

CONFIDENTIAL LLPR Visit Report

School/Setting: Crookhorn College (4159)

LA: Hampshire

Date: 03/07/2026, 08:30

Adviser: Kate Broadribb

Focus: CONFIDENTIAL LLPR

Reference: Inspection and Advice, 2026-27 Short visit 1

Headteacher/Manager: Sarah Bennett

Attendees: Headteacher, senior leaders, teachers, pupils, challenge partner

Activity reason

Leadership and learning partner review (LLPR) process 26/27

Activity focus

Short termly note of visit of Summer 2026 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

Curriculum

Leaders are taking a proactive approach to reviewing the curriculum in response to national developments, including the implications of the Education White Paper proposals and changes to Progress 8 measures. A particular strength is the college's inclusive alternative curriculum pathway. This has been adapted following a detailed analysis by special educational needs and disability (SEND) leaders of what was and was not working effectively for vulnerable learners. The pathway ensures pupils participation in core subjects, one option subject, physical education (PE), tutor time and personal, social, health and relationships education (PSHRE), while also providing additional support for English and mathematics. Leaders' commitment to inclusion is reflected in the expectation that pupils on this pathway are supported through curriculum adaptation rather than removal to alternative provision, demonstrating a strong determination to meet individual needs and secure success for some of the college's most vulnerable learners. The planned introduction of curriculum showcases linked to the AQA Award Scheme further enhances opportunities for pupils to develop and celebrate wider skills and achievements.

Alongside this work, leaders are reviewing and refining the Crookhorn Model through the introduction of the 'I4Cs' framework, which promotes collaboration, communication, creativity and critical thinking. Geography has piloted this approach within the Year 8 curriculum and other subjects are now reviewing schemes of learning to identify where these skills can be explicitly developed and referenced. Although still in the early stages of implementation, leaders have established a clear strategic direction, with middle leaders working to embed the I4Cs within curriculum maps and lesson planning. The integration of this framework with the careers platform Unifrog is particularly noteworthy, as it supports pupils in recognising and evidencing employability skills for future applications and career pathways. This work demonstrates a thoughtful approach to ensuring that the curriculum develops not only academic knowledge but also the wider competencies needed for future success.

Evaluation of teaching and learning

There is a highly reflective and evidence-informed approach to improving teaching and learning. Leaders have

built significant momentum around improving the consistency and quality of teaching, with a particularly clear focus on adaptive teaching and securing better outcomes for vulnerable learners as well as stretch and challenge. The observation coaching model is well established, staff appear highly reflective and receptive to feedback, and there is a clear line of sight from the school improvement priorities through to performance management. The new *Consistency for Excellence* framework places teaching and learning at the centre of improvement activity, with non-negotiables now being reinforced through regular briefing notes, coaching conversations and quality assurance processes.

Significant work continues to take place to further strengthen SEND provision. This is crucial as leaders are expecting over 35 pupils with education, health and care plans (EHCPs) in Year 7 alone. During previous visits leaders outlined the restructuring of the SEND team and the impact of this is evident in the enhanced communication with staff, greater strategic capacity within the special educational needs co-ordinator (SENCo) role and a sustained focus on embedding ordinarily available provision (OAP). Leaders readily acknowledge that OAP remains the most challenging priority to implement consistently, but monitoring evidence, examples of improved curriculum planning and targeted support for staff demonstrate positive progress. Quality assurance processes are detailed and rigorous, enabling leaders and middle leaders to identify strengths and areas for development at both departmental and individual teacher level. Monitoring of planning, assessment and feedback indicates that marking is generally frequent and purposeful, although leaders have identified that pupils do not consistently act on feedback provided. Middle leaders play an increasingly significant role in both evaluation and accountability, with regular quality assurance activity helping to strengthen consistency across departments.

Learning walks

Two learning walks were completed and through both the consistently positive levels of student engagement and learning behaviours were abundant. Examples of adaptive teaching and formative assessment were evident, particularly in sociology, where regular checking for understanding, effective retrieval practice and the challenge of misconceptions supported learning well. In art and mathematics, pupils demonstrated positive self-regulation, with personalised feedback, collaborative learning and prior modelling supporting progress. English lessons reflected pupils' creativity and enthusiasm, with effective scaffolding and live marking supporting high-quality planning, although tighter pacing may have supported deeper thinking by all. There were examples of effective live marking and targeted questioning in science, enabling teachers to identify and address misconceptions. In geography, the visualiser was used effectively, and support staff were well deployed, although explanations were delivered at a fast pace, with limited opportunities for guided practice. In some lessons consideration should be given to increasing the level of challenge within retrieval activities and delaying scaffolds to promote greater independent learning and thinking. A further area to strengthen is ensuring that feedback results in pupil action. While books seen were generally marked regularly and feedback was evident, monitoring shows that teachers do not always check that pupils have successfully responded to feedback and improved their work.

Boys Impact Hub

Leaders have developed a well-considered Boys' Impact Project underpinned by a clear theory of change and aligned to the TBS (Taking Boys Seriously) principles, with an initial focus on culture, identity and relationships. Extensive student voice, including findings from the BeeWell survey, has informed the identification of Year 8 and Year 10 as key transition points requiring additional support. In response, leaders are establishing a targeted mentoring programme, developed in partnership with the virtual school and an educational psychologist, which will focus on executive functioning skills and include training for staff to ensure sustainable delivery. The project is further strengthened through external partnerships, including work with South Downs College to broaden aspirations through exposure to a range of career pathways, apprenticeships and vocational opportunities. In addition, the college is participating in UCL's Research Box pilot, building staff capacity for action research and ensuring that future developments are informed by evidence-based practice.

Safeguarding

Safeguarding is underpinned by robust systems, strong staff vigilance and effective multi-agency working. Leaders have established effective filtering and monitoring arrangements, including real-time and keystroke

alerts, which are acted upon promptly and used to identify and address concerns at an early stage. Clear processes are in place to escalate concerns to external agencies when required, ensuring vulnerable pupils receive timely support. Leaders have also strengthened pupils' ability to seek help independently through the highly accessible *I Need Support* function on ItsLearning, which is being used effectively to raise welfare and learning concerns. Analysis of safeguarding trends is used proactively to shape the PSHRE curriculum, particularly in relation to online safety, ensuring that provision remains responsive to emerging risks.

PSHRE and Relationships and Sex Education (RSE)

Leaders have developed a comprehensive and well-supported PSHRE and RSE programme that reflects both local needs and statutory requirements. Strong leadership and commitment have ensured that PSHRE is a whole-school responsibility, with all staff contributing to delivery and regular training providing staff with the confidence and expertise needed to address sensitive topics effectively. Thoughtful staffing arrangements, including the support of early career teachers by experienced colleagues, further strengthen consistency and quality. The curriculum is enriched through a wide range of external partners, providing pupils with high-quality and up-to-date learning on issues such as careers, healthy relationships, consent, knife crime, county lines and domestic abuse. Senior leaders reinforce these key themes through assemblies, helping to maintain a coherent whole-school message. Importantly, leaders have ensured that pupils following alternative pathways continue to access the full RSE entitlement through flexible and personalised arrangements, demonstrating a strong commitment to inclusion and equity.

Attendance and Suspensions

Leaders demonstrate a clear understanding of attendance and behaviour patterns and are taking a strategic and targeted approach to supporting improvement. While overall attendance remains just below national figures, leaders can demonstrate that attendance is outperforming contextual expectations and have accurately identified specific groups and individual pupils requiring additional support, particularly within Years 9 and 11. A range of targeted interventions is in place to address barriers to attendance, reflecting leaders' commitment to understanding and responding to individual circumstances.

The impact of the school's inclusive behaviour strategy is particularly evident in suspension data, which is below both county and national benchmarks, including for disadvantaged pupils and those with SEND. Leaders have achieved this through a layered and graduated approach to behaviour support, making effective use of alternative sanctions and interventions that enable pupils to remain in education wherever possible. This reflects a culture that prioritises inclusion while maintaining high expectations for behaviour and engagement.

Aspects for further consideration

The most important next step remains the same as outlined in the previous LLPR report and is aligned with what college leaders have identified:

- Securing greater precision and consistency in the implementation of Ordinarily Available Provision and adaptive teaching strategies across all subjects.

Full verbal feedback was given to the Headteacher and Deputy Headteacher at the end of the visit.

Date of next LLPR Visit: 05.11.26

Funding

LLP core funding 9630K

Outcomes

N/A