

Crofton School

Address: Marks Road, Stubbington, Fareham, Hampshire, PO14 2AT

Unique reference number (URN): 149621

Inspection report: 3 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders identify barriers to attendance for individual pupils and groups. Their analysis enables them to identify where pupils are not attending and to put in place appropriate support for pupils who need to improve attendance. As a result, pupils now attend in line with national averages, including those identified groups. The school has also been effective in its work to reduce persistent absence, which is now in line with national averages.

There is very little low-level disruption in lessons. Staff deal with this quickly through clear and effective systems. Leaders have introduced a revised behaviour system. Parents and carers, staff and pupils understand the new policy and staff apply this consistently across the school. Bullying and any form of harassment are not tolerated. When it occurs, leaders put measures in place promptly to ensure that it stops. Pupils show positive attitudes to learning and are ready to learn in lessons. Where pupils with special educational needs and/or disabilities require adaptations, staff make these effectively. The specially resourced provision provides a calm space where pupils are able to manage their own behaviour and return to lessons ready to learn.

Personal development and wellbeing

Expected standard 

Leaders have designed a comprehensive personal development programme. It is built on the school values of kindness, ambition and diligence, which run through the topics that pupils learn. This helps pupils to link knowledge together across the programme. Dedicated lessons to promote personal development form the basis of teaching, supported by tutor time and assemblies. Pupils generally develop their knowledge well across the personal development curriculum. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) access and learn the curriculum effectively.

Pupils know how to keep themselves safe, both online and in the community. They understand potential risks and how to reduce them. Pupils learn about different cultures and develop an understanding of diversity in modern Britain. Pupils broadly understand the fundamental British values. For example, they understand how democracy in school reflects decision-making in wider society. Leaders ensure that pupils receive age-appropriate relationships and sex education and health education. Pupils speak confidently about this learning and demonstrate secure understanding.

Leaders have created a highly effective careers programme. For example, local businesses visit the school to speak with pupils and bring the world of work to life. This builds pupils' understanding of their options when they leave school. As a result, pupils move on to appropriate next steps. Leaders provide focused, individual support for pupils who face barriers to learning. This helps them choose ambitious destinations.

Leaders provide a wide range of opportunities beyond the classroom. These include clubs such as crochet and the performing arts, for instance. Pupils also benefit from local trips for fieldwork and visits further afield to broaden their experiences. The school removes barriers to participation for disadvantaged pupils and those with SEND.

Needs attention

Achievement

Needs attention 

Disadvantaged pupils do not achieve as well as their peers nationally in external examinations. Across subjects, these pupils' work shows that they are not supported consistently to develop their knowledge. The recent prioritisation of high-quality teaching is starting to improve this. However, improvements are not established consistently across the school.

Other pupils achieve in line with national outcomes. Pupils in the specially resourced provision and those with special educational needs and/or disabilities achieve well from their starting points.

Leaders focus well on securing pupils' foundational knowledge. This means that the gaps in pupils' understanding of reading, writing and mathematics are identified and closed quickly. The school has a clear focus on ensuring that pupils are prepared well for their next stage in education, employment or training. This is effective for pupils who go on to appropriate post-16 provision.

Curriculum and teaching

Needs attention 

Teaching does not consistently ensure that all pupils, particularly those who are disadvantaged, learn the curriculum as intended. Some teaching does not explain subject knowledge clearly. In some subjects, it does not check pupils' understanding well enough. While leaders have clear expectations for how they expect teaching to develop pupils' knowledge, these approaches are not used consistently across the school.

Leaders have developed a curriculum that is well sequenced and aims to build on what pupils already know. Pupils study a wide range of subjects which match their goals and aspirations for their next steps.

Leaders identify gaps in pupils' reading, writing and mathematics knowledge quickly. Effective programmes are in place to help pupils to catch up. These support pupils to secure key foundational knowledge.

Leaders have ensured that teachers make appropriate adaptations for pupils with special educational needs and/or disabilities. Teachers know what each of these pupils requires. However, this approach is not sufficiently established for disadvantaged pupils. Teaching is not consistently adapted well to support these pupils to learn successfully.

Inclusion

Needs attention 

Leaders have not ensured that the planned strategies to support disadvantaged pupils are implemented consistently and effectively across the school. This means that the support that pupils receive is not having the desired impact on pupils' outcomes and experiences. Leaders are working to address this. Their strategy is evidence informed and identifies the

barriers to learning that pupils face. Staff have recently received training on which strategies they can use to support disadvantaged pupils' achievement and well-being. Nevertheless, the school's work is at too early a stage to bring about consistent impact.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) effectively. Leaders regularly check that any adaptations made to promote pupils' learning and wellbeing are suitable. If needed, leaders make changes to ensure that support remains matched to pupils' needs. This enables pupils to progress well from their starting points and access learning alongside their peers.

Staff receive effective training to support pupils with SEND. This ensures that teachers and support staff know how to best meet pupils' needs. Leaders also engage with external agencies to support pupils with SEND. They then use this expertise to refine support. The specially resourced provision for pupils with autism is highly effective in meeting pupils' needs through bespoke adaptations.

For a small number of pupils, leaders make effective use of alternative provision to enhance their education. Where leaders support children in care, they prioritise both the academic and pastoral needs well.

Leadership and governance

Needs attention 

Leaders understand the strengths and areas for improvement in the school. This has had a positive impact on pupils' behaviour and attendance. However, leaders' actions have not currently ensured that improvement in pupils' outcomes and experiences is secured consistently across all areas, especially for disadvantaged pupils. The school's oversight of its work is not as effective as it should be in bringing about improvements in a swift and well-targeted manner.

Those responsible for governance also understand the school's strengths and priorities for improvement. They are informed about the impact of leaders' work and provide appropriate challenge and support. This has helped to improve attendance and behaviour. Trustees fulfil their statutory duties.

Leaders and trustees recognise that improving outcomes for disadvantaged pupils is a priority. They have identified actions to strengthen this provision. Leaders also ensure that pupils with special educational needs and/or disabilities receive an effective education. Professional development for staff is appropriate and based on the best available evidence. Leaders use research and support from the trust to develop an effective programme that matches their priorities for improvement. This is beginning to improve the quality of teaching.

Staff feel supported by leaders and are proud to be part of the school. Staff report that leaders consider their workload and wellbeing when making decisions. They value how leaders are helping them improve in their role. Staff understand the school's priorities clearly. Leaders work closely with the local community, including supporting local families in the military. This has a positive impact on pupils' and families' wellbeing.

What it's like to be a pupil at this school

Pupils are happy at school. They feel safe and know who to go to if they have a concern. This is because of the warm and trusting relationships between pupils and staff. Pupils feel valued and trust that the school will support their wellbeing.

Disadvantaged pupils do not achieve as well as they could. Inconsistencies in teaching mean that they do not secure the knowledge that they need. This is because the school's strategy to support these pupils is still in the early stages of being implemented by leaders and staff. Leaders recognise this and have focused on improving the outcomes for these pupils.

Pupils experience a broad curriculum. It is well sequenced and ambitious for pupils across subjects. Pupils are well informed about the choices they make for GCSE. They recognise how this prepares them for life after school.

Pupils with special educational needs and/or disabilities receive the support they need to succeed. Leaders and staff identify needs quickly. These pupils then benefit from adaptations in lessons which help them to achieve well.

Pupils behave well. They are polite to each other and to staff. Pupils speak positively about their school and describe how it has improved. They appreciate the work of staff. Pupils say that bullying is rare. When it happens, leaders deal with it effectively. Pupils understand why it is important to attend school well. Pupils, including those who are disadvantaged, now attend in line with national averages.

Pupils enjoy leadership opportunities. These include being school council members and the eco leaders. Pupils influence school policy, including, for example, changes to the school uniform. Residential trips and a visit to Paris are appreciated by pupils. Pupils also raise money for charity, planning activities themselves and choosing the causes they support.

Next steps

- Leaders should ensure that the school's work to improve teaching is embedded consistently across the school so that all pupils, including those who are disadvantaged, secure the learning as intended.
 - Leaders should ensure that strategies to support disadvantaged pupils are implemented consistently by teachers so that any barriers to learning are reduced and these pupils achieve well.
 - Leaders should develop teachers' checking for understanding so that gaps in pupils' knowledge are identified promptly and addressed before new learning is introduced.
 - Leaders should ensure that approaches to checking the quality of the school's work are used routinely and effectively to evaluate teaching and curriculum implementation, and that any aspects that need development are acted on swiftly to secure sustained improvement.
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About this inspection

This school is part of the HISP trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Amanda Parry, and overseen by a board of trustees, chaired by Sally Ward-Lilley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal as well as other members of the extended senior leadership team and the special educational needs coordinator. They also spoke to the CEO, members of the trust central team, the chair of trustees and a representative of the governing body during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 9 alternative provisions, 7 of which are unregistered.

Principal: Simon Harrison

Lead inspector:

Paul Grundy, His Majesty's Inspector

Team inspectors:

Richard Kearsy, Ofsted Inspector

Peter Fry, Ofsted Inspector

Judith O'Hare, Ofsted Inspector

Christian Kingsley, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

School and pupil context

Total pupils

1,103

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,083

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

17.41%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

6.89%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

10.88%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	42.4%	45.4%	Close to average
2023/24 (final)	44.5%	45.9%	Close to average
2022/23		45.3%	

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	45.3	46.0	Close to average
2023/24 (final)	46.2	45.9	Close to average
2022/23		46.3	

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.15	-0.03	Close to average
2022/23		-0.03	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	13.3%	25.8%	Below
2023/24 (final)	19.4%	25.8%	Close to average
2022/23		25.2%	

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	28.1	34.9	Below
2023/24 (final)	33.5	34.6	Close to average
2022/23		35.0	

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.02	-0.57	Below
2022/23		-0.57	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	13.3%	53.1%	-39.8 pp
2023/24 (final)	19.4%	53.1%	-33.7 pp
2022/23		52.4%	

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	28.1	50.4	-22.3
2023/24 (final)	33.5	50.0	-16.6
2022/23		50.3	

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.02	0.16	-1.19
2022/23		0.17	

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2022 leavers (revised)	96%	93%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.1%	8.1%	Close to average
2023/24 (3 term)	9.0%	8.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.0%	21.9%	Close to average
2023/24 (3 term)	23.3%	25.6%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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