

Brune Park Community School

Military Road, Gosport, PO12 3BU

Inspection dates

4–5 June 2014

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		Requires improvement	3
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:

- The achievement of students in some year groups and subjects, especially English, is not good enough.
- Not enough students are making good progress. Boys are not achieving as well as girls. Although the gap in progress between those eligible for pupil premium funding and their peers is closing, it is still too wide.
- Many students' reading and writing skills are underdeveloped.
- Too few teachers are ensuring that the skills students need to learn well in each subject are taught effectively and explicitly.
- The work in too many lessons is not well suited to students' varying needs, in particular the most able.
- Teachers' questioning of students is often not probing enough to deepen their knowledge and understanding.
- The quality of marking is variable and, too often, does not help students improve their work and make good progress. Homework is not set regularly enough.
- There is too much low-level disruption to lessons.
- Not all middle and senior leaders are sufficiently skilful in identifying where teaching needs improving and addressing it swiftly. Teachers' individual development needs are not always addressed well enough.
- Middle leaders do not always hold teachers to account effectively enough.

The school has the following strengths:

- The headteacher and governors have a clear understanding of the issues that need tackling to improve students' achievement and are taking many of the right actions to address them.
- The leadership and management of what the school provides for disabled students and those who have special educational needs are good.
- The range of subjects and the promotion of students' spiritual, moral, social and cultural development are good.
- Almost all students leaving the school at the age of 16 move on to further education or employment.
- Students feel safe and well cared for.

Information about this inspection

- Inspectors observed 44 part lessons, 31 jointly with senior leaders. In addition they undertook a number of shorter visits to lessons to look at what the school provides for disabled students and those who have special educational needs.
- Inspectors met with senior and middle leaders, the Chair of the Governing Body and three other governors, groups of students and representatives from the local authority.
- Inspectors reviewed a number of documents including safety procedures, behaviour and attendance records, self-evaluation and planning documents, reports from the local authority, a recent external review of governance, and the school's records on performance management and teaching and learning.
- Inspectors took into account 69 responses to the online questionnaire (Parent View), and 67 questionnaires completed by staff.

Inspection team

Diana Choulerton, Lead inspector	Her Majesty's Inspector
Alan Taylor-Bennett	Her Majesty's Inspector
Lynne Thorogood	Additional Inspector
Mary Hoather	Additional Inspector
Keith Homewood	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized secondary school.
- The proportion of disabled students and those who have special educational needs supported through school action is below the national average; the proportion supported through school action plus or with a statement of special educational needs is broadly in line with the national average.
- The proportion of students known to be eligible for the pupil premium, which is additional government funding for pupils in receipt of free school meals, children who are looked and those from service families, is above the national average.
- A small number of students in Key Stage 4 study courses at Fareham College, St Vincent College and Paragon.
- The school meets the current government floor standards, which set the minimum expectations for student's attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so it is consistently good, and more is outstanding, by ensuring that:
 - lessons are planned so that students build on their prior skills and knowledge rapidly and confidently
 - teachers plan and adapt lessons so that all students, particularly the most able, progress well in relation to their starting points
 - teachers' marking and feedback give students high-quality information on how to improve their work, and teachers ensure that students act on this information
 - the skills needed to learn well in each subject are taught properly
 - teachers use questioning more effectively to give teaching and learning a firmer steer
 - teachers raise their expectations of what students can achieve so that a higher proportion make very good progress from their starting points.
- Improve achievement by:
 - accelerating the rate at which the gap between the achievement of students eligible for pupil premium funding and other students is closing and ensuring that boys' achievement matches that of girls
 - improving students' reading and writing skills in all subjects.
- Eliminate low-level disruption in lessons.
- Improve leadership and management by:
 - refining the school's systems to improve the quality of teaching so that they identify and respond more quickly and effectively to individuals' development needs
 - improving the skills of middle leaders so they identify where teaching needs improving and tackle it quickly and effectively, especially in English
 - organising homework across the school so that it contributes strongly to students' achievements
- ensuring that all senior and middle leaders hold their staff effectively to account.

Inspection judgements

The achievement of pupils

requires improvement

- Students join the school with overall levels of attainment in reading, writing and mathematics that are below the national average. They make reasonable progress during their time at the school. As a result the proportion of students gaining five or more A* to C grades at GCSE including English and mathematics, was below the national average in 2012 and only improved slightly in 2013.
- Achievement between subjects and different groups of students is too variable. 2013 GCSE results showed progress in English and modern foreign languages was significantly below that seen nationally, and girls made good overall progress but boys' progress was significantly weaker. Students with higher previous attainment made less progress than other students and students eligible for pupil premium funding attained on average a whole grade below their peers in mathematics and English GCSE.
- School information shows that improving teaching and support programmes mean students are making better progress than was previously the case. The proportion of students making reasonable progress in English and mathematics is speeding up and is close to the national average. Students in the lower years are increasingly making good progress. A clearer focus on ensuring effective spending of pupil premium funding is enabling those eligible for it to catch up with their peers. In Year 11 these students are now one third of grade behind in English and two thirds of a grade behind in mathematics. However, overall there is still too much variability in the progress of students between year groups and subjects, boys continue to make less progress than girls and more-able students do not yet fulfil their true potential.
- Students' reading and writing skills are not well developed. The school is working to improve reading, providing opportunities for students to read in tutor time. Good support is increasingly provided for those who need to catch up, however there are still historical weaknesses that need to be addressed and too much teaching does not promote these skills well enough.
- Over the last year, the leadership and management of what the school provides for disabled students and those who have special educational needs has improved. Support for this group is well focused and effective. Consequently these students now make good progress.
- Years 7 and 8 students who need particular support to catch up in English and mathematics make good progress. This is because the school has introduced a catch-up programme, known as the Jigsaw group, which draws effectively on primary school expertise and ensures that these students are well taught and get the extra support they need.

The quality of teaching

requires improvement

- The school provides effective teaching and support programmes for students who are significantly behind where they should be, including on arrival. Teaching for the Jigsaw group of Years 7 and 8 students is strong. Students in these groups are catching up with their peers. Teaching assistants understand students' needs and have the necessary knowledge and skills to address them. As a result, most students attending support programmes are learning well.
- Not all lesson planning enables students to build on prior skills and knowledge. Students too often move from topic to topic without developing the deeper understanding and skills pertinent to the subject. For example, in a Year 8 science lesson on exothermic reactions, students did not have the chance to explore the phenomenon of chemicals reacting and creating heat before being required to measure some reactions.
- Teachers' expectations of students are not always high enough. As a result, the progress of the more able learners is not fast enough or secure.
- In the better lessons teachers plan carefully to ensure that students develop the knowledge and skills they need to progress and excel in their subject. They regularly check students' understanding, such as through discussion and observation, and provide advice and support during lessons to help them. For example, in a Year 10 drama lesson the teacher observed

carefully as students worked together to devise a scene; advice was then provided which helped students to improve their performance.

- Some teachers demonstrate a limited grasp of the essential skills needed to ensure good teaching. The use of questioning to probe for understanding and develop students' thinking is too often underdeveloped. Concepts and ideas are not always explained well enough and tasks are not routinely adjusted to ensure they are set at the right level.
- Most work is marked but the quality of the marking is very variable between teachers and within subjects. For example, in one mathematics lesson the teacher had provided regular helpful and detailed written advice which had helped students improve their work. In another, correct work was acknowledged with ticks but no advice provided to help students improve. Most teachers do not set regular homework. Therefore structured opportunities for students to develop their knowledge and skills beyond the classroom are limited.

The behaviour and safety of pupils

require improvement

- The behaviour of students requires improvement. Students say they are pleased that behaviour has got considerably better recently. There are now significantly fewer serious disciplinary incidents. However, there are still too many incidents of low-level disruption in lessons. Students, parents, carers and staff express concerns about the impact this has on learning.
- The Hub, part of the school's inclusion centre, provides helpful support for those who find it most difficult to behave well. As a result the number of students being excluded has dropped considerably.
- Better teaching is also contributing to this improvement in behaviour. Students conduct themselves in a friendly and respectful manner around the school site. The school feels calm and welcoming.
- The school's work to keep the school safe is good. Staff ensure that students are safe and well cared for. Staff work well to provide extra support for any student who has particular challenges or issues that require it.
- Students' attitudes to learning are inconsistent. They engage well in lessons where teachers set appropriately challenging tasks and follow the school's behaviour policy. This is not the case in every lesson.
- Bullying is rare and resolved effectively. Students understand the nature of racist, homophobic and other types of discrimination and bullying and they are tolerant and positive in their outlook. Students said they would welcome more opportunities to explore and deepen their understanding of diversity.
- Because of effective action by the school, attendance is improving and is approaching the national average. There are now fewer students with very poor attendance. The attendance of students at off-site vocational provision is good.
- Students say they feel safe at school and the large majority of parents and carers agree. Students are aware of how to keep themselves safe, including when online.

The leadership and management

require improvement

- The headteacher has a clear vision for the school and is bringing about improvement with quiet determination and resolve. He has successfully tackled a number of important issues smartly and rapidly. A large financial deficit has been addressed, challenging behaviour has reduced significantly, teaching is getting better and the school now provides well for disabled students, those who have special educational needs and those in Years 7 and 8 who need to catch up.
- Nevertheless, leadership and management require improvement and are not good because not all senior and middle leaders in the school are working effectively to drive improvement or hold staff to account, and some systems and approaches are only recently established. Consequently some of the improvements made so far are modest.

- The school has recently improved its checks on the quality of teaching and students' achievement. A comprehensive system is in place for tracking students' progress. Teachers with expertise in examination assessment assure the accuracy of much of this. Leaders visit lessons frequently and take into account students' work and achievement over time when assessing teaching quality. However information about students' progress is still not consistently accurate in Years 7, 8 and 9, and some middle leaders' skills in checking teaching quality are underdeveloped.
- Leaders have worked effectively to improve the weakest teaching. All teachers receive more frequent and appropriate training than previously. There are now better systems to provide challenge and support to promote good teaching, but they do not address the individual needs of all staff clearly enough. Teachers' performance is assessed more rigorously than previously and teachers can only progress up the pay scale if they are proving to be effective in raising students' achievement. As a result, very little teaching is inadequate, more is good but too much still requires improvement.
- The school has worked effectively with a good local special school to improve the leadership and provision for disabled students and those with who have special educational needs. Leadership and management of this area of the school's work are now strong.
- Leaders are working well to improve outcomes for students eligible for pupil premium funding. The pupil premium working group regularly checks the progress of these students and ensures the appropriate provision and support is in place for them. This is enabling them to catch up with their peers. This is most evident in the lower years but not as evident in mathematics as in English.
- The range of subjects is well matched to students' needs and aspirations. At Key Stage 4 students chose one of four different pathways, enabling them to study the right balance of academic, practical and vocational subjects. Students are given helpful and impartial advice to help them determine the pathway that suits them best. The school works effectively with a range of organisations to ensure that students leaving the school at the age of 16 move on successfully into further education and employment.
- The school is effective in promoting students' spiritual, moral, social and cultural development. Opportunities for students to work collaboratively and reflectively in lessons and to work with others through volunteering, fund raising activities, visits to the theatre, music events and galleries and visitors to the school, such as those by local clergy and the police, all contribute to this.
- The Parent View questionnaire, and the school's surveys, confirm that the large majority of parents and carers are supportive of, and confident in, its work.
- The school's arrangements for safeguarding meet statutory requirements. All the required policies and procedures are in place and staff and governors receive regular appropriate training to enable them to carry them out effectively.
- The local authority provides a range of useful support to the school. This includes support for the headteacher, governors and the English and mathematics subject leaders.
- **The governance of the school:**
 - Governors have a good understanding of the school and the areas that need improvement. They hold the headteacher to account well. They check the accuracy of information presented to them on students' progress by comparing it with national figures; also, by comparing middle leaders' reports on the quality of teaching to the achievement of students, to identify cause and effect. They have a clear oversight of school finances and have helped to ensure that a previously large financial deficit has been addressed effectively. They are closely scrutinising the progress of students eligible for pupil premium funding and ensuring this is being spent effectively. They fulfil their statutory duties in relation to safeguarding. Governors are not complacent about their role. They attend appropriate training and have acted swiftly to address areas identified for improvement in their recent external review.

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	116472
Local authority	Hampshire
Inspection number	429584

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,422
Appropriate authority	The governing body
Chair	Daphne Rose
Headteacher	Richard Kelly
Date of previous school inspection	23–24 May 2012
Telephone number	02392 616000
Fax number	02392 616006
Email address	info@brunepark.co.uk

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