

Brune Park Community College

Inspection report

Unique Reference Number	116472
Local Authority	Hampshire
Inspection number	357979
Inspection dates	22–23 March 2011
Reporting inspector	Stephen Long

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1633
Appropriate authority	The governing body
Chair	Gordon Duff
Headteacher	Ian Johnson
Date of previous school inspection	26 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Fifty lessons were observed taught by 48 different members of staff. Discussions were held with students, staff, a representative of the local authority and a group of governors. Inspectors observed the school's work and scrutinised documents including development plans and evaluations, students' assessment information, monitoring records and policy documents. One hundred and thirty responses were received from parents and carers to the questionnaire distributed during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the school closing the gap between students' attainment when they leave and that seen nationally, especially in mathematics and for those students with special educational needs and/or disabilities?
- How well are the differing needs of students met in lessons, how fully do students contribute to their own learning and do they know how to improve their work?
- What is the effectiveness of leaders in monitoring and improving the quality of teaching and how well they are held to account for impact of their work on students?

Information about the school

Brune Park Community College is larger than most secondary schools. It has specialist status for performing arts, a Healthy School award and a Sportsmark. It offers extended provision to the local community. The proportion of students of minority ethnic heritage or speaking English as an additional language is below the national average. The school is part of a consortium with other local schools and collaborates with a college of further education to provide courses for students. In September 2009 it became part of the government's Gaining Ground initiative for schools where students' attainment has been consistently below the national average. The Chair of the Governing Body joined just over a year ago. At the start of this academic year, students were reorganised into four 'houses' with mixed-age tutor groups.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to students' attainment and achievement, particularly those with special educational needs and/or disabilities.

Up to a year ago the school had done too little to improve the quality of teaching. Although students' attainment had risen, it had not done so fast enough and the school's targets had been missed. At this point, more effective action was initiated, particularly by a 'teaching and learning' group of staff; teaching began to improve and students' progress started accelerating. Nevertheless, students' attainment remains low at the end of Year 11 and they are not yet well prepared for next stage in their education. Though progress is now satisfactory, it is not rapid enough to make up lost ground. There are variations in the progress made between subjects, although these are narrowing; for example, attainment in the previously weaker subject of mathematics is rising. Good achievement in performing arts is an abiding feature of the school. Work to boost progress among students with special educational needs and/or disabilities was slower to gain momentum. More effective steps have been taken since September and these students are beginning to make better progress but are not yet doing as well as they should. Teaching, although better, lacks the consistent quality to guarantee the good progress required. Assessment and tracking of students' progress is much improved in the last year and is helping teachers plan lessons and identify underachieving students. However, in some lessons, adaptations to meet students' varying needs are not good enough. This is particularly true for those with special educational needs and/or disabilities for whom accurate assessment information has only recently been available. Although lesson objectives are usually explained by teachers, students are not always clear about what they are trying to achieve which limits their abilities to think independently about how to improve their work.

Most students feel safe at school. Relationships are cordial around the site and students are welcoming to visitors. Many students have positive attitudes to learning; however, in lessons some restlessness and off-task behaviour occurs when teaching is not engaging. Care for students is satisfactory, with good elements such as safeguarding procedures and work in the last year to improve attendance which has risen well and is average. While the majority of parents and carers have positive views of the school and how it communicates with them, a significant minority want to see improvements so they can support their children's learning better and to know that their views are listened to.

The curriculum makes a satisfactory contribution to students' achievement. Students receive impartial guidance as to the opportunities available to them. Changes this year

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have seen the introduction of more vocational opportunities and greater flexibility to meet individual needs. These are welcomed by students. Performing arts subjects contribute well to the curriculum and students' participation in them is good.

Leaders are giving a high priority to improving teaching and know that developments were too slow in the past. Students' better progress and attendance demonstrate ♦the school's satisfactory capacity for further improvement. Leaders recognise that this is the first stage and there is more to do if the school is to ensure at least ♦satisfactory achievement and value for money. Outcomes from monitoring and evaluation give them a broadly accurate awareness of the school's strengths and weaknesses. However, insufficient attention is sometimes paid to the impact on students when evaluating the effectiveness of development initiatives, planning the next steps and defining who is accountable for making improvements.

What does the school need to do to improve further?

- Improve teaching in order to raise achievement by ensuring:
 - all lessons challenge and support students of differing ability, particularly those with special educational needs and/or disabilities, so they all engage fully and behave well
 - students understand what they are trying to achieve and are helped to move their learning forward independently.
- Strengthen the impact of leadership by citing measurable targets in all areas of development planning so the effectiveness of the actions taken can be precisely evaluated, those responsible held to account and the next steps identified.
- Enable all parents and carers to support their children's learning more fully and to feel that their views about the quality of the school's provision are taken into account.

Outcomes for individuals and groups of pupils**4**

From below average starting points, most students make satisfactory progress but do not achieve enough to catch up with their peers nationally. In lessons, the majority of students want to learn. Progress is good when tasks are practical and well matched to their varied needs, as seen, for example, in physical education and performing arts lessons, or when there are regular and purposeful discussions, such as in English. Progress is slower when students have to listen for too long and where they are unclear about the point of what they are doing or the features of good work. This undermines their confidence in deciding how to improve their work so that too many are overly dependent on staff for guidance. Students' below average literacy skills mean some are not able to record learning fully or build a useful bank of knowledge in their books for later reference. Most students feel well looked after and say they can turn to adults if they have concerns. They understand how to stay safe, including when using the internet. Most students behave well around the school but, in lessons, a minority do not and easily become distracted. Students' moral, social and spiritual development is satisfactory; most know the difference between right and wrong and can reflect on ethical issues. There is some bullying but students say it is dealt with effectively. Students show a satisfactory

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awareness of how to stay healthy and some are keen to take advantage of the sport-related clubs and healthy eating on offer. Through the student council and the new house system, students make a satisfactory contribution to the life of the school. Older students mentor younger ones and act as prefects. Students are involved in charity fundraising. They contribute well to outreach work, including through performing arts activities in the local area. Students' awareness of cultural diversity in wider society is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching varies widely between subjects. Most teachers have secure subject knowledge and plan lessons around the overall needs of each class. In the best lessons, assessment information is used well to tailor practical tasks, questioning and the deployment of additional adults to take account of students' varied ability. However, this is inconsistent, with students sometimes attempting work which is either too easy or too hard. Relationships between teachers and students are mainly positive, with students sometimes contributing well, for example by organising equipment or leading small group activities. Teachers usually make clear to students what they are supposed to do but not always the characteristics of good work so students can assess how well they are doing. In some lessons teachers talk for too long and students then become restless. Written feedback is generally satisfactory but variable in its usefulness. Many teachers expect students to evaluate their own work. Such self-evaluation is helpful when done well but

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here too there are inconsistencies in teachers' expectations of the quality of students' reflection and its effectiveness is mixed. Good tracking of students' progress is helping raise attainment by identifying those unlikely to meet their targets and triggering additional support. The use of homework is satisfactory but a varied picture exists, with good use in some subjects but not others.

The curriculum is adapted satisfactorily to meet students' needs and provides satisfactory challenge in relation to their differing abilities. Additional provision is offered to students joining with very low literacy and numeracy skills. This helps accelerate their progress and is part of the improving picture at the school, although it has yet to ensure these students make the good progress they are capable of. New arrangements this year for those at risk of exclusion have helped more of these students to stay in school. Work with external partners makes a satisfactory contribution; it includes liaison with local businesses to offer 'Young Apprenticeships' and work-based learning, and with a local college to offer Key Stage 4 courses. There are good opportunities to use information and communication technology across the curriculum but some opportunities are missed to reinforce students' numeracy and literacy skills in different subjects. The range of enrichment activities is satisfactory overall, within which performing arts subjects play a good role. ♦

Students are well known by staff. Transition arrangements are satisfactory. Those whose circumstances make them vulnerable are identified and supported with impact evident in improving attendance. The school has identified that punctuality is an issue for a significant number of students and is taking effective action to improve it. Changes to house and tutor groups have been received positively by students because they help them mix together better. Care is augmented by good liaison with external agencies such as social services.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The principal and senior leaders are setting suitable goals for students' attainment. They provide satisfactory ambition for improvement and are working through the Gaining Ground initiative with their School Improvement Partner to raise aspirations. Subject leaders make a satisfactory contribution. They are improving in their ability to lead their areas, although there are variations in their effectiveness, reflected in inconsistencies in achievement between subjects. Leadership of the provision for students with special educational needs and/or disabilities has been reorganised this year and is satisfactory. In the past, leaders at all levels were not held properly to account for their impact on students' attainment. This has been tightened so that most are now responsible for

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improving progress. However, there are still some gaps where staff, such as the new house leaders, are accountable for students' welfare but not explicitly enough for their academic progress. Monitoring the quality of provision in subjects is satisfactory and benefits from use of the now more accurate assessment information and regular observations of teaching. This enables weaker teaching to be addressed and best practice shared. The school is taking appropriate steps to ensure equal opportunity, and has had some impact on groups it has targeted. The improved assessment system is enabling leaders and managers to analyse progress by different groups of students, identifying, for example, that those with special educational needs and/or disabilities need to do better. Whole-school development planning is informed by satisfactory goals for students' attainment which filter down into each subject. However, it is not always clear what the intended benefit of each action is, thus making its effectiveness more difficult to check and next steps identified.

The governing body makes a satisfactory but growing contribution under the leadership of the new chair. Governors are well motivated and have raised their expectations of the school's performance over the last year, making increasingly good use of assessment data to check students' progress. Safeguarding procedures are good. The school is proactive in reviewing them to ensure good practice, regular training for staff, and that site safety is checked. The promotion of community cohesion is satisfactory. The school is a cohesive internal community and takes some effective steps to make links with the local area, especially through performing arts and extended services such as adult learning. However, the school knows that students' understanding of cultural diversity in the United Kingdom could be improved and has suitable plans to address this.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

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Views of parents and carers

The proportion of parents and carers who returned the questionnaire was well below the national average for secondary schools. The majority of responses were positive about the school's work but to a lesser degree than in most schools, reflecting the findings of the inspectors that there is room for significant improvement. Inspectors found that, while a majority of parents and carers who responded said that communication with them was good, the school should do more to engage the significant minority who do not agree and it should ensure they feel they have been listened to.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 130 completed questionnaires by the end of the on-site inspection. In total, there are 1633 pupils registered at the school. Not all respondents answered every question.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	28	58	45	29	22	4	3
The school keeps my child safe	30	23	75	58	20	15	3	2
My school informs me about my child's progress	29	22	70	54	24	18	5	4
My child is making enough progress at this school	31	24	63	48	21	16	9	7
The teaching is good at this school	21	16	71	55	23	18	7	5
The school helps me to support my child's learning	17	13	55	42	42	32	8	6
The school helps my child to have a healthy lifestyle	14	11	78	60	27	21	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	18	68	52	21	16	5	4
The school meets my child's particular needs	22	17	72	55	23	18	5	4
The school deals effectively with unacceptable behaviour	21	16	52	40	31	24	16	12
The school takes account of my suggestions and concerns	14	11	63	48	31	24	6	5
The school is led and managed effectively	17	13	72	55	26	20	6	5
Overall, I am happy with my child's experience at this school	33	25	56	43	22	17	11	8

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 March 2011

Dear Students

Inspection of Brune Park Community College, Gosport PO12 3BU

Thank you for your help during the recent inspection and for the time many of you took to talk to us. Making our judgements about the school was really helped by your views. Although some aspects of the school are good, some areas have not improved enough since the last inspection and too many students are not achieving well enough. The school is beginning to improve the weaker areas but is not doing this as rapidly as it should and needs 'a notice to improve'. This means the staff will receive additional help and other inspectors will visit in the future to see how things are progressing.

These are good and improving features of the school.

- Attendance had been too low but it has improved in the last year.
- Procedures for safeguarding and taking care of you are good.
- You told us that the staff will help you if you have any difficulties.
- The new house system and the mixed-age tutor groups are helping different year groups mix and you told us this had improved life at the school.
- Many students enjoy learning in the performing arts areas and make good progress.
- Teaching is satisfactory and there are signs that it is improving and beginning to make a greater impact on your learning and progress.

The principal and other staff are keen to improve the school, and we have asked them to work on these areas:

- to make sure that all lessons provide challenging work to match your varying abilities and that you are helped to understand clearly what you are trying to achieve so you can move your own learning forward
- to check that the actions they plan to take to improve the school will actually benefit you and that it is clear which staff are responsible for doing what
- to help your parents and carers support your learning more effectively and feel that their views about the school are taken into account.

Thank you again for being so friendly and helpful and remember, you can all help too by working as hard as you can.

Yours sincerely

Stephen Long

Her Majesty's Inspector

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