

Crookhorn College

Stakes Hill Road, Waterlooville, Hampshire, PO7 5UD

Inspection dates 26–27 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students do not make enough progress in English.
- The progress of those students in receipt of the pupil premium is not accelerating quickly enough
- More able students are not sufficiently challenged to attain the highest GCSE grades.
- Teaching does not enable enough students to make good progress, often because lessons lack the necessary pace.
- There are weaknesses in the range of subjects and courses on offer that limit students' achievement. For example, many students study for more GCSE examinations than they can cope with.
- The actions taken by senior leaders have not yet produced consistently good teaching across all subjects.

The school has the following strengths

- Results in mathematics have shown significant improvement in 2013 from the previous year
- The new marking policy is enabling students to have a better understanding of what they need to do to improve their work.
- Students' behaviour has improved since the previous inspection and is now good. They report that there is little bullying and that any which occurs is dealt with effectively.
- Students are proud of their school and value the house system highly. They are courteous and work well together.
- Leaders have made improvements to behaviour and some aspects of teaching since the previous inspection.
- The governing body has a secure knowledge of the school's main strengths and weaknesses. Its members are well-equipped to challenge and support senior leaders in taking the school forward.

Information about this inspection

- Inspectors observed 37 lessons. Fifteen of these were joint observations with senior leaders.
- Inspectors also looked at examples of students' work and considered the quality of marking and written feedback given to students.
- Meetings were held with the headteacher, senior leaders, subject leaders, groups of students, the Chair of the Governing Body and three other governors.
- The lead inspector also met with a representative of the local authority. 91 responses to the online questionnaire (Parent View) and one letter from a parent were received. Fifty three questionnaires completed by staff were also considered.
- Inspectors observed the school's work and looked at a number of documents, including the school's self-evaluation documentation, the school's own information on students' current progress, monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Terry Fish, Lead inspector	Additional Inspector
Paul Sadler	Additional Inspector
Margaret Faull	Additional Inspector
Mary Hoather	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized secondary school.
- Most students are of White British heritage.
- The proportion of disabled students and those with special educational needs supported at school action is slightly above the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, for service children and for children known to be eligible for free school meals, is higher than that found nationally. In this school the money is provided for pupils entirely in the latter category.
- A small number of students are taught vocational courses at South Down College and SkillForce. A very small number of students receive alternative education at Woodland pupil referral unit.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good to accelerate students' progress, particularly that of the most able and those eligible for the pupil premium, and for all students in English, by:
 - ensuring that the pace of learning in all lessons is brisk and enables students to make good progress
 - ensuring that pupil premium resources are more closely targeted on the individual needs of those students who are eligible to help them make better progress.
 - setting ambitious targets that raise the aspirations of all students, and specifically the more able.
- Improve leadership and management by:
 - clarifying the roles of senior leaders.
 - focusing on a smaller number of key areas for improvement, most importantly improving the quality of teaching.
 - improving the curriculum to ensure students have an appropriate number and balance of subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Students' achievement requires improvement because they study too many subjects at Key Stage 4 and expectations, particularly of the more able students, are not high enough.
- The proportion of students gaining five or more GCSEs at grades A*-C including, English and mathematics, was lower in 2013 than in 2012. However, the performance of students in their best eight GCSE examination courses was equal to the national average in 2012 and was at similar levels in 2013
- Students join the school with attainment that is below average, but this is rising for the younger students.
- Standards in mathematics have risen over the past year as a result of targeted support for students and better teaching in the subject.
- In English, too few students make fast enough progress. Higher ability students are entered for their GCSE English Literature at the end of Year 10. They then study GCSE English Language in Year 11. This hinders their potential in both subjects resulting in underperformance.. In other subjects students are not disadvantaged by taking the examination early.
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- The progress of disabled students and those who have special educational needs is similar to that of other students. The progress of girls in comparison with boys has been a concern in the past but inspection evidence shows that this is improving.
- The attainment of students in receipt of the pupil premium at the end of Key Stage 4 in 2012 was higher than similar pupils nationally but was behind their peers by approximately half a grade in English and a full grade in mathematics. In 2013 this gap has widened further in English. This is because pupil premium resources are insufficiently well targeted on the specific needs of eligible students.
- Progress in lessons slows when students have to listen to extended explanations by their teachers or wait their turn to contribute to whole-class discussion. They do not have enough time for independent work in these circumstances.
- The very small number of students who are educated off site by alternative providers are closely monitored and make good progress because of the individual support they receive there.
- Where expectations are high students respond well and make good progress. An example was seen in a Year 9 science lesson where the skilful questioning by the teacher not only involved all students but enabled them to develop their understanding and correctly use technical terms when carrying out practical investigations.

The quality of teaching

requires improvement

- Teaching requires improvement because the slow pace of learning in some lessons means that students do not make sufficient progress over time.
- However, the quality of day-to-day teaching is improving and is now significantly better than was the case at the previous inspection in 2012.
- In some subjects, notably English, teachers' expectations are too low, resulting in a level of challenge which is not high enough to stretch the most able students.
- Where teaching is at its best, carefully structured activities are used to ensure that every student makes good progress. For example, in one outstanding French lesson students were exploring camping as a new topic. Careful planning by the teacher and the students' confidence in their use of vocabulary, together with the fact that they were able to clearly link the quality of their sentences to the requirements for specific GCSE grades, enabled

excellent progress.

- Where teaching is less effective, teachers do not plan a variety of tasks to cater for the different ability levels of students. This hinders the pace at which some students can develop new skills and understanding, and slows progress.
- Students are aware of their academic targets and the new 'flight path' is valued by students in enabling them to set targets for their attainment. However, these targets are sometimes too low for those students capable of attaining the highest grades. Students' books are marked regularly and written feedback is well targeted to help students improve their work. In the best practice observed, students had been given opportunities to respond to the teacher's marking, enabling them to make good progress.
- Students' spiritual, moral, social and cultural development is promoted very well. The house system promotes a strong social bond between students. There are many educational visits, a wide range of sports clubs and good musical and cultural opportunities.

The behaviour and safety of pupils are good

- The behaviour and safety of students have improved since the previous inspection and are now good. Students' attitudes to learning, including in independent, group and whole class work, are consistently positive and have a good impact on the progress they make.
- In a small number of lessons, where the teaching is not as effective, a few students occasionally lose enthusiasm and become too passive.
- Behaviour is enhanced by reward and sanctions systems which are used consistently by teachers and are appreciated by students. Around the school, at change of lessons, at lunchtime and in a variety of contexts, behaviour is good. Students are courteous and polite towards each other, displaying high levels of good manners.
- Different groups of students told the inspectors that they are proud of their school. They appreciate the range of sporting and cultural activities that are available to them. Students report that they feel safe and that incidents of bullying are rare and effectively dealt with by adults. They are clear about risks and dangers, including cyber bullying, misuse of the internet and of the risks posed by extremist views. This demonstrates the school's good commitment to fostering good relations and tackling discrimination.
- A large majority of parents and carers who responded to 'Parent View' expressed confidence that the school provides a safe environment where their children are happy and that behaviour is good.
- Attendance is improving and the school uses a wide range of strategies to improve attendance for those students who are persistently absent. Attendance rates have improved and are now close to the national average.

The leadership and management requires improvement

- Leadership and management require improvement because, while actions to bring about improvement in students' behaviour and the quality of teaching have brought some success, it has not yet resulted in consistently good teaching. Nevertheless, the improvements demonstrate that leaders have the capacity to make further improvements.
- There is a lack of clarity in the job descriptions of senior leaders who have a number of overlapping responsibilities. This causes confusion among staff and others as to who is responsible for what and inhibits their effectiveness in raising achievement and improving the quality of teaching
- Leaders' actions on improving behaviour following the previous inspection have been successful, as have actions to improve the quality of marking and feedback to students.
- Senior leaders make accurate judgements about the quality of teaching and these judgements are used to track improvements or to provide additional support for individuals

where it is needed. However, there is no clear strategy for improving teaching across the school and middle leaders are not yet involved enough in this aspect of management within their areas.

- School improvement planning shows that leaders are pursuing too many priorities. There is not enough focus on a smaller number of key priorities for improvement. .
- The curriculum is insufficiently matched to students' individual needs. Many students study too many subjects for GCSE. However, disabled students and those who have special educational needs usually follow a curriculum that meets their needs well, especially in Years 10 and 11, where is enhanced by college courses and experience of work. This demonstrates the school's commitment to promoting equality of opportunity.
- The local authority has provided support, especially with regard to English. However, this support has yet to enable the school to improve the quality of teaching to a point where it is consistently good.
- A secure system is in place to check on staff performance and to set targets for their development and improvement. There is a clear link between staff performance and salary progression.
- Safeguarding procedures for students within school and at off-site provision meet statutory requirements
- Parents are positive about the school. Of those who responded to 'Parent View', 89% said they would recommend this school to others.

■ **The governance of the school:**

- The governing body is effective and, because of the information that they gain together with that supplied by senior leaders, is very well informed. They know about the school's performance in relation to the national picture and are challenging leaders to improve. . Governors regularly visit classrooms and attend presentations from the heads of department on students' attainment and progress. They ensure that the school's financial and other resources are used effectively for the most part. They are well aware that the pupil premium funding is not closing the gaps enough for these pupils and are ensuring that resources are better targeted for these students.. Governors regularly undertake additional training in order to further develop their effectiveness. Governors set targets for the headteacher, and check carefully how well these are being met. They also take an active part in teachers' performance management, ensuring that teachers' pay progression is related to their effectiveness in raising standards. The governing body meets its statutory responsibilities such as that to ensure the safety of students.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116428
Local authority	Hampshire
Inspection number	426545

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	730
Appropriate authority	The governing body
Chair	Mr G Denby
Headteacher	Mr Grahame Sammons
Date of previous school inspection	22–23 February 2012
Telephone number	02392 251120
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