18%	Y9 (C23)	24%	57%	15%	Y10 (C22)	33%	46%	18%	Y11 (C21)	27%	51%	15%
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<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 56.7 FTE. 10 teachers have part time contracts. The SLT has 8 members including the Business and Operations Manager and the Headteacher. The experience of staff is summarised in the table below:</p> <table border="1" data-bbox="573 240 1637 440"> <thead> <tr> <th></th> <th>Number of staff</th> <th>Top of range</th> </tr> </thead> <tbody> <tr> <td>Main pay range</td> <td>25</td> <td>8</td> </tr> <tr> <td>Upper pay range</td> <td>29</td> <td>15</td> </tr> </tbody> </table> <p>There are 3 staff who are ECT year 1 and 2 staff who are ECT year 2.</p> <p>The College has a commitment to ensuring as many lessons as possible are taught by subject specialists. 14% of the College curriculum in 2025/2026 is taught by non-specialist teachers. 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 18% of the current staffing having originally been trainees in the College.</p> <p>There are 100 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) - 36 Academic Support (including TA's and technicians) - 49 Pastoral Support - 15</p>		Number of staff	Top of range	Main pay range	25	8	Upper pay range	29	15
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<p><b>Other features</b> 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.</p>	<p>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 2024-25</p> <p>In 24-25, we had 46.5 days of suspensions, 12.5 days less compared to 2023-24 and 18.5 days less than 2022-23. In total 27 students were suspended overall compared to 28 the previous year. We are demonstrating consistency with suspensions, there were 57 suspensions in 2024-25 which was the same number as 2023-24. The suspension data continues to be positive when compared to other schools in Hampshire and the national picture.</p>									

In Cohort 20, 15 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. 7 of these students had an EHCP. 8 of these students had bespoke provisions combining time in College with vocational courses at HSDC and/or weekly work experience placements for some or all of Year 11. Reduced hours were in place for 2 of these students due to medical conditions and for 2 others to support with anxiety. 1 student was on reduced hours, attending for English and maths only, to support their reengagement following an extended period away from College. 1 student did not attend College at all, instead receiving 1:1 tutoring off site. We had 1 LAC student with an EHCP, who struggled to attend regularly due to the ongoing impact of significant trauma in their life.

22 students from this cohort attended less than 85% of the time. 10 of these were disadvantaged, 6 were CWSW, 7 had an EHCP, 8 had SEN and 1 was Looked After. The average grade of the 22 students who attended for less than 85% of the time was 2.75. This group consisted of 9 lower attaining, 10 middle attaining and 1 higher attaining student. Average grades for the lower attaining and middle attaining students were 1.59 and 3.47 respectively. The higher attaining student did not attend College and completed their maths GCSE only.

To support our students who were persistently absent, we used our virtual platform called itsLearning alongside access by referral to our Resilience Room where applicable. This enabled the students to continue to access their lessons and all resources every day. One of the students with an EHCP accessing remote learning alongside reduced hours in College, engaged fully and did exceptionally well. They met their target grades in Eng Lang, maths, science and drama, and exceeded them by 2 grades in dance and geography and 3 grades in PE. Another student with an EHCP and on reduced hours, who was also disadvantaged and CWSW, achieved their target grades in Eng Lang, history and sociology, and achieved a grade higher in Eng Lit, geography, maths and science.

We work hard to develop students' life chances and we do this through high quality teaching. Our performance plan in 2024-2025 focused 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, however a major focus this year was to look at attendance trends. Using data from the DFE we have been able to look at subgroups and target them for improvement. We have set individual targets throughout the year depending on which subgroups we have targeted at the time. For example, we have looked at disadvantaged groups for our "Flippin' Good Attendance" in February. We targeted boys with a "Man of March" football attendance challenge. Other examples included "Eggcellent Attendance" in April and "Rolling Into Summer" at the end of the year. These had a positive impact. Our attendance for 2024-25 was 91.9%, 0.6% above the national average. This was also 0.3% higher than the year before. Data from the DFE grouped us with 20 other similar schools. We were ranked 2<sup>nd</sup> for attendance with 1.6% greater than median attendance of similar schools. In the same data, our persistent absence was 19.9%. We were ranked 1<sup>st</sup> compared to 21 similar schools - this was 7.7% less than median persistent absence of similar schools.

### 360 Termly Attendance Summary

Crookhorn College (8504159)

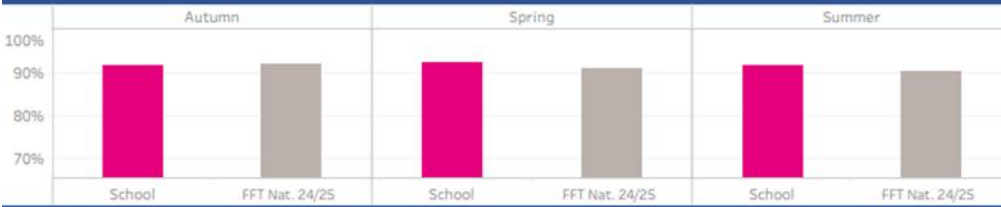
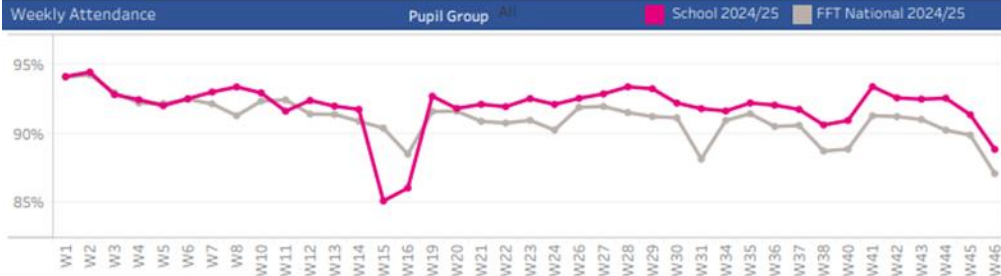
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Comparator

FFT National 2024/25



All	Female	Male	FSM6	Not FSM6
91.9%	92.4% <span style="color: green;">●</span>	91.5%	86.1%	94.1%



#### Pupil Groups Comparator: FFT National 2024/25

		Autumn			Spring			Summer		
		School	FFT Nat. 24/25	Diff.	School	FFT Nat. 24/25	Diff.	School	FFT Nat. 24/25	Diff.
<b>All</b>	All	91.7%	92.1%	-0.4%	92.4%	91.1%	+1.3%	91.7%	90.4%	+1.3%
<b>Year Group</b>	Year 7	93.7%	94.7%	-1.0%	93.9%	93.3%	+0.6%	92.9%	92.5%	+0.4%
	Year 8	91.0%	92.5%	-1.6%	91.1%	91.9%	-0.8%	90.6%	91.0%	-0.4%
	Year 9	92.8%	91.5%	+1.3%	94.1%	90.8%	+3.2%	93.2%	89.9%	+3.4%
	Year 10	90.3%	90.9%	-0.6%	91.0%	90.1%	+0.9%	90.0%	89.7%	+0.4%
	Year 11	90.3%	90.6%	-0.3%	91.9%	89.6%	+2.3%	91.0%	86.4%	+4.6%
<b>Gender</b>	Female	92.2%	91.8%	+0.5%	92.9%	90.8%	+2.1%	91.9%	89.9%	+2.1%
	Male	91.2%	92.4%	-1.2%	92.0%	91.5%	+0.5%	91.4%	90.9%	+0.5%
<b>FSM6</b>	FSM6	86.2%	87.4%	-1.2%	86.5%	85.8%	+0.6%	85.5%	84.9%	+0.6%
	Not FSM6	93.8%	93.9%	-0.1%	94.7%	93.2%	+1.4%	94.0%	92.6%	+1.5%
<b>SEN</b>	Support	91.1%	87.3%	+3.8%	90.8%	85.7%	+5.1%	89.6%	84.7%	+4.8%
	EHCP	72.5%	81.7%	-9.2%	75.4%	80.5%	-5.1%	77.4%	80.2%	-2.8%
	Not SEN	94.1%	93.4%	+0.7%	94.9%	92.6%	+2.3%	94.0%	91.9%	+2.1%

<p><b>Progress since last OFSTED (Nov 24)</b></p> <p><b>We were rated Good across all categories apart from personal development, which was outstanding</b></p>	<p><b>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.</b></p> <p>Actions since OFSTED: Curriculum plans have been reviewed, with HOS been given extra time to adapt plans accordingly, especially for the cohorts we have. Subjects which were concerns (Geography, Science) have been given SLT/HIAS support. Open and Ebaac subjects have been prioritised for HIAS support in 25/26.</p> <p><b>Impact 24/25</b></p> <p>14 subjects have improved their performance against target in 24/25 vs 23/24. The % of grade 4’s has risen again across the College and the APS has gone up. Disadvantaged and SEN performance has also increased. We saw a good improveemnt in Geography in the GCSE results of 2025.</p>
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<b>1 Quality of Education</b>	<b>Last revision date: September 2025</b>	<b>Author: J Collins</b>
<p><b>Summary</b></p>	<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 open subjects has been improving over the last two years with our A8 in this area going from 4.37 in 2024 to 4.70 in 2025. Through the early option process in Year 8 students get 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. Early entry results continue to be above FFT 50 targets, which shows the importance of this choice.</li> </ul>	

	<ul style="list-style-type: none"> <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> <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's, so this builds habits for when students enter GCSE years.</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>
<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>In 2025, results continue to improve, with APS, basics and the 4 overall strands are all up compared to 2024/2025.</p>

- Rated Good by OFSTED Nov 2025

<b>2 Behaviour &amp; Attitudes</b>	<b>Last revision date: September 2025</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. Our number of days suspensions have been reduced and over the last 3 years we have had consistent numbers in students being suspended and the number of suspensions. 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. Following further student voice we reduced the milestones for upper College, this has been a positive decision with mora and more students wanting to achieve milestones. This year we had a record amount of upper College students achieving Platinum’s and Governors.</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 2024/25 we have 25 recorded incidents in the number of racist incidents logged, with educational programmes. We also track homophobic incidents which were 15 in 2024/25.</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 EHCPs, 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. With a focus on attendance trends we have managed to improve our attendance by a further 0.3% compared to the previous year. We remain above the national average by 0.6%.</li> </ul>	


	<ul style="list-style-type: none"> <li>Data from the DFE grouped us with 20 other similar schools. We were ranked 2<sup>nd</sup> for attendance, 1.6% greater than median attendance of similar schools. Our persistent absence was 19.9% in the same data - we were ranked 1<sup>st</sup> compared to 21 similar schools. This was 7.7% less than median persistent absence of similar schools.</li> </ul>
<b>RAG rating for section</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> <ul style="list-style-type: none"> <li>Rated Good by OFSTED Nov 2025</li> </ul>

<b>3 Personal Development</b>	<b>Last revision date: September 25</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 following our three strand College ethos of the Cornerstones, Go WEST and OPEN MIND, students are increasingly confident and competent in identifying their own strengths and areas for improvement, whether that be in relation to their attendance, effort, academic progress, participation or how they look after themselves.</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>Our PSHRE curriculum consists of five units delivered on a rotation throughout the five years: RSE; Careers; Religious Studies and Respectful Relationships; Health and Wellbeing; Living in the Wider World. 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>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>Student leadership remains a focus for the College. All student leadership roles now have job descriptions. The prefect process has been sharpened 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. The College is always looking for additional leadership opportunities, such as through the #BeeWell steering group and Young Researchers Programme.</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>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>	

**Rag Rating**

- Rated 'outstanding' from OFSTED 2025
- Investors in Careers Gold standard
- Enrichment and extra-curricular programme and growing engagement
- Restitution programme for students involved in racist or bullying incidents
- College Council and growth of 'You Said, We Did'
- Students' roles of responsibility - remodel and effective implementation
- Celebration of our alumni

4 Leadership & Management	Last revision date: Sept 25	Author: S Bennett/J Collins
<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. You can see the impact of this with our GCSE results of summer 2025.</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. You said, we did is a regular feature for staff, with comments taken from surveys and line management and responded to by the leadership of the College.</li> <li>• Our Governing Body is extremely committed to the College. We remain 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 2025 were positive and results for the early entry are excellent. Disadvantaged and SEN performance has improved from 2024 with SEN students now achieving an average grade of a 3. 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.

Rated Good by OFSTED Nov 2025