

Brune Park Community College

Inspection report

Unique reference number	116472
Local authority	Hampshire
Inspection number	385860
Inspection dates	23–24 May 2012
Lead inspector	Christopher Russell HMI

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	1,576
Appropriate authority	The governing body
Chair	Daphne Rose
Headteacher	Christopher Anders
Date of previous school inspection	22–23 March 2011
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Age group	11–16
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Introduction

Inspection team

Christopher Russell	Her Majesty's Inspector
Fran Ashworth	Additional Inspector
John Laver	Additional Inspector
Philip Storey	Additional Inspector
Patricia MacLachlan	Additional Inspector

This inspection was carried out with two days' notice. Forty five lessons were observed, taught by 44 teachers. Meetings were held with students, staff, the Chair of the Governing Body and local authority representatives. Inspectors took account of the 79 responses to the online Parent View survey in planning the inspection, observed the school's work, and looked at a wide range of documentation including 116 questionnaires completed by parents and carers, and others completed by staff and students.

Information about the school

Brune Park is a larger-than-average-sized school with a performing arts specialism. The proportion of students known to be eligible for free school meals is slightly above average. The proportions of students from minority ethnic groups or who speak English as an additional language are low. The overall proportion of disabled pupils and those who have special educational needs is average, although the proportion of students who have statements or are supported at school action plus is above average. The school currently meets the government's floor standards, which set minimum expectations for students' attainment and progress.

When the school was last inspected it was given a notice to improve. Significant improvement was required in relation to students' achievement. An Ofsted monitoring inspection in November 2011 judged the school to be making satisfactory progress in tackling the issues identified.

The previous headteacher left the school at the end of the summer term 2011. The school has since been led by an interim executive headteacher, who is a National Leader of Education and the headteacher of Park Community School in Hampshire. He typically spends three days a week at Brune Park. A substantive headteacher will take up post in September 2012.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- Brune Park is now securely satisfactory. It is not yet good because the quality of teaching is variable and students therefore typically make satisfactory rather than better progress. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- The interim executive headteacher has achieved a considerable amount this year. The school now has a clear direction. Senior leaders have an accurate and realistic understanding of the school's strengths and weaknesses; they know that much work remains to be done to make Brune Park a good school. The school's leaders have rightly focused most of their energies on eradicating inadequate teaching. This has been done rigorously: any less-effective teaching has been tackled systematically and useful work is being done to drive up the quality of teaching.
- As a result, teaching has improved and inadequate teaching is now rare. However, the overall quality is still variable. In particular, not all lessons provide an appropriate level of challenge for all students in the class. Many students' weak literacy skills also hamper their progress. Teachers across the school do not provide enough support to help students to overcome these difficulties.
- Better teaching has led to a rise in achievement, which is now satisfactory and continuing to improve. Any remaining variability in the patterns of achievement across different groups of students is reducing.
- Students' attitudes and behaviour have improved. While lessons are still sometimes disrupted, much behaviour in classrooms and around the school is now good. Attendance is also improving, although still slightly below average.

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What does the school need to do to improve further?

- Reduce the remaining variability in teaching by ensuring that:
 - all lessons are pitched at an appropriate level for the class
 - lesson activities are shaped to fit the ability levels of the different students in the class
 - teachers do not spend too long talking to the whole class
 - lessons provide more extensive opportunities for students to work independently and with each other.
- Ensure that all teachers take responsibility for improving students' literacy skills in their subjects.

Main report

Achievement of pupils

From starting points in Year 7 that are generally below average, students now make satisfactory progress as they move through the school. The large majority of parents and carers who responded to the inspection questionnaire or Parent View are now satisfied with the progress that their children are making.

GCSE examination results improved in 2011 and were the best in the school's recent history, although they were still below national averages. There is a range of evidence to show that the school is on track to make further improvements this year and that these students' attainment is likely to be broadly average.

Patterns of achievement between groups of students and across different curriculum subjects have been very variable in recent years. At the time of the last inspection disabled students and those who have special educational needs were making inadequate progress. These students are now making satisfactory progress. There is still some variability in the performance of different groups of students across the range of subjects and some students have weak reading and writing skills. However, differences are evening out and no one group is now poorly served by the school. Students achieve well in the specialist performing arts subjects.

Quality of teaching

Teaching has improved in the past year. At the time of the monitoring visit in November a significant amount of teaching was inadequate or barely satisfactory; this is no longer the case. Teaching is now satisfactory overall, but there is also much good teaching. Lessons are typically calm and productive, and relationships between students and staff generally positive and friendly. Most students concentrate well in lessons and collaborate positively in pairs and groups. Some teaching is outstanding, such as in a Year 10 drama lesson observed during the

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inspection. Students made rapid progress in this lesson because of the teacher's thorough preparation, ability to motivate and excite students, systematic building of dramatic skills over time, and excellent questioning skills.

Lesson planning has improved, although not all teachers are able to implement these better lesson plans to their full effect. Teachers' planning takes better account of the need to meet the particular needs of disabled pupils and those with special educational needs. This, and the fact that these students are now provided with improved support outside of lessons, means that they now make better progress.

There are a number of general weaknesses in less-effective lessons. The first is that work is pitched at the wrong level for some or all of the students. In some cases the lesson is pitched at the wrong level for everyone, so work is too easy or difficult for the whole class. In other cases everyone in the class does exactly the same work, so it does not provide the right level of challenge for the most- or least-able students in the class. Teachers also sometimes spend too much time talking to the whole class. This can be demotivating for students and can leave too little time for them to work more actively, on their own or with each other.

Students generally know their targets. Marking across the school is variable. While there is good practice in some subjects, other marking is sketchy and does not provide students with a clear enough picture of how to improve and meet their targets.

Many students arrive at the school with significant weaknesses in their literacy and language skills. This hampers their progress in subjects across the curriculum. Staff are now better at identifying students who have weak literacy and language skills. These students are also being provided with better individual support to help them to overcome these barriers. For example, a small group of Year 8 students has been set up to receive intensive, personalised literacy support; this has led to significant improvements in their reading and spelling ages. However, many teachers across the school do not do enough to support the development of students' literacy skills through their subject teaching.

Responses to the inspection questionnaire and Parent View show that the large majority of parents and carers are satisfied with their children's teaching. Most students also feel that they are generally taught well, although they also point to variability in teaching across the school. This view was confirmed by the inspection evidence.

Behaviour and safety of pupils

Behaviour has improved. It is satisfactory overall, but much behaviour in lessons and around the site is now good.

Many of the parents and carers who replied to the inspection questionnaire or responded to Parent View expressed concerns about misbehaviour and disruption to

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lessons. Inspectors spent a considerable amount of time investigating these concerns. Only a small amount of poor behaviour was observed during the inspection. Students said that behaviour has improved over the past year. They recognise that much is being done to improve behaviour and the school's ethos. For example, they recognise the value of additional supervision outside of lessons by staff wearing high-visibility jackets. Most students say that lesson disruption is now relatively rare and that, when it does occur, it tends to be minor. Some younger students in particular feel that lesson disruption is more common and sometimes more serious. Students also say that not all staff apply the school's classroom behaviour policy consistently.

The vast majority of students say that they feel safe in school; most parents and carers agree with this view, although a few who completed the questionnaire raised concerns about bullying. Most students say that bullying is uncommon and that staff deal effectively with any incidents of the different kinds of bullying that do occur. The number of recorded bullying incidents has fallen in the past year.

Attendance has improved this year, although it is still slightly below average. The proportion of students who are more persistent non-attenders is relatively high, although gradually falling.

Staff are tenacious in their attempts to help students progress to purposeful activity when they leave. As a result, the proportion of leavers not in education, employment or training is below the Hampshire average.

Leadership and management

The interim executive headteacher has provided strong and determined leadership and a clear direction for the school. The school is now in a much stronger position to sustain and continue its improvement. Much is now expected of staff. Given the profile of teaching at the start of the year, senior leaders' main focus has had to be on eliminating inadequate or barely satisfactory teaching. This work has been undertaken rigorously and has had clear results; the focus is now moving more to raising satisfactory teaching to good. The interim executive headteacher's other school has played a very useful role in Brune Park's improvement. For example, senior leaders from the partner school have worked intensively with underperforming teachers at Brune Park and a number of heads of faculty from the two schools have worked together.

Useful work is also being done to ensure that middle leaders are consistently able to make a full contribution to the school's improvement. However, the school recognises that, while many middle leaders are very effective, practice is inconsistent and not all are yet able to play a full role in the school's improvement. The governing body now has a clearer understanding of the school's strengths and weaknesses, and is providing a greater degree of challenge.

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The curriculum meets students' needs appropriately. A range of options are available at Key Stage 4, including a number of popular vocational courses. Enrichment opportunities enhance the curriculum well and make a strong contribution to students' spiritual, moral, social and cultural development, as does the school's house system. The contribution of the performing arts specialism is particularly notable: students, for example, have a wide range of opportunities to become involved in school productions and performances. The range of extra-curricular opportunities has increased significantly over the past year.

The school has appropriate regard to the need to promote equality and tackle discrimination. Systems for collecting, analysing and using data about students' achievement have improved. As a result, staff are now able to look more closely at the achievement of different groups of students; results show that any differences are reducing. The systems and processes that keep students safe meet government requirements.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 May 2012

Dear Students

Inspection of Brune Park Community College, Gosport PO12 3BU

Thank you for your help and for taking the time to talk to us during the recent inspection. Thank you also to those who completed questionnaires. The school has improved in the past year and is now satisfactory.

The interim executive headteacher and the school's leaders are working hard to improve the school. They understand Brune Park's strengths and areas for development, and know what to do next to continue the improvement. They have focused on reducing the amount of less-effective teaching. This has been successful and teaching has improved, although it is still variable. In weaker lessons teachers sometimes talk for too long and do not give you enough time to work on your own or with each other. In some lessons the work is not at the right level for everyone. Some of you also find reading, writing and spelling difficult and not all teachers are doing enough to help you to improve.

You told us that behaviour had improved, but also that there is sometimes misbehaviour in some lessons. We saw little misbehaviour ourselves. Attendance is also improving, although it is still slightly below average.

We have asked the school's leaders to concentrate on two things.

- Ensuring that work in lessons is at the right level for everyone.
- Ensuring that all teachers help you to develop your writing, reading and spelling skills.

Yours sincerely

Chris Russell
Her Majesty's Inspector

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