



School Context	Revision date: October 23	Author: SLT																								
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>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><tr><th>Year group</th><th>Low (%)</th><th>Middle (%)</th><th>High (%)</th></tr><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></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																							

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)

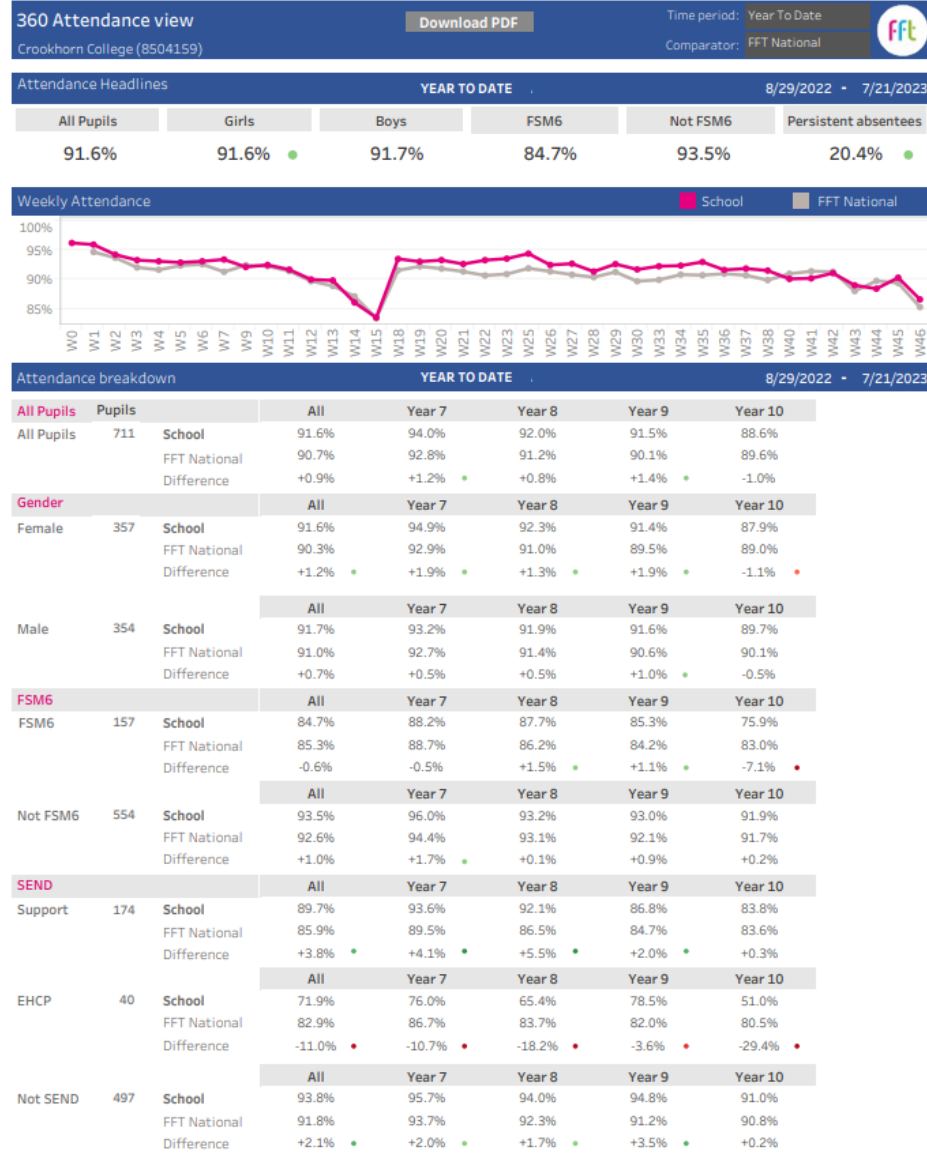
The following table shows how well our disadvantaged students did compared to 2018 and 2019, with improvement across all three bands for overall A8.

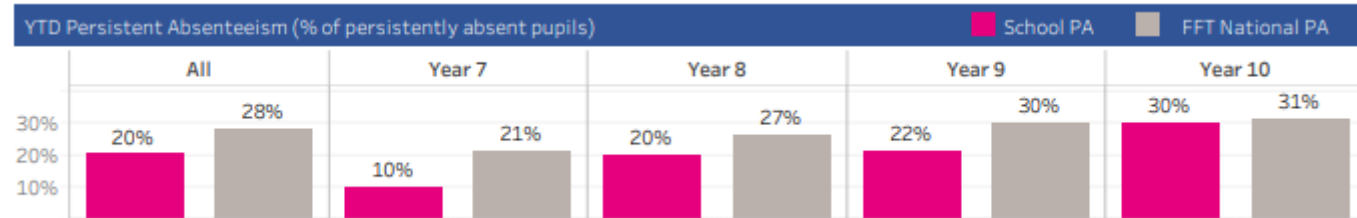
	Low 2023	Middle	High
A8	23.96 (23.65/22.35)	37.97 (33.51/28.80)	58.70 (46.31/46.31)
English Average grade	2.54 (3.20/2.80)	4.44 (4.05/2.90)	6.10 (5.11/5)
Maths	2.30 (1.80/2)	3.61 (3.67/3.3)	5.70 (5/5)
Ebaac	2.25 (1.73/1.53)	3.39 (2.89/2.48)	5.72 (4.44/4.32)
Open	2.52 (2.82/2.72)	3.90 (3.14/2.98)	5.98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

	<p>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.</p> <p>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.</p>
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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

Summary

- 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

	<p>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.</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.
RAG rating (Green)	<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>

Sub Criterion	Rag Rating	Reason for Rag Rating		Priority for action moving forward
CURRICULUM (Intent)	Curriculum ambition: knowledge, skills & cultural capital (JC/SB)		<ul style="list-style-type: none"> The curriculum map for each subject has been scrutinised by the leadership team for breadth, depth sequencing and adherence to the NC. Where there have been concerns about the quality of the curriculum, or inexperienced leadership, the College has sought to use the experience of Hampshire advisors as well as drawing on the experience of other colleagues within the Federation. Enrichment activities are now planned in for each subject to develop cultural capital. Key knowledge and skills are on each component of learning. Our curriculum intent and implementation are embedded securely and consistently across the school. An engaging curriculum with a strong practical and applied focus ensures that students' interest is sustained, and their thinking is challenged, and they are increasingly becoming independent learners and citizens. Leaders work relentlessly to develop practice to ensure this consistency is evident from what teachers do, showing they have a firm and common understanding of the curriculum intent and what it means for their practice. 	<ul style="list-style-type: none"> Middle leaders to become more accountable for monitoring key aspects of curriculum. Action plan for 23-24 to be developed by each department with findings from these deep dives. Catering curriculum action plan needs to be implemented to ensure that the catering curriculum meets the same standards as other subjects. Enrichment tracker in place for each subject for 2023-2024 where every subject develops cultural capital. Further HIAS support for HOS who need continued support in curriculum planning. (History, Computer science and business studies)
	Coherence of planning & sequencing (JC/SB)		<ul style="list-style-type: none"> Subject planning over time to make sure all teaching professionals understand the sequencing of lessons for the growth of knowledge and skills and allowing for frequent quality retrieval, to ensure that knowledge becomes secure. MTP thinking templates been used to support process of planning the components of learning. These templates are designed to be used as a thinking process by teachers so that they can see the bigger picture as they are putting together a unit of work and then breaking this down into components. Each unit of work is to be devised around a big question- with each component within that unit being based on a question that helps build the knowledge and understanding towards the overall big question. There has been significant training and development time over the last 5 years dedicated to the academic pursuit of subjects creating 	<ul style="list-style-type: none"> Continued increased planning time to be given during INSET and disaggregated time to departments to plan MTP's using MTP thinking template and ensuring curriculum is built around a series of 'Big Questions' Subject leaders to be well acquainted with the subject research reviews that are released by OFSTED.

			<p>coherent and well sequenced curriculums. During this time the curriculum for all our subjects has been subjected to intense scrutiny by HOS and SLT.</p> <ul style="list-style-type: none"> Increased drive for Middle Leaders to become self- accountable for the quality of the curriculum across the College. All HOS have now taken part in Deep Dive. 	
	Meeting the needs of SEND pupils (VLG)		<ul style="list-style-type: none"> The College now has 54 EHCP's which has grown significantly in number from the 12 EHCP's 5 years ago. The number on our register as SEN K (272) continues to rise following the national picture. The national average for SEN K is 13%, Crookhorn currently stands at 30.1%. The national average for EHCP is 4.3%, Crookhorn currently stands at 6%. The College has had the SEN friendly classroom as a focus for pedagogical development for the last 5 years. This has been a particular point of development through the coaching programme and through the differentiated training programme. There has also been an unrelenting focus on the quality of differentiation and what this looks like in different forms, other than just different worksheets. Work has continued on helping teachers understand how itslearning can be used to support differentiation in class and with H/W's. Using ECF materials there has been significant staff training around cognition science and the need for quality retrieval as this disproportionately benefits the SEN students. Through 22/23- SLT involved in MITA project, to enable TAs to become subject experts and to involve them in the process of collaborative planning, to help ensure that they are as effective as they can be in the classroom. We had a 34% decrease in SEN suspensions from 2021-2022 to 2022-2023. This shows that our SEN students will engaging more in the curriculum and the teaching and learning strategies in place were starting to work. In 2022-2023 summer exams, 33.5% of our low attaining students gained their 'Basics' compared to 11.5% in 2019. See above SEN table on P4 	<ul style="list-style-type: none"> Continued training for teachers and HOS using the EEF document- 'Effective Deployment of TA's 'to ensure that teachers become more confident in their understanding of how to effectively deploy an additional adult in the classroom. On-going training on how to use itslearning for differentiation- specifically with H/W's and retrieval-based activities. Training on effective scaffolding which benefits the practice of TA's and well as teachers. Training on the learning journey, delivered by CJR, asking staff to consider what progress could look like for the different learners in front of them. Staff training time given for departments to go through SEN plans and consult with VLG/NHS Carousel training based on SEN areas staff have requested support with such as Autism & SLCN The implementation of an early and comprehensive transition process for EHCP students to ensure their success.

	Breadth of curriculum in KS2/KS3 & EBacc (JC/CP)		<ul style="list-style-type: none"> • KS2 and KS3 transition activities for subject teams between Y6 and Y7 teachers have been developed to grow the partnership between KS2 and 3. Year 6 summer homework planned for core subjects to maintain learning ethos throughout summer in conjunction with the primary schools. • The curriculum at Crookhorn is carefully structured to provide students with the skills, knowledge and understanding to be active citizens and to enable them to take advantage of opportunities for employment and independence as they move into adulthood. We want our students to be engaged and be curious learners and our curriculum offers many opportunities for the hands-on, practical learning that supports our students to acquire key skills and knowledge. • The curriculum has a number of key 'building blocks' which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time. This allows our leavers to meet the complexities of the workplace with confidence and competence. Through our spiral skills curriculum, students re-visit essential learning as they move through the school to build, develop and refine their skills. Careful timetabling, personalisation and individual route-mapping ensures that these key components work together to meet the needs of each individual. • The introduction of vocational subjects provides opportunities for all students to engage in a learning pathway which aligns to their needs and abilities. 	<ul style="list-style-type: none"> • Training for Crookhorn staff on KS2 curriculum led by local primary schools. • Curriculum matched to careers, so career guidance and support is linked to all curriculum areas. • Literacy and Numeracy planned into cross curricular subjects.
	Educational recovery / curriculum prioritisation (CP)		<ul style="list-style-type: none"> • The decision was made that due to the disruption to education due to Covid, Cohort 18 would have the opportunity to reduce an option at the start of Year 11. The Cohort already had a GCSE qualification due to the early entry process which enables students to take a GCSE exam at the end of Year 10. • APS of 4.15 in EE, which is higher than average grade at Y11 • Academic mentors work in both English and maths 119 students were identified to work across both subjects. 	<ul style="list-style-type: none"> • Ensure the continuation of targeted intervention through the academic mentoring programme for students specifically in English and maths. • To create bespoke curriculum pathways for students in Cohort 20 who are struggling to remain in education.

TEACHING (Implementation)	Teachers' subject expertise (JC)		<ul style="list-style-type: none"> • CPT every Tuesday for 45 minutes which allows teachers to plan lessons collaboratively, thus working together to extend subject knowledge. • Disaggregated training allows for subjects to spend time specifically focussing on subject expertise. • Core departments and subjects where the development of expertise is required are supported by HIAS advisors. This has specifically led to strong developments in science, RE, maths and English. • Science use expertise from the Institute of Physics to enhance the quality of physics teaching in the College. • Appraisal target which is focussed on CPD and improving knowledge as well as professional reading. Exam board training and external training if available to staff. • Coaching of all teachers has led to good developments in subject expertise in some areas as well as classroom pedagogy. 	<ul style="list-style-type: none"> • New appraisal targets in place for staff for October 2023. • Development of more coaches to the team specialising within their own subjects. • More time allocated to department areas to develop expertise in 2023-2024
	Adaptive teaching (checking for understanding) JC		<ul style="list-style-type: none"> • Staff training on different strategies for CFU as well as teaching and learning blogs focussed on this. Coaches are trained for developing CFU and working with staff in different subjects. • Blended learning focus on different ways to CFU, through the classroom or through itslearning- staff training given to this. • Mini whiteboards have been popular, and a focus for everyone next year. • Coaching tables have been introduced in some classes which will be rolled out in more classrooms in 2023-2024 • Teacher professional reading has focussed around the impact of quality CFU through texts such as 'Rosenshine Principles' 'Teach Like A Champion', 'Reaching the Unseen Children' and 'Leadership Leverage'. 	<ul style="list-style-type: none"> • Coaching to focus around TLAC and Rosenshine principles • Training for new staff on using new platforms such as SENECA to help with CFU. • Classroom layout to be a focus, with the introduction of a coaching table for students to get support in a mixed attaining classroom. • Focus on live marking, allowing teachers to get up to date information on how students are doing.
	Teaching to remember long term with fluency JC		<ul style="list-style-type: none"> • DBLP (Developing Blended Learners Programme) was developed over the year to support with moving information from short term memory to long term memory. The emphasis on this is growing the confidence and skill set of the Independent Learner. • Retrieval practice planned into each MTP to allow for information to be transferred into the LTM. 	<ul style="list-style-type: none"> • Further training for staff on using platforms such as SENECA to support retrieval practice. • Homework programme to be based on retrieval for 2023-2024 • English H/W in year 7 and 8 to be set consistently and to focus on Reading Plus.

			<ul style="list-style-type: none"> Technology platforms introduced to support teachers with planning of retrieval practice. Implementation of DBLP and the two specific types of retrieval techniques- Cue Cards and Mind Maps- delivered by subject specialists rather than external presenters. 	
	Teaching environment & resources JC		<ul style="list-style-type: none"> Classroom layout has been altered to go back to groups, which is supportive of our mixed attaining philosophy. Lighting has been upgraded in many of the classrooms and ceilings replaced to enhance the learning environment. Classrooms are expected to be free of clutter and tidy to allow for an efficient working environment We have moved to mixed attaining groups in KS3. Classroom environment has been a key focus for 5 years, with time given to staff to make sure learning walls are appropriate and effective to support learning and learners. Table mats are used with good effect in some subjects. 	<ul style="list-style-type: none"> Virtual Learning Walls to be developed for use through itslearning Classrooms identified for investment to be prioritised for improvements. DBLP programme to continue to be developed so that focus and skill development is on how to use itslearning in the most effective way to support revision and retrieval practice.
	Use of assessment, including response to any learning loss JC		<ul style="list-style-type: none"> KS4 assessment is planned into the ARR calendar, at regular and appropriate points in the academic year. Staff have been trained in QLA, so after each assessment point MTP's are expected to be adapted due to that analysis done. All assessment is planned into MTP's for all year groups. Assessment can take many forms but always requires detailed formative feedback so that it enhances the learning of the students. Student reports have been changed, allowing for a more in-depth analysis of the 'Crookhorn Cornerstones', giving parents, students and staff a more detailed analysis of how each child is doing. Staff have identified students to be allocated intervention time, which is then co-ordinated, and progress checked. The appointment of a SEN teacher, who is working with students who have been identified as having learning loss and who have specific and profound barriers to cognition. Academic mentors in place for numeracy and literacy to support students identified through GL assessments as having dropped progress in Years 7 and 8, or for students identified by class 	<ul style="list-style-type: none"> Development of new types of assessment, with the 4C's. Another SEN teacher to be appointed in 2023-24. GL assessment data to be used in a more strategic way for 23-24

			<p>teachers in the other 3 years as having dropped on performance through in class assessments.</p> <ul style="list-style-type: none"> • Use of reading data to identify amber readers for reading coach intervention. • GL assessments brought in for KS3, with gaps in knowledge identified by CORE subjects and addressed. 	
	Work matches curriculum intent JC		<ul style="list-style-type: none"> • Focus on the quality of student exercise books, with SLT and HOS scrutiny of how the work in the exercise book matches the plans on itslearning. • Scrutiny also completed on how the plans on itslearning match the BQ's on the curriculum maps for each subject. • Plans on itslearning are always looked at before a coach enters a coaching session or a learning walk is undertaken, so that there is clear point of reference to what should be being learnt and what should be evidenced in exercise books or practical work. • Assessment record on itslearning acts as a clear point of reference to independent study set and also CFU work assessed as planned out in the curriculum maps. • Book looks in place for SLT/HOS/Governors 	<ul style="list-style-type: none"> • HOS to lead on learning walks, with SLT covering them • Regular book looks at SLT/HOS/Governor level
	Reading JC		<ul style="list-style-type: none"> • DEAR time is planned into the KS3, with all students reading a book during Tutor time. • College worked proactively with Park Community to come up with the reading action plan for Crookhorn for 22/23. • Funding secured in budget for a reading coach for 22/23 • Reading a priority for the 22/23 performance plan • Development of CRO/KH/KK as reading team line managed by JC. • New website page. • Reading + bought in towards end of 22-23. • Reading coaches from Year 11 employed. 	<ul style="list-style-type: none"> • DEAR time changed to start of the day from 23-24. • Development of the 'Crookhorn Cannon', with more students taking part in reading for enjoyment. • Student voice/SLT drop ins to monitor how well new DEAR time is going.
	Teachers' own speaking, listening & writing JC		<ul style="list-style-type: none"> • The writing revolution has been used extensively to support teachers with their knowledge of writing skills. • Oracy programme has been developed alongside Hampshire to support teachers with their ability to improve oracy skills. 	<ul style="list-style-type: none"> • Whole College oracy plan for 23-24 part of the literacy action plan.

			<ul style="list-style-type: none"> Training throughout 2022-2023 led by SB/JC/KK to develop teachers' literacy skills. 	
	Remote provision/Blended learning AJB		<ul style="list-style-type: none"> The itslearning platform provides the ideal solution to remote learning. All lessons are planned through itslearning with resources for the lessons attached. Students can access the lesson asynchronously and can upload work for the teacher to assess and feedback on. The College can monitor who is engaging with remote learning and if they have not logged and complete the specified work for that time, they are marked with an UA absence on the attendance record. 'Blended learning technical support guide' available to all parents through the website. Year 11 parent support session in January 2023 	<ul style="list-style-type: none"> Tighter monitoring arrangements between MDB and AJB when students have been identified as being absent from college for a sustained period of time. Close analysis of the work provided by the student and the feedback given to the student by the teacher. Parents evening support sessions for Y7 and 11 in September 2023.
STUDENT PROGRESS (Impact)	Impact on pupils' knowledge & skills JC		<ul style="list-style-type: none"> Improvement across the attainment bands at GCSE levels compared to pre covid times seen in 22-23 results. Student voice shows that students feel like they are making good progress in many subjects (See Y11 leavers survey) Mini assessment points throughout the academic year to check the impact made on students' knowledge and skills is now in place 	<ul style="list-style-type: none"> GL assessments to be used to compare Y7/8 progress to national averages. Progress to be seen in student work DSSI's to be used by HOS to look at progress of students. Year 11 action plan to check progress.
	National tests & exams meet gov expectations. JC		<ul style="list-style-type: none"> See performance of GCSE in the links above. GL assessment data shows English and maths at NA. 	<ul style="list-style-type: none"> GL progress tests to continue for 2023-24 to check progress of KS3 against national performance
	Quality of pupils' work JC		<ul style="list-style-type: none"> Book scrutiny for every member of staff done every 2 weeks by SLT with feedback given to staff was in place HOS completed learning walks to check the quality of student work. SMP time was given to HOS to complete a termly check of the quality of student work. 	<ul style="list-style-type: none"> More HOS scrutiny rather than SLT. Overview of HOS monitoring to be in place over academic year. SLT work with HOS once scrutiny has been completed on action plan to improve performance.
	Readiness for next stage SD		<ul style="list-style-type: none"> NEET figures for 20/21= 2.3% (4 students) NEET figures for 21/22= 1.1% (2 students) DRAFT NEET figures for 22/23 = 0.6% (1 student) These figures are achieved through an extensive careers and ambition programme which runs from Year 7 up to Year 11 and 	<ul style="list-style-type: none"> Refinement of Year 11 programme to keep students engaged in education and growing their ambition and self-confidence- using projects such as Future You and 14-16 courses.

			beyond. Please view all the details about our Careers and ambitions programme on the website link: https://www.crookhorn.hants.sch.uk/page/?title=Careers&pid=58	
	Progress of disadvantaged pupils MDB		<ul style="list-style-type: none"> • Leaders make good use of all funding including pupil premium funding to diminish any gaps in performance for all groups. All Groups have similar high performance. • Scrutiny of achievement data confirms that there is no historic or current variation in achievement by gender, disadvantage, LAC, ethnicity, EAL or access group. Where small variations occur, appropriate interventions, including the use of Pupil Premium, are applied with a high level of effectiveness. • Higher attaining students are identified to ensure that there is the correct level of challenge in all aspects of their learning, resulting in high levels of engagement and achievement. • Pupil premium funding is used effectively and the provision for these and ALL pupils is monitored and tracked meticulously, staff have a very clear understanding of data and use the information it provides to challenge themselves as practitioners to ensure the best possible learning opportunities for all pupils. • See College data using the links at the top of the document. 	<ul style="list-style-type: none"> • Please see Pupil Premium strategy document on our website.

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 effect 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	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.		
Sub-criterion	RAG rating	Reason for RAG rating	Priorities moving forward
Expectations for behaviour & conduct	DL	<ul style="list-style-type: none"> Rules of discussion through student voice produced for all classrooms. Rewarding positive behaviour through use of class Charts 2021/22 – 109,889 commendations awarded, 2022/23 156,208 awarded. 62 days of suspensions in total which was 46 students who faced suspensions overall. This was comparable to previous year and positive compared to other schools in Hampshire. 77% of students mentored (identified from the DSSI) had less negatives compared to previous year. Year 11 ambition group 56% improved their behaviour with attendance increasing by 66.3%. 82% students surveyed in June agreed behaviour was good or very good. 	<ul style="list-style-type: none"> Reducing repeat offenders suspended. Identifying different pathways, we can use to support our students at risk of suspension. Review steps of the Low-Level Disruption Programme and how we support the students at different stages.
Environment (including dealing with bullying, discrimination, and sexual abuse / harassment)	MDB/DL	<ul style="list-style-type: none"> Parent survey in Dec 2022 - 91% said that their child was happy at Crookhorn Student Voice -College Council produced a Stand Up to Bullying poster which is shared whole College. 'Child on Child Abuse action plan 2022/2023' addressing issues raised in feedback from the Healthy Schools Project – see: https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=688683 Development and promotion of Keeping You Safe/I Need Support/Promoting Positive Mental Health/LGBTQ+ pages on Itslearning. Raising the profile of the 'I Need Support' button with 90% of Year 7 students confident with how to find and use the button (Student survey - Summer 2023). Further development of Tutor Time programme – AHOHs, blended House, student voice, literacy, British Values, Protected Characteristics. Student Welfare Team – two Welfare Prefects per House, support with Year 7 Smart Start, introduced in House assemblies, photos on KYS page, support with initiatives such as Anti-Bullying Week throughout the year. A member of the Pastoral Team given the role of working with students that have made inappropriate comments. Restorative justice - students educated on why what they have said is unacceptable. 	<ul style="list-style-type: none"> Protected Characteristics focus to be built into SLT assemblies and Tutor Time programme each term. Further development of the roles and responsibility given to the Student Welfare Prefects – revisiting Year 7 students in Tutor Time throughout the year and working with Year 8 students now too. Introduce Environmental prefects as a Prefect role. Restructure the PSHRE programme. Continued promotion of the Itslearning pages – Keeping You Safe at Crookhorn/Promoting Positive Mental Health/LGBTQ+ pages and I Need Support button.

		<ul style="list-style-type: none"> • Work on consistency across all staff in understanding and applying appropriate sanctions for prejudicial language and behaviour – included in training and reminders given throughout the year. • PSHE programme – Focus on the Crookhorn ethos, Relationships and RSE units for all Year Groups. 	
Improving behaviour & attendance of pupils with particular needs	VLM/DL	<ul style="list-style-type: none"> • Behaviour data – Data from 2020-21 SEN students suspended 45 and Pupil premium students suspended 47 compared to 2022-23 SEN students suspended 32 and Pupil premium students suspended 30. The loss of days decreased dramatically in 2020-21 SEN days suspended 56.5 and Pupil premium days suspended 63.5 compared to 2022-23 SEN days suspended 43.5 and Pupil premium days suspended 41. Behaviour consistency embedded, the past 2 years the figures are reduced and more consistent. • The work on the development of the resilience room has continued with 49 students currently having access across all year groups. This has created a space for SEMH students especially to return to school after periods of EBSA, de-escalate when heightened and complete work in a supported manner if removed from a lesson. • Alternative curriculum options have been established in Years 9, 10 and 11 offering nineteen students (10 in Year 9, 5 in year 10 and 4 in year 11) who were not accessing mainstream lessons the opportunity to complete Functional Skills or Entry Level qualifications. 	<ul style="list-style-type: none"> • ATIP training revisited – LF to deliver to staff. • DL/MDB/VA to attend 3-day course on ATIP. • A new sensory space has been created in G10 with support from the PTA and this will support students with Neuro-diverse traits. • Training on running Person Centred Planning meetings for VLG and NHS to include parents and students in decision making.
Pupils' attitudes to their education	JC/SB	<ul style="list-style-type: none"> • Students enjoy their learning across the curriculum, and we have regular student voice surveys to check how they feel learning is going, and if they are happy within the College. • 75% of students felt their teacher helps them, with 72.5% feeling that that the teacher sets the right work for them to do. • 72% of students felt that teachers listen to the, with 74% feeling like they get good feedback. • In the leavers survey, 92% of the Year 11's felt they had an excellent or good level of education during their time at Crookhorn. 95% felt the academic expectations were high. 	<ul style="list-style-type: none"> • Individual subjects to do subject student voice in 2022-2023 to gain an understanding for them. • Developing advertising so students understand where they can get help and support within the College if they have concerns. • Year 11 focus on mental health programme, which will have an action plan in 2022-2023.

Attendance & punctuality	DL/MDB	<ul style="list-style-type: none"> Attendance Action Plan 2022-2023 created and implemented. DL and MDB attended termly Hampshire attendance network webinars Increased Tutor involvement – monitoring and messaging students that are not in Student attendance action plan produced by students as a result of student voice and then used by HOHs and Tutors for SPR Adapted Hampshire standard attendance letters to focus more on the home and College partnership and using more supportive language 2022-2023 attendance data shows that again we finished above the national average this year. Crookhorn finished 0.9% above national average. FSM Crookhorn finished 1.2% above national average and for SEN Crookhorn finished 3.3% above national average 	<ul style="list-style-type: none"> DL and MDB to attend Attendance Refusal training course Visual promotion of benefits of positive attendance around College site. Review and adapt new Attendance Action plan for 2023-24
Use of exclusions	DL	<ul style="list-style-type: none"> No Permanent exclusions. 2nd lowest suspensions in the federation. 2nd lowest in days lost to suspension. Suspensions are comparable to the previous year. Overall suspensions continue to be down compared to 2020/21, Number of suspensions 50% lower and number of days lost 46% lower. Majority of suspensions are for verbal abuse. 	<ul style="list-style-type: none"> Review and adapt sanctions, to include reasonable adjustment to the sanction. To reduce the number of repeat offenders by improving the support given to them. Key staff to attend external ATIP training so they can then provide training to whole staff.
Relationships among pupils and staff, including feeling safe both online and offline	MDB	<ul style="list-style-type: none"> ‘Child on Child Abuse action plan 2022/2023’ addressing issues raised in feedback from the Healthy Schools Project – see: https://crookhorncollege.itslearning.com/LearningToolElement/ViewLearningToolElement.aspx?LearningToolElementId=688683 Introduction of College ATIP behaviour policy designed entirely to create a supportive, cooperative environment that encourages positive behaviour for learning. Sessions on cyber safety and privacy settings delivered in Year 7 Smart Start transition programme House and SLT assemblies and Tutor Time - repeated reiteration to students on how to report concerns and keep themselves safe both online and offline. Support for staff who have encountered online harassment with swift follow up via identified platform and with students and their parents/carers. 	<ul style="list-style-type: none"> ATAS programme – DL, MDB and VA attending. Further development of the roles and responsibilities of the House Senior Teams in supporting the promotion of positive relationships within the Houses. Development of fortnightly Tutor mentoring for Year 11.

		<ul style="list-style-type: none"> • Tutors' use of Itslearning messaging system to check in with tutees that are not in College. • Student survey – Summer 2023 – 92% of Year 7 students said they feel safe in College most or all of the time. • Student survey – Summer 2023 - 90% knew how to find the 'I Need Support' button on Itslearning. 	
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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.			
Sub-criterion	RAG rating	Reason for RAG rating		Priorities moving forward
Wider curriculum incl. SMSC	MDB/CMM	<ul style="list-style-type: none">• The re-establishment of the House system has provided many opportunities for students to work and socialise with a wide range of other students in different contexts – vertical Tutor Groups, Student leadership roles, House competitions, Sports Week.		<ul style="list-style-type: none">• To ensure that more boys are putting themselves

		<ul style="list-style-type: none"> • The return to fundraising for the House charities has promoted the importance of participating and supporting others in our community. • The College rewards system celebrates demonstration of respect, responsibility, commitment, and achievement and promotes the importance of effort and participation. • All Year 10 students took part in a 5-week yoga programme on a rotation throughout the year during their PSHE lessons. • A wider range of opportunities provided for students to broaden their knowledge of and respect for a wider range of faiths and values through RS visits and events programme. 	<p>forward for College and House senior roles.</p> <ul style="list-style-type: none"> • Restructured PSHRE to be monitored throughout the academic year. • Year 9/10 yoga to be booked for 23-24. • Further development of the Challenge Award (164 challenges completed last year) with the introduction of a Scholars Award (10 challenges – 1 student has already achieved this!).
Character development	MDB/DL	<ul style="list-style-type: none"> • House Competitions: Year 7 95% attended at least one. Year 8 83% and year 9 81%. • Prefect in post earlier in year 10 which has allowed a smooth transfer of roles from year 11 prefects. • 94% of prefects have said they enjoyed the role. 100% identified the role they played. • The Senior team were provided character references that have been produced to recognise the work they had completed and achieved as a senior team. • Training for the Senior team on how to chair a meeting has resulted in a different layout/running of College Council. Positive effect as more students have a voice in the meetings. • Year 11 Ambition project: 66.3% increased their attendance. 56% improved their behaviour. • Year 10 completed 2 weeks of Work Experience in the spring 1 term, receiving some excellent feedback from employers with a number of students being offered future roles and part time jobs. • Establishment of the Community Action group. Students from year 7 and 8 meeting regularly to organise fund raising events. These included bringing in tins for food banks and visiting a home for the elderly. • Year 11 camp was completed to support students who were identified as EBSA and not fulfilling potential. 	<ul style="list-style-type: none"> • Further development of roles on offer for Prefects. • Prefects to take a more lead role in the House pages. • Future You programme to include students struggling with attendance. • Students to get involved in the #beewell Young Researcher's programme.

Pastoral support	DL/VLM/MDB	<ul style="list-style-type: none"> • Resilience Room - Having a designated zone with two consistent members of staff has been instrumental in supporting EBSA students to return to College. • Regular home visits to EBSA students have created bonds with families and helped to support students in a gradual return to College. • SIU has been used to support students who need a quiet space and for whom the Resilience room is not appropriate. It is also used to support students with medical SEN needs. • The Retreat - this space has been established as a quiet space for intervention either small group or 1:1. • The Retreat was refurbished to ensure the space is a quiet and calming environment to use the space in a more effective manner and support the • SEMH interventions are run in a designated room on site, they have adapted to the changing need, for example Motivating Reluctant learners was removed. LD has extended her hours to allow for more 1:1 ELSA support. • SEMH interventions are now offered as an outreach service to students at The Key and EBSA students at home. • Restructuring of the Pastoral Team (Attendance, ELSA and counselling). • External outreach work from The Key. • MHST assemblies delivered to all four Houses to support mental health. 	<ul style="list-style-type: none"> • The development of a sensory space with support of the PTA will allow careful allocation of support to ensure that students with specific needs related to their Neurodiversity are supported differently to students with more typical SEMH presentation. • Further development of links with MHST with a focus on Whole College Approach. • Continuing to build on the College/parent partnership. • Development of interventions for EBSA students for example through Future You. • Participation in the #BeeWell project. • Introduction of boys' mental health support group.
Extra-curricular opportunities	JC	<ul style="list-style-type: none"> • Development of extra-curricular opportunities after covid due to staff absence and willingness to commit saw a rise in the number of sports and social clubs available to students. • Subject enrichment tracker relaunched, with subjects engaging with tracker to support SLT track which students and subjects promoted enrichment activities. • More and most able co-ordinator post back as a post, with JC supporting. • Careers extra-curricular was excellent, with many opportunities. • Study club numbers grew throughout the year. • Extra-curricular co-ordinator to be appointed to lead in this area. 	<ul style="list-style-type: none"> • New clubs to be introduced, allowing sessions before and after College. • Every subject to offer enrichment activities, tracked by JC. • Fortnightly reviews of student participation by JC • Study club revamp.

Preparing pupils for life in modern Britain	MDB	<ul style="list-style-type: none"> • The College Cornerstones and OPEN MIND encourage the students to develop and demonstrate the skills and attributes needed to be ambitious, tolerant, community spirited, well-rounded, and successful individuals. • The College's GO WEST strategy for how we look after ourselves has been embedded during Tutor Time, House and SLT assemblies and through the PSHE and extra-curricular programme. • British Values are built into the PSHE curriculum and Tutor Time programme for all Year Groups. • 77% of teachers surveyed in June 2023 believed the PSHE curriculum is well planned and that lessons are well resourced. • The College has a gold standard careers programme adhering to Gatsby Benchmarks – please see 'Careers and Ambition Programme' on College website. • The College continues to facilitate a two-week work experience placement for all Year 10 students. • All PSHE teams received training specific to their area as part of the CPD programme. 	<ul style="list-style-type: none"> • For curriculum maps to ensure that British Values are represented on balance across the curriculum. • To build on links with outside agencies, such as HIWFRS, The Lighthouse Project, Janine Milburn, Hants Police, etc. to support delivery of broad and relevant PSHE curriculum. • Regular consultation with parents about PSHE provision.
Equality of opportunity & diversity	LT/VLM	<ul style="list-style-type: none"> • Started self-evaluation tool for equality and diversity. • Working party in place including staff and Governors. • Heads of Subject have completed self-evaluation to give us a clear indication of strengths and areas of improvement. • Whole staff training completed on Equality. • Whole staff training completed on LGBTQ+. • Incident forms updated to identify if relating to a protective characteristic. • 90% of staff were able to confidently answer questions on protective characteristics 	<ul style="list-style-type: none"> • Write SMART Equality Objectives. • Student education on Equality through College Council. • Student Voice. • Working party to meet with staff representatives.
RSE curriculum inc. recognising online risks	MDB	<ul style="list-style-type: none"> • Initial training for RSE team and survey completed after with positive feedback from staff indicating success of the session (March 2023) • Further training for RSE team throughout the year • Feedback from independent consultant on the RSE curriculum map with recommendations of updates and additions • 98% of parents/carers felt that the College RSE policy meets the needs of their child. • SDAS 'Break the cycle' and 'It's a RAPP' group work delivered to 12 students identified as having experienced domestic abuse at home 	<ul style="list-style-type: none"> • Further training for the RSE team. • Let's Talk RSE group work to be delivered to all Year 9 students. • Regular consultation with parents about RSE provision.
Developing responsible,	MDB/DL		<ul style="list-style-type: none"> • Promotion of student Voice success.

respectful, active citizens		<ul style="list-style-type: none"> • College Council restructuring on how College Council agendas are formed to involve all students. • Set of rules for discussion devised by the student body. 88% of staff surveyed using the set of rules on a regular basis. • 65 students mentored by SLT and Heads of House – 50 had less negatives by the end of the year equivalent to 77% improvement in behaviour. • Tutor programme embedded. Half termly reviews have allowed a more consistent approach and a broader range of topics covered. • Future You programme reviewed from previous year and new group has included students with poor attendance. • ‘You said, we did’ promoted throughout the College. 13 actions carried out due to student voice. 95% students surveyed could explain at least one thing the College Council had achieved for the student body. • British Values focus. 100% of the values covered in the PSHRE curriculum and through the tutor programme. 	<ul style="list-style-type: none"> • Develop the roles of the prefects – further roles/more responsibility.
Careers (including Gatsby benchmarks)	SD	<ul style="list-style-type: none"> • External assessment of the College through the ‘Quality in Careers Award’ in November 2023, judged the careers education programme to be ‘fully meeting’ the standards against the Gatsby benchmarks with no areas for development identified. Compass plus is used for continuous self-assessment. • The Careers Policy complies with the Provider Access Policy requirements as does practice within the College https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=767&type=pdf • Governing body is fully informed through termly reports and the link Governor who meets with the Careers Leader. • Impartial careers guidance delivered by Hampshire Futures • Well established careers programme including 2 weeks work experience for all students. https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=774&type=pdf • Bespoke 1-1 packages and opportunities for students who are SEND, disadvantaged, vulnerable. • Alumni profiles and former students' involvement in careers events highlights a range of post 16 opportunities to students. 	<ul style="list-style-type: none"> • Developing further opportunity for students and parents to offer feedback and evaluation. • Continue to develop links to careers in the curriculum

4 Leadership & Management	Last revision date: Nov 23	Author: S Bennett/J Collins
Summary	<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 alongside training on child-on-child abuse and sexual abuse. 	
RAG rating	<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>	

	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.		
Sub-criterion	RAG	Reason for RAG rating	Priorities moving forward
Ambition of school vision		<ul style="list-style-type: none"> • Excellence as Standard is what we aspire to as a College every day - The 4 levers of pedagogy, curriculum and assessment, enrichment and ethos; staff training and leadership, in the College performance plan, are all designed to enable us to collectively work towards our common goal. • Our staff surveys show that 100% of staff understand the College ambition. • Governors fully ascribe to the vision of the College and the standards that leaders set and are fully supportive. • Our College vision is embedded in the 3-strand ethos of 'The Cornerstones, Go West and OPEN MIND' which are a central part of student and staff daily lives. • Parents receive half termly updates on our ambition and College ethos in the HT Blog. 	<ul style="list-style-type: none"> • Continue to brand the ethos and expectations around the College. • To ensure that all teachers who are employed at Crookhorn aspire to the same ambition within the vision and set their personal expectations to meet this.
Use of CPD to develop the 3 types of teacher knowledge		<ul style="list-style-type: none"> • Whole college training plan is based on the College performance plan – strand 1 is curriculum and pedagogy. Training linked to this strand is delivered in after school training sessions across the year where staff identify workshops they would like to attend for their personal development. • Weekly collaborative planning time allows for the development of subject specific training to be delivered in teams. • The whole College coaching programme supports development of all 3 types of knowledge. Each member of staff has a personal coach who visits their lessons at least twice per term with a follow up professional dialogue. Staff are asked to identify elements of pedagogy they wish to focus on in these sessions. • Staff are encouraged to develop personal and professional practice through participation on nationally recognised qualifications. In the last two years we have had; 5 staff enrolled on NPQ Leading teaching, 	<ul style="list-style-type: none"> • Differentiation of the College coaching system, refining the system to suit our teachers better.

		2 staff enrolled on NPQ leading culture and behaviour, 2 staff enrolled on NPQ leading literacy, 4 staff enrolled on NPQSL and 1 member of staff completing NPQ leading teacher development.	
Engagement with pupils, parents & wider community	SB/JC	<ul style="list-style-type: none"> • 5 Parents evenings every year, with a consultation to parents on the structure of this. Significant numbers wanted to continue with virtual evening, so we have made 3 evenings virtual and 2 face to face. • SPR days where tutors meet with parents to set goals and review them. • Year 11 evenings in place to support revision techniques • You said, we did poster campaign to show all stakeholders what has been achieved after survey results. • Year 7 parents asked about transition, with 93% feeling the transition was a smooth process. • RSE survey completed, asking for parental views on RSEE and PSHE- new policy introduced after consultation period • PTA still in place after covid, with many events planned for 23-24 • New complaints procedure in place to make the system more transparent. • Student surveys, student council, sports council all consulted on new initiatives. • Parents evening/SPR overall attendance for 2022-2023 was 87.3% of all parents engaged with the College. • Regular attendance at Havant Op meetings involving police, local schools, and care providers. • Engagement with the local ASB programme • Students and staff engaged in the new Havant Thicket reservoir project. • Significant engagement with HSDC in regards transition between KS4 and KS5 with specific subject tasters. 	<ul style="list-style-type: none"> • Full OFSTED parental view for 2023-2024, replicating the questions and analysis of results by SLT. • Action plan from parental voice • Continued 'You said, we did' campaign for staff and students. • SPR days to change in structure.
Inclusivity (e.g. not gaming or off-rolling)	SB/JC	<ul style="list-style-type: none"> • Our significant drop in exclusions and the fact that we have had no permanent exclusion for 4 years against national trends is a strong indication of our inclusivity. • In 2022/23 we had 1 student with an EHCP who moved to a EHE. This was only after significant work from the College to co-ordinate NHS, County and CAMHS support. 	Continue to develop strong links with 'The Key' to keep students on roll and to prevent permanent exclusion.

		<ul style="list-style-type: none"> • Our stability ratio is 95% and when students leave the College out of rounds, they are transferring to another school- primarily a maintained school. • Any students who are dual registered with our AP provider- The Key Havant are visited every half term by the College, with half termly meetings being held between the SPOC and tutors at The Key and between the Headteacher at Crookhorn and the Executive Headteacher and Head of School of The Key Havant. 	
Managing staff workload	SB/CP	<ul style="list-style-type: none"> • The College has introduced systems, procedures, and work practices to help staff to manage workload: • Directed time is mapped for staff and this is rigorously adhered to. Meetings before and after the school day are kept to the essentials and alternative methods of disseminating information to staff and parents have been introduced e.g., 2 whole staff morning briefings have been replaced by a weekly email. Options evening has been replaced by virtual presentations. Parents evenings times have been considered to ensure suitable work life balance. • All subject teams meet once a week to collaboratively plan. All work is delivered via the College learning management system (itslearning), Plans can be re-used and amended year on year. Work can be accessed by students retrospectively and set remotely reducing the need to set separate work for those not present in the classroom. • Staff are encouraged and trained to 'live mark' student work wherever possible as well as setting self-marking tests on Itslearning to reduce the need to mark outside the classroom. • The College has support staff roles designed to help teachers manage their workload e.g., a full-time reprographics technician, a full-time media technician to support the production of meaningful displays and learning walls in classrooms and a content developer for itslearning who can be tasked to produce materials for teacher's plans. • Data drops are completed 3 times a year and classroom teachers are presented with summaries of key findings from each drop (DSSI) • The College appraisal process allows staff to choose from a selection of pre-written objectives and directed time is given across the year to review progress regularly (8 times across the year). 	<ul style="list-style-type: none"> • Coaching to support workload management • Fully implement all aspects of the Wellbeing action plan

		<ul style="list-style-type: none"> The College has adopted the national Staff Wellbeing Charter and has action plan to implement key recommendations. 	
Protecting staff from bullying & harassment		<p>The College has systems in place to ensure all staff are protected from bullying and harassment:</p> <ul style="list-style-type: none"> A staff charter which sets out how staff should relate to each other and levels of expected professionalism. Including informal routes for dealing with conflict. A detailed 'Staff code of conduct' policy that sets out clear guidance and expectations for all those who work in the College. All complaints are dealt with accordingly and if necessary, the College grievance and low-level concern procedures are followed. 	<ul style="list-style-type: none"> A review of how complaints are followed up on in 2023-24.
Effectiveness of governors/trustees	SB/SD	<ul style="list-style-type: none"> Regular review of progress against the performance plan in the HT report which is provided for each FGB meeting. Minutes of meetings reflect governors questioning and challenge. Clearly defined links to subjects and whole school areas of interests – record of governor visit reports. 	

		<ul style="list-style-type: none"> Impact statements at the end of each meeting focus the governors on ensuring their involvement is strategic and meets the 3 core principles of governance. 	
Meeting statutory duties (e.g. Prevent)	LT	<ul style="list-style-type: none"> All staff completed Prevent training 2020. Prevent training completed as part of initial safeguarding training for all staff. All visitors researched prior to attending the College to ensure no radicalised viewpoints. Staff completed updated Prevent training 6 March 2023. 	<ul style="list-style-type: none"> Update College Prevent risk assessment.
Safeguarding inc. sexual harassment, online abuse and violence	LT	<ul style="list-style-type: none"> All staff have read updated Keeping Children Safe in Education. Safeguarding Audit completed annually. All staff have had face to face training on Sexual Abuse and Sexual Harassment. All staff have completed child on child abuse training. All staff receive face to face child protection training as part of induction and a minimum of annually. Staff are confident on how to report any incidents of child-on-child abuse. 	<ul style="list-style-type: none"> Ensure Child on child abuse remains a focus of all safeguarding training. Staff to be surveyed after each training to check for understanding and if they feel more confident.
Use of pupil premium and catch-up funding	SB	https://www.crookhorn.hants.sch.uk/page/?title=Pupil+Premium&pid=40	See actions