

CONFIDENTIAL LLPR Visit Report

School/Setting: Crookhorn College (4159)	
LA: Hampshire	
Date: 22/01/2026, 08:30	Adviser: Kate Broadribb
Focus: CONFIDENTIAL LLPR	Reference: Inspection and Advice LLPR 25/26 visit 3
Headteacher/Manager: Sarah Bennett	Attendees: Headteacher, special educational needs co-ordinator (SENCo), assistant headteachers, business and operations manager, special educational needs (SEN) staff, teachers, pupils and challenge partner

Actions

★ = Key Action

✓ = Complete

Action	Assignee	Due	Status
To further raise the consistency in the use of checks for understanding.	Leaders, teachers	22/07/26	<input type="radio"/>
To support teachers and teaching assistants to develop their confidence in and the use of live marking during lessons to support feedback.	Leaders, teachers, teaching assistants	22/07/26	<input type="radio"/>

Outcomes

Crookhorn College is a deeply inclusive school with strong systems for identifying and supporting need, a clear relational ethos, and committed leadership. Leadership of the college is highly effective. It was explicitly recognised by the challenge partner that leaders at all levels live and breath the school values and that there was no variation in their articulation of the school vision.

The key developmental priorities now lie in securing greater consistency in the implementation of some teaching strategies across subjects, particularly checking for understanding) and in strengthening teaching assistant (TA) confidence to engage in live marking. Leaders have excellent insight and strong capacity to address these areas and should continue to focus on using the coaching model to improve practice further.

The college remains a low priority school for the Local Authority due to its significant capacity and drive for further improvement.

Activity reason

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

Activity focus

Summative Leadership and Learning Partner (LLP) visit and report

Context

This visit is to evaluate the provision, impact of development work and impact of the school's leadership and support continued improvements. The visit also combined a review of the college's success in embedding OAP (Ordinarily Available Provision).

Crookhorn College is an 11-16 school comprised of approximately 940 pupils. Located in Havant, the school has seen an exponential increase in the proportion of students with SEN (38% at time of visit). The College was 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 2025 highlighted the continued strong capacity for school improvement and identified these actions:

- successful delivery of the Inclusion Champions Project & High-Quality Inclusive Teaching project to support school pupil profile and embed OAP and the consistency in this.
- To develop consistency of the effectiveness in teaching assistants across all subject areas.
- To improve the self-efficacy skills of pupils with SEND and/or disadvantage to enable a reduction in suspension rate.

The following activities were undertaken by the LLP and challenge partner during the visit:

- Observation of the start of the day including observing pupils as they enter the college and in the resilience room
- Learning walks to science, mathematics, English and textiles
- Meeting with the headteacher to review self-evaluation form (SEF) and Year 11 action plan
- Meetings with SENCo and assistant SENCo
- Observation of breaktime
- Pupil conferencing
- Meeting with senior leaders regarding safeguarding action plan and personal development
- Meeting with headteacher and assistant headteacher
- Book scrutiny

Verbal feedback at the end of the visit to the headteacher.

Commentary

College leaders and staff continue to demonstrate a strong commitment to inclusion, well-being and high expectations for all pupils. The start of the day beautifully exemplifies the inclusive culture. Both the resilience room and the breakfast club offer a calm, nurturing environment where routines are well established and pupils feel secure and positively supported. Pupils spoke confidently about these provisions, describing them as *fun*, *calm*, and one student stated, *this school is perfect*. Staff working in the resilience provision demonstrate excellent organisation and proactive support, ensuring that pupils can articulate concerns, find solutions and begin the day with reduced anxiety. Leaders' presence at the gate further reinforces a welcoming and orderly start to the day.

Safeguarding processes are robust and thorough. The safeguarding action plan is comprehensive, with twelve areas of action and is clearly responsive to the school's context, with appropriate focus on the significant number of pupils with vulnerabilities or involvement with social care. The success and impact of the colleges work can also be seen in its extremely low suspension rate. So far, this academic year there have only been 13 suspensions. (This is one of the lowest in the county). For students Support Team Around the Child processes (STAC) exemplify strong relational practice, with pupils attending initial meetings and adults demonstrating deep commitment to keeping pupils engaged in education. Staff at all levels clearly share a united ethos and a determination which was described by the challenge partner as *no-one will ever give up on any child*. The school's approach to parental engagement is notably strong, moving beyond information-sharing to purposeful partnership. Workshops, even Saturday sessions and collaboration with external agencies all demonstrate a strong commitment to supporting families in meaningful and accessible ways.

Leaders have an accurate view of the college's effectiveness. The college development plan is a living document where senior leaders continue to effectively monitor and evaluate the impact of actions delivered. In Lever 1 for pedagogy, curriculum and assessment there is evidence of increasing consistency in teaching and learning. Retrieval practice is more embedded, and homework expectations are clearer and reliably monitored by senior leadership team (SLT). The ongoing focus on embedding OAP remains appropriate, and renewed attention to feedback/marking is timely, with leaders effectively identifying specific aspects from book scrutiny that still require improvement. In science, external capacity has been commissioned and is being used purposefully following a visit to another Local Authority school.

The wider ethos and environment reflected in the strategic plan's emphasis on Lever 2 is increasingly deliberate and responsive to current priorities. Safeguarding related work to reduce child-on-child abuse is developing through the structured use of national resources. The pupil voice programme has been strategically designed particularly for Years 8 and 9 with conferencing led by support staff providing a more open channel for pupils to share feedback. The strengthened mental health offer (website guidance, staged referral pathways, and practical strategies for parents) is a thoughtful move to build parental confidence and has already reduced referrals, indicating positive early impact. For children with a social worker, leaders have accurately identified underperformance and attendance as key barriers and have responded with designing a well-funded, sharply targeted provision including daily after-school tuition, with practical support to enable attendance, bespoke coursework and executive functioning support, and personalised careers planning.

The college is engaging in the Boys Impact Project. This comes out of the research at Ulster University in *Boys as Relational Learners* and is one of the longest studies into supporting economically disadvantaged boys. Leaders have an excellent plan to capture boys voice to help shape the focus and planned actions of the project which is being supported by Portsmouth University.

The Year 11 *Cohort 21* strategy is detailed and data-informed, with strong coursework tracking this year and intensified actions to close gaps; however, Year 10 early entry monitoring indicates some variation in mock performance when compared to last year's cohort data (such as in history). The planned strategy meeting with subject leads is therefore an appropriate next step.

The strategic positioning and leadership of the SENCo is a major strength and has had a transformational impact on SEN provision. The OAP Action Plan established in 2024 ensures the college continues in its drive to be a fully inclusive college. Leaders can demonstrate the impact of each of the four key areas of this plan. For example, the recent parental survey showed that 90% of parents/carers are happy with SEN provision at school. Whilst the average point score for pupils with SEN rose to 3.03 in 2025. The SENCo shared the further work to improve the quality of SEN interventions this year through deeper evaluation of the offer and continued adaptability to barriers arising such as the coursework tracker introduced this year.

The newly established resourced provision for autistic spectrum condition (ASC) currently has five students and one allocated Year 11 pupil. (It will grow to 15 to reach full capacity.) SEN leaders are highly attentive in monitoring its effectiveness, routinely evaluating pupil progress and adapting support so that the provision will fulfil its aims and seek the goal of 80:20 pupil time in lessons to the provision. Overall, it is evident that leaders identify pupils' needs with precision, implementing a clear staged approach to support that draws effectively on both in-house expertise and external partners.

Learning walks were conducted to seven lessons by the LLP and challenge partner and show evidence of areas of strong practice in the *non-negotiables*. During the learning walk, there were examples of highly effective use of mini-whiteboards for checks for understanding, where modelling, scaffolding and cold calling enabled all pupils to rehearse and then write secure responses. However, this was not consistent within and across subjects. In three lessons seen, some pupils had not mastered the underlying knowledge needed to progress and there were some missed opportunities for responsive teaching in this such as the use of coaching tables. Leaders acknowledge the coaching model will help support staff in developing the level of consistency required in relation to the non-negotiables particularly in the effective use of CFUs.

Student voice was overwhelmingly positive about the school experience. Pupils particularly value live marking where it is used consistently (notably in English, history and mathematics), revision flash cards, and the improved reliability of home learning information on itsLearning. They were complimentary about Year 10 early entry support, especially masterclasses and tailored revision. Pupils did note that live marking occurs less frequently in some subjects such as science and that some revision strategies such as mind maps are not always as accessible or helpful for them as flash cards.

Breaktime arrangements are well organised, and during conferencing pupils expressed appreciation for the three serving areas and the split-lunch system, which ensures adequate eating time. The library environment during early lunch was purposeful and positive, with well-trained student librarians, high engagement in reading for pleasure, and constructive social interactions such as students playing dominoes.

The book scrutiny activity with the SENCo identified some real areas of strength especially in subjects like English, mathematics and history where pupils had responded to teacher feedback. However, there is a little inconsistency across subjects. Evidence of live marking from teaching assistants was limited, and some subjects continue to rely on large, summative pieces of marking rather than targeted live feedback. In a few cases, there was evidence that pupils may have lacked time to respond to feedback.

Funding

LLP core funding 9630K