

CONFIDENTIAL LLPR Visit Report

School/Setting: Crookhorn College (4159)

LA: Hampshire

Date: 20/11/2025, 09:00

Adviser: Kate Broadribb

Focus: CONFIDENTIAL LLPR

Reference: Inspection and Advice, 2025-26 Short visit 2

Headteacher/Manager: Sarah Bennett

Attendees: Headteacher, deputy headteacher, senior leaders, pupils, challenge partner

Activity reason

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

Activity focus

Short termly note of visit of Autumn 2025 LLPR review.

An annual summative and formative report recording the school's priority for the Local Authority will follow the Spring term visit.

Context

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

Commentary

Leadership

Leadership at the college remains a significant strength, characterised by forensic and strategic use of data alongside meticulously planned quality assurance processes. All senior leaders demonstrate an exceptional understanding of the college, using their deep knowledge of the context, strengths, and areas for development to drive continuous improvement.

Attainment & Progress

A detailed review of cohort profiles revealed a continuing shift in student intake, with a notable increase in low prior attainers, (over 40% in Years 7 and 8) alongside a persistently high proportion of students with special educational needs and disability (SEND) and education, health and care plans (EHCPs), peaking at 38% in Year 8. Leaders have responded proactively, focusing on transition planning for Years 7-8 and implementing targeted interventions such as phonics support for Year 7. Level 1 of the college performance plan is robust, emphasising five non-negotiables: adaptation, differentiation, feedback/checks for understanding, SEN-friendly classrooms, and memory pedagogy. These principles known as the *excellence as standard* have been embedded over several years. The principles have been further refined to ensure ordinarily available provision (OAP) delivery is focused on three key areas: optimising learning environments, strengthening pedagogical approaches, and enhancing the use of visual strategies to improve provision.

Leaders monitor the quality of learning rigorously. Planning is reviewed regularly, with resources and lesson plans accessible to all staff and students via itsLearning. This transparency supports consistency and enables students to revisit materials and develop independent study skills. Examples of the week-by-week revision plans, introduced from Year 7, exemplify the school's commitment to building effective study habits and supporting memory. Every teacher is coached at least half-termly, with feedback and learning walks meticulously tracked on the itsLearning platform. This approach is fostering a culture of reflective practice and teacher agency as 92% of staff during the summer reported that coaching supported their professional development. It is clear that senior leaders' sharp monitoring and structured line management will ensure there is improved consistency across departments.

Attendance & Suspensions

A further area of the positive impact of college development is attendance. Attendance for the autumn term was 0.3% above national and strong for vulnerable groups such as students with SEND. The school's approach is data-driven, with a clear narrative shared with parents to foster partnership and shared responsibility. Leaders respond quickly to emerging trends for example a dedicated attendance streak with pupils with social, emotional and mental health (SEMH) needs led to a 6% increase in attendance by this vulnerable group. The assistant headteacher (AHT) reflected on the success of the use of department for education (DfE) data (View Your Own Data Service) and described how the college is supporting leaders at Park Community School by sharing college actions. Leaders remain ambitious for continuing to improve attendance further and have identified Year 9 as a key focus cohort.

Suspensions continue to reduce, and the college has the sixth lowest suspension rate across the county for 2024-25. This reflects the impact of the consistent application of the behaviour policy and the targeted interventions designed to address barriers to learning, support engagement and reduce the risk of suspension such as 20:20 and Reach 2 Teach. The 20:20 approach is 20 targeted students receiving daily check-ins by senior leaders for 20 days. The AHT described the work of STAC, Support Team Around the Child and it will be helpful to have further time to explore the impact of this intervention next visit as it is likely to further exemplify the school's commitment to relational practice and targeted intervention. The Year 7 into 8 transition plan is sound and has involved adaptations to the behaviour policy, parental communication and promoting opportunities for student leadership. This was witnessed first-hand during the learning walks as two Year 8 guides were excellent ambassadors for the college.

Safeguarding & Persistent Absence

The challenge partner noted that the safeguarding culture is strong across the college, and this was evidenced by leaders articulating the application of robust processes through case studies. The challenge partner asserted that the response to the DfE's release of Year 6 attendance data was exemplary. Bespoke challenges and incentives were put in place during the autumn term for 25 pupils who had persistent absence at their primary school, resulting in significant improvements. 12 students maintained 100% attendance, whilst 21 improved or stayed the same.

SEND Provision

The college currently supports a notably high number of pupils with EHCPs for the district. (71 in total, with a further three pupils currently in consultation). Despite the high numbers, leaders ensure that all needs are met through flexible, insightful, and tailored provision. For example, the alternative curriculum, which builds on utilising work experience and entry-level qualifications, is carefully designed for pupils less likely to achieve a GCSE certification and is staffed by specialist Teaching Assistants (TAs). A scrutiny of pupil work showed the rigour of this provision especially English creative writing.

The newly established resource provision has six pupils and will grow to take 15. (There have already been 14 consultations for cohort 2026.) A brief tour of the provision shows the emerging successful use of the learning environment and in the rolling timetable of bespoke provision including CM sports. It is pleasing to note that outreach work is being planned for five students with a diagnosis of autistic spectrum condition (ASC) in the college.

Leadership of SEND is excellent and building capacity within the team and for the special educational needs co-ordinator (SENCo) is a clear priority. The recent appointment of an EHCP administrator has been invaluable and will enable the the SENCo to focus more strategically on further supporting teaching and learning. The SENCo also states that they are keen to develop the confidence of TAs, particularly in supporting live marking and feedback in books, and are exploring the introduction of the coaching model for professional development with TAs.

Learning Walk

During the walk, seven sessions were jointly observed by the LLP and challenge partner. The challenge partner reflected on the calm and purposeful atmosphere throughout the college, noting that no pupils were seen

'wandering' and that all students demonstrated respect for both their teachers and peers. Key strengths in teaching and learning were observed, particularly the use of mini whiteboards for planning writing in geography and for checking understanding in mathematics. Effective scaffolding and monitoring of learning were seen in a Year 7 English lesson, where pupils worked successfully either independently or in pairs. During a Year 11 religious studies lesson the teacher effectively monitored student self-reflection on mock exam performance, although it was acknowledged the small cohort of 10 pupils supported this activity. While engagement was generally high across all lessons, some inconsistencies in the effective application of pedagogical approaches such as checking for understanding were identified in science lessons.

Aspects for further consideration

To ensure continued college improvement, leaders should focus on evaluating the impact of teacher coaching in relation to the SEN non-negotiables, especially checking for understanding and maintaining SEN-friendly classrooms. The challenge partner offered a visit to Toynbee School so that science leaders can meet the subject team there and reflect on their approach to curriculum implementation as science is a high performing subject. Support from the Hampshire improvement and advisory service (HIAS) adviser could also be utilised to strengthen the implementation of OAP strategies in the science classroom.

During the spring term visit, it will be helpful to explore the progress made in these areas, including the impact of STAC, increasing attendance in Year 9 and the ongoing development of the new resource provision.

The next LLPR visit will be Thursday 22nd January.

Funding

LLP core funding 9630K