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

Dear Mr Kelly

Requires improvement: monitoring inspection visit to Brune Park Community School

Following my visit to your school on 15 January 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 second 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 now taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- improve the way information on students' progress is collated, so leaders can easily identify individual students and groups of students whose progress is weaker
- rigorously monitor the progress of students who have made very slow or no progress since September 2014, ensuring the pace of their learning is rapid enough to enable them to catch up.

Evidence

During the inspection, meetings were held with you, the deputy headteacher responsible for leading learning, members of the extended leadership team, middle leaders, three governors, including the chair and vice-chair, and a representative

from the local authority. The latest version of the school development plan was evaluated. You accompanied me on short visits to English, mathematics, history, geography and art lessons. I made some brief visits to science and technology lessons.

Context

Since the last monitoring visit, six new members of staff have been appointed, three of whom are part of the extended leadership team. Three new governors have been appointed to the governing body.

Main findings

The changes you have made since my last visit mean the school is now moving in the right direction. You and your leaders rightly acknowledge that more urgency is required to make further improvements.

You have wisely extended your leadership team and reviewed leaders' roles. You insist that leaders' actions are timely and effective. Senior leaders now lead the mathematics and English departments because you have strong concerns about students' progress in these subjects. As a result of these changes, leaders are much clearer about how to make necessary improvements. However, you are not routinely using students' assessment data to evaluate the impact of leaders' actions on students' achievement. Students' achievement in some teaching groups is not improving at a sufficient rate to counteract past underachievement. Leaders are not monitoring the progress of these groups with sufficient rigour.

Rapid improvement plans (RIPs) now clearly outline how priorities from the school development plan will be implemented in different subjects. Senior leaders and subject leaders regularly visit lessons and scrutinise students' books to check whether their actions are having the required impact. As a result, some areas identified in the previous inspection report are improving. For example, the quality of marking is better because teachers consistently provide students with clear advice about how to improve. However, teachers do not yet always check that students have made necessary improvements to their work.

Senior leaders have rightly trained teachers about how to plan work that challenges students effectively. This is beginning to improve teaching in some subjects. For example, in a Year 7 history lesson students put Robespierre on trial in order to explain, using evidence, why he is viewed as the instigator of 'The Reign of Terror'. This challenged students to progress from knowing historical facts to explaining their significance.

Governors are clear about what they are monitoring and how they will do this. They have received helpful training from the local authority. New governors with

educational expertise have strengthened the governing body. Governors are making better use of information about students' achievement to challenge leaders. While the governing body appreciates that significant change takes time, it is nevertheless determined to ensure students' achievement improves as quickly as possible. Governors are supporting the headteacher effectively in resolving remaining staffing issues with a renewed sense of urgency.

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

You have benefited from a raft of measures provided by the local authority. A wide range of subject advisors have checked teachers' marking which is now more accurate as a result. The local authority has visited the school twice to evaluate the quality of teaching. Following these helpful and accurate reviews, you are much clearer about the support you need. Consequently the lead improvement partner has now been seconded to work part-time at the school. The local authority has agreed to help you to improve the way you collate information about students' progress and to push up results in GCSE English. To date you have been very reliant on support from the authority. You are currently making further changes to the senior and middle leadership teams in order to build up the capacity to propel improvement within the school.

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