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26 September 2014

Mr Richard Kelly  
Headteacher  
Brune Park Community School  
Military Road  
Gosport  
PO12 3BU

Dear Mr Kelly

### **Requires improvement: monitoring inspection visit to Brune Park Community School**

Following my visit to your school on 25 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:

- ensure that the school improvement plan contains milestones that identify expected improvements following specific actions taken.

### **Evidence**

During the visit, I held meetings with you, your senior and middle leaders, three governors, including the Chair and Vice Chair, as well as a representative from the local authority, to discuss the actions taken since the last inspection. I evaluated the school development plan. You accompanied me on short visits to classes in English

and mathematics. Your deputy headteacher accompanied me visiting classes in a range of other subjects.

## **Context**

Four new members of the leadership team joined the school in September 2014, including a new deputy headteacher.

## **Main findings**

You and the deputy headteacher have rightly assessed the school's progress in tackling the areas for improvement from the previous inspection as being too slow. You are appropriately focusing on ensuring there is sufficient strength in the senior leadership team to drive improvements more rapidly. However, some of your senior leaders are not rigorous when checking the impact of training on the quality of teaching and students' progress. They are not robust enough in holding subject leaders to account for making sure that teachers in their subject areas mark students' work accurately.

The school development plan does not support leaders or governors in monitoring improvements because it does not contain milestones. These are staged markers which show the anticipated impact of planned actions on students' progress. As a result, leaders' and governors' checks on whether the school is on track to meet its end of year targets are not effective. Some leaders have over-estimated the progress made in improving the quality of teaching. The plan does not identify precisely what governors or school leaders will do to check that the plan is being implemented and the difference it is making to teaching and learning.

The governors have astutely judged that the pace of change is not sufficiently rapid. They rightly identified inconsistencies in the way middle leaders are held to account by senior leaders as being a significant weakness. Governors are supporting the headteacher by working with the local authority to change the structure of the leadership team. The governors have rightly started to question whether the school's procedures to manage the targets set for teachers' performance are robust enough.

The quality of teaching in English and mathematics is too variable. Teachers do not ensure the work they set supports all students to make progress. In an English class, with middle ability students, it was not sufficiently clear what vocabulary and grammar would best engage the audience. Some less able students in English are not using the comments that teachers make on their marked work to gain improvement. In a mathematics class, the teacher was going over the same calculation with all the students. A minority of students shouted out random incorrect answers whilst another group quietly finished the calculation, moving on to the next one. The activity did not meet the needs of either group. Teachers are not

consistently using marking to check the standards that students reach and challenge them to do better. Not all teachers have a clear enough understanding of their students' current grades or levels to plan appropriate work.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has supported the school by providing effective training to improve attendance and behaviour. They have also provided training for mathematics and English. This support has had less impact because subject leaders have not been rigorous enough in checking that teachers are doing what has been agreed. The local authority will support leaders to make urgent improvements to the school development plan. They have also agreed to train individual subject leaders so they are able to monitor students' progress more rigorously. You and the governing body need timely support from the local authority to make planned changes to the leadership team as quickly as possible.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Sarah Hubbard  
**Her Majesty's Inspector**