



School Context	Revision date: October 23	Author: SLT																									
<p>Students 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 (95.5%) 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 6.2% of our population (54 students). The proportion of disadvantaged pupils is 29.4% is just above the national average 27%. Currently, a small number of students attend registered, alternative provision at The Key (2 students as of October 23), 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 23/24 in terms of FFT banding is below.</p> <table border="1" data-bbox="618 900 2040 1123"> <thead> <tr> <th>Year group</th> <th>Low (%)</th> <th>Middle (%)</th> <th>High (%)</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y8</td> <td>36</td> <td>36</td> <td>28</td> </tr> <tr> <td>Y9</td> <td>30</td> <td>53</td> <td>15</td> </tr> <tr> <td>Y10</td> <td>24</td> <td>63</td> <td>13</td> </tr> <tr> <td>Y11</td> <td>38</td> <td>32</td> <td>28</td> </tr> </tbody> </table> <p>The number of in-year admissions:22/23 - 13</p>			Year group	Low (%)	Middle (%)	High (%)	Y7				Y8	36	36	28	Y9	30	53	15	Y10	24	63	13	Y11	38	32	28
Year group	Low (%)	Middle (%)	High (%)																								
Y7																											
Y8	36	36	28																								
Y9	30	53	15																								
Y10	24	63	13																								
Y11	38	32	28																								

Staffing

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.

The College has a teaching staff of 56.4 FTE. 11 teachers have part time contracts. The SLT numbers 8 including the business manager and the Headteacher. The experience of staff is summarised in the table below:

	Number of staff	Top of range
Main pay range	29	7
Upper pay range	26	13

There are 4 staff who are ECT year 1 and 5 staff who are ECT year 2. We have 1 part time member of staff who is an unqualified teacher.

The College has a commitment to ensuring as many lessons as possible are taught by subject specialists 17% of the College curriculum in 2023/2024 was taught by non-specialist teachers. The subjects most likely to have non-specialists teaching are in shortage areas such as computing and technology where recruitment has been challenging. However, staffing for next year ensures that these areas are fully staffed with specialists.

The College supports a variety of ITE routes (SCITT, PGCE and Teachfirst). These have been a rich source of recruitment with 19% of the current staffing having originally been trainees in the College.

The average turnover rate of teaching staff over the last 3 years is 13.6% per annum.

There are 83 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.

Business and Operations (including site team and canteen staff) - 29

Academic Support (including TA's and technicians) - 42

Pastoral Support - 12

Other features

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.

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 2022-2023.

65.5 days of suspensions in total which was 24 students who faced suspensions overall. The suspensions are comparable to the previous year demonstrating consistency. The suspension data is positive when compared to other schools in Hampshire. We had a higher number of Pupil Premium students suspended this year compared to last year, when broken down we had a repeat offender in year 7 who struggled in a mainstream school with 7 suspensions and is now in a specialist provision. This also applies to a year 9 student who had several suspensions and is now also in specialist provision. The highest number came from year 11 but despite the challenges faced by the year group, there were no permanent exclusions; all students sat their exams and we only had 1 NEET student when the figures were released in December 23. In year 10 we had 5 students suspended. All 5 of these students have extra support this year in the form of either a college placement, work experience or Future You to help support them to complete year 11.

In Cohort 18, we had 3 remote learners due to anxiety – one of whom had an EHCP. 35 students attended less than 85% of the time. 18 of these were disadvantaged, 4 had an EHCP and 1 was Looked After – both the number of disadvantaged students and the number of students with an EHCP attending less than 85% was double that of the previous cohort. We had 6 LAC, one of whom did not attend at all, one whose attendance was 84% and another 86% and three who were both LAC and SEN, including one with an EHCP. Another of the LAC attended 92% of the time, but regularly struggled to access lessons and often left site due to significant ongoing trauma in her own life.

To support our remote learners and those who are persistently absent we used our virtual platform (LMS) called itsLearning, which enabled the students to access their lessons and all resources every day. The remote learner who had an EHCP achieved their grade 4 in English. One of the other students on remote learning, who was disadvantaged and SEN, fully engaged and did exceptionally well, meeting one target grade and exceeding all others. The third remote learner also engaged well and achieved an average of a grade 5. The average grade of the 35 students who attended for less than 85% of the time was 2.66. This group consisted of 20 lower attaining, 12 middle attaining and 3 higher attaining students, with average grades of 2.19, 3.14 and 4.05 respectively. The average attendance for our LAC was 89.36% and their average grade was 3.80.

We work hard to develop students' life chances and we do this through high quality teaching. Our performance plan in 2023-2024 focuses 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.

In 2022/23 an Attendance Action Plan was produced; this was a working document that was regularly updated. It had a positive impact. Our attendance was 91.6% - this is 0.9% above the national average and an improvement of 0.7% from the previous year. Cohort 22, 21 and 20 were all higher than the national average.

Our FSM attendance was 84.7% which was 0.6% below national average so our plan going forward specifically focuses on this.

We have a number of students in Cohort 19 who are EBSA students. At the start of the academic year MDB was appointed as a member of the Senior Leadership Team as Senior Mental Health Lead and part of her role is to oversee the support for EBSA students.

Progress from the last OFSTED report (March 2019).

We were rated Good across all categories.

1) Raise the progress and attainment of all groups of pupils so that pupils achieve at least as well as other pupils nationally in all subjects.

The table below shows clearly that results across the curriculum have improved since the last two years of GCSE exams before COVID, and particularly our low attaining students, who needed a great deal of support after the pandemic.

	Low 2023 (2019/18)	Middle (2019/18)	High (2019/18)
A8	28.29 (21.96/23.09)	41.75 (36.77/35.95)	60.56 (58.13/55.45)
English Average grade	3.16 (2.79/3.16)	4.71 (4.27/4.0)	6.30 (6.13/6.11)
Maths	2.60 (1.5/1.84)	3.86 (3.67/3.66)	5.92 (6.00/5.65)
Ebaac	2.48 (1.88/1.60)	3.76 (3.36/3.17)	5.76 (5.62/5.1)
Open	3.11 (2.58/2.77)	4.44 (3.58/3.71)	6.27 (5.65/5.55)

The following table shows how well our disadvantaged students did compared to 2018 and 2019, with improvement across all three bands for overall A8.

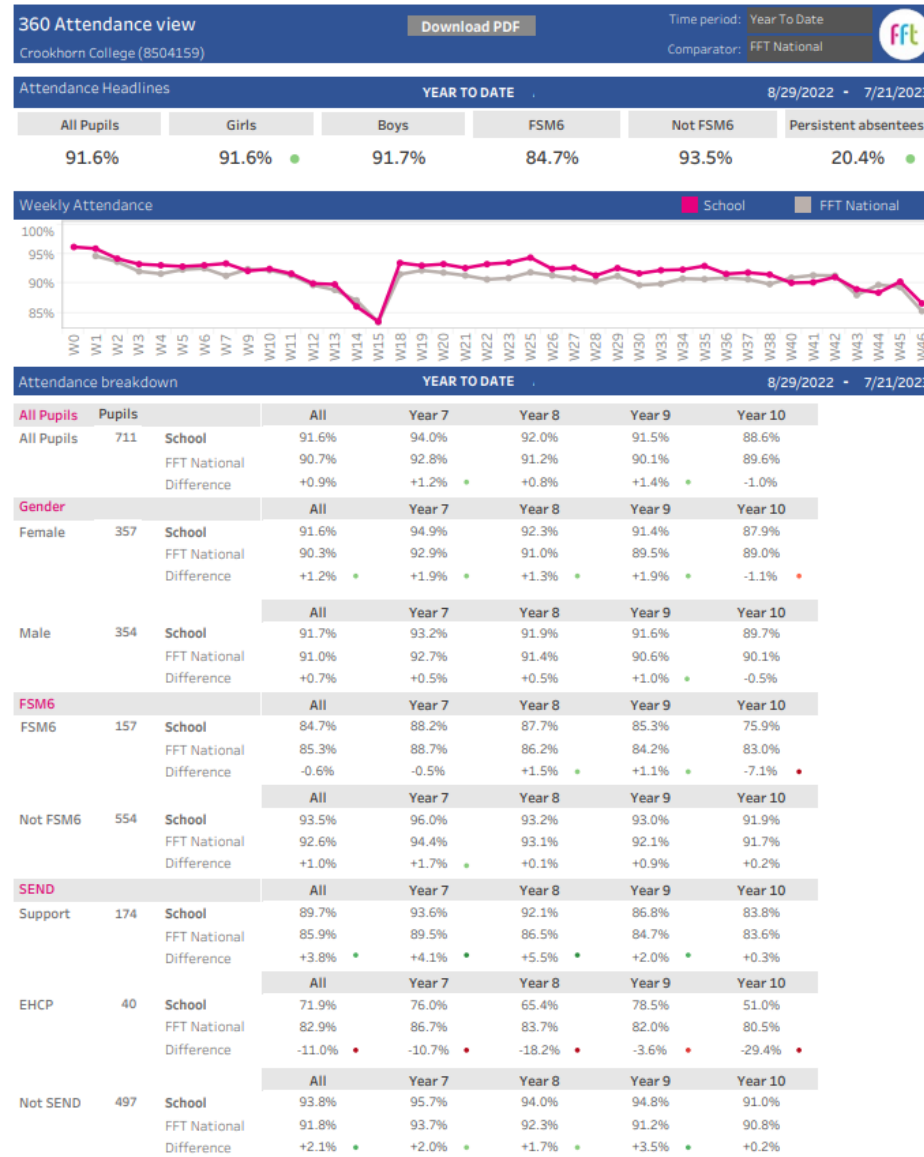
	Low 2023	Middle	High
A8	23.96 (23.65/22.35)	37.97 (33.51/28.80)	58.70 (46.31/46.31)
English Average grade	2.54 (3.20/2.80)	4.44 (4.05/2.90)	6.10 (5.11/5)
Maths	2.30 (1.80/2)	3.61 (3.67/3.3)	5.70 (5/5)
Ebaac	2.25 (1.73/1.53)	3.39 (2.89/2.48)	5.72 (4.44/4.32)
Open	2.52 (2.82/2.72)	3.90 (3.14/2.98)	5.98 (4.25/4.45)

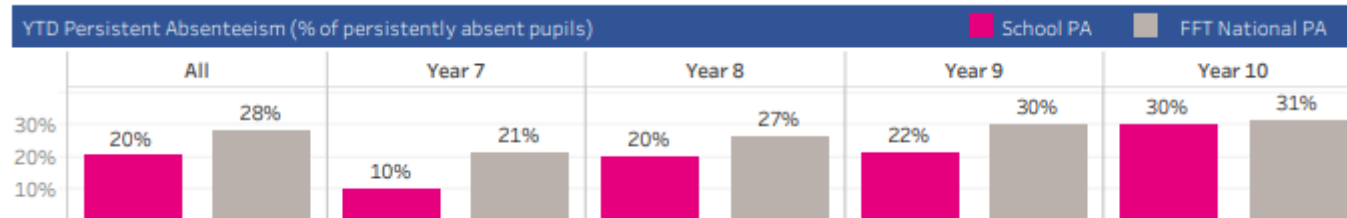
The table below shows the overall attainment for SEN students, which again shows positive progress for these students.

	2023	2019	2018
Average Attainment 8	2.38	2.52	1.64
English Average A8 grade	2.61	3.07	2.24
Maths	2.3	2.30	1.57
EBACC	2.14	2.20	1.00
Open	2.53	2.68	1.94

- 2) **Leaders and governors need to ensure those pupils who frequently miss school attend school regularly so that they can catch up with other pupils nationally.**

2022-2023 attendance data shows that we finished well above the national average this year, due to the action plan we put into place. FSM and SEN students finished above their respective peers nationally.





3) Leaders should ensure that pupils are more accurate in their spelling, punctuation and grammar.

We have made this a key strand of the literacy action plan (see attached link with all the actions in place). We have also made the spelling, punctuation and grammar a key focus of the 'marking for literacy' policy. Marking for literacy is also part of the HOS/SLT monitoring of exercise books, and staff are followed up with actions from the HOS.

<https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=799328>

1 Quality of Education	Last revision date: October 2023	Author: J Collins
<p>Summary</p>	<ul style="list-style-type: none"> • 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. • 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. • We have a broad curriculum with 22 option subjects. The quality of our foundation subjects has been improving over the last two years with our A8 in this area going from 12.25 in 2019 to 13.09 in 2023. Through the early option process in Year 8 students gets 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. • 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 	

	<p>pedagogical principles laid out by Rosenshine are core to the practice at the College supported by practical strategies from Teach Like A Champion.</p> <ul style="list-style-type: none"> • 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. • 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. • Oracy is a key part of our day-to-day practice, with the College having taken part in 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. • To try and minimise the effect of disruption to learning caused by COVID we redesigned our curriculum for Year 11 for two years, reducing the students by an option, to give more study time to remaining subjects and to relieve pressure. • 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. • 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. • We use the external GL assessments to assess for progress in Years 7 and 8 in the Core Subjects. The outcomes from these assessments then feed into our planning for all 3 core subjects. • 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 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. •
<p>RAG rating (Green)</p>	<ul style="list-style-type: none"> • 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. <p>https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=817495</p>

2 Behaviour & Attitudes	Last revision date: Oct 23	G. Author: D Lemon/M Bishop
Summary	<ul style="list-style-type: none"> • 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. • 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 most notable for SEN and PP students. Our current suspension rate is one of the lowest in Hampshire. • 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. • Since 2021 we have worked hard on our child-on-child abuse action plan, to address some of the hidden issues that exists 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 22/23 we had 5 repeat offenders for racism. Of the 5 only one had more than two repeats. This student is now attending a different College, however, the support that was put in place for this student was extensive and involved the College Counsellor doing daily check in’s. For bullying we had two students with two repeats. For homophobic comments we had 3 students who repeated twice. • Over the last two 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. • To improve the attendance of students who have been identified as EBSA and for those students with complex EHCP’s who find managing a whole school day challenging, we have developed the Resilience Room. This space has had a profound affect on being able to reintegrate some students back into education. • 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. • Attendance remains an absolute priority for the College. The actions undertaken on the attendance action plan led to us finishing 0.9% above national average last year. Key areas to continue to work on is the attendance of disadvantage students. 	
RAG rating for section	Our pastoral systems are well developed and strong. Our number of suspensions decreased significantly in 21/22 and then again in 22/23 and particularly for our vulnerable groups. Our attendance data shows that we are above the FFT figure for their national figures and our internal behaviour data shows significant improvement from previous years. We are known within Hampshire as being a highly inclusive College.	

--

3 Personal Development	Last revision date: Oct 23	Author: M Bishop
-------------------------------	-----------------------------------	-------------------------

Summary	<ul style="list-style-type: none"> • Crookhorn consistently promotes the personal development of our students. In 22/23 we developed a new reporting system which enables students to easily identify areas where they need to improve, not only academically but with their rewards and attendance as well. These reports are now linked directly to the value of the Cornerstones to promote the sense of personal development. • 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. • 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. • Student leadership remain an area of development, but all student leader roles now have job descriptions. The prefect process has been sharpened and amended 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. • 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. • Our PSHRE curriculum has been amended this year to include a unit in each Year Group on religious education in line with national curriculum expectations. Our SRE team have had extensive training to ensure they feel confident and competent in delivering the SRE curriculum. • To keep students engaged in education and focussed on their future, we have worked on our character development programme, which this year saw successful projects like the Future You, Year 11 camp and the ambitions programme. • 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. • 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.
----------------	--

Rag Rating	<ul style="list-style-type: none"> • 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: Nov 23	Author: S Bennett/J Collins
<p>Summary</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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. • We take staff workload and wellbeing seriously, and have developed approaches and followed research to support our staff. 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. • Our Governing Body is extremely committed to the College. Last year we were fully staff 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. • 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 along side training on child on child abuse and sexual abuse. 	
<p>RAG rating</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 2023 were generally positive, when results for the early entry are included. Disadvantaged and SEN performance has remained stable since 2018 and 2019 against national trends (see figures in section 1) even though these students had two years out for Covid and also had lower attendance compared to these year groups.</p> <p>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> <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.</p>	

