

# Inspection of Bridgemary School

Wych Lane, Bridgemary, Gosport, Hampshire PO13 0JN

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Inspection dates: 25–26 February 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

The improvements in the school seen at the last inspection were not sustained. In recent years pupils have not performed well in their GCSEs. Older pupils still have gaps in their knowledge.

The school has improved over the last year. Leaders are determined that 'learners in Gosport deserve and can achieve the very best'. They are improving the range of subjects that pupils can study. Subject leaders are planning in more detail what pupils will learn over time. Training for teachers is helping them to focus on making sure that pupils understand and remember more of what they learn. Pupils value the careers guidance they receive. Most continue in education or training when they leave the school.

Pupils mostly feel happy and safe in school. They say that behaviour is better than it was. Around school and outside it is generally calm, although low-level disruption sometimes interrupts learning in class. Pupils show tolerance and respect towards one another. Occasionally, bullying occurs but staff deal with it if they are made aware. Pupils know that there are staff who are there for them if they have any concerns. As one parent commented, 'Very approachable, kind and caring staff who I am very grateful to.'

## **What does the school do well and what does it need to do better?**

The executive headteacher has a clear picture of what needs to improve. She knows the challenges that need to be overcome. She has prioritised improving the quality of education on offer.

Many subject leaders are new to post this year. They have gone back to the drawing board with curriculum design. As yet, planning is variable between subjects. For example, in history and technology, curriculum plans determine what pupils need to learn and in what order. This helps pupils remember what is taught for their future learning. In other subjects, curriculum planning is still under development. Assessment focuses more on checking against examination criteria than checking if pupils have learned and remembered important information along the way.

In the past, the range of subjects on offer has not been wide enough or ambitious for pupils' futures. This is changing, so more pupils are now learning a language to GCSE level. In addition, a music teacher has been appointed for next year.

Teaching is better than it was in the past and so, in turn, is pupils' learning. Even so, across subjects, older pupils have gaps in knowledge and understanding from the past. Teachers are working hard to tackle this to help pupils to be successful in their examination at the end of Year 11. Sometimes, however, pupils are over-reliant on the teacher when faced with challenging work.

Better teaching is also improving learning for pupils with special educational needs and/or disabilities (SEND). Leaders are making sure that pupils with weak reading and writing skills get extra support to help them catch up, but it is too early to see impact.

Pupils' attitudes and behaviour have not been good enough in the recent past. This is changing as teaching has improved and staff have greater expectations of behaviour. As a result, pupils are more focused on their learning in lessons. Attendance is improving but remains below the national average.

Leaders have increased extra-curricular opportunities for pupils. For example, pupils can attend contemporary dance and arts activities. Pupils enjoy their experiences in the science, technology, engineering, art and mathematics (STEAM) project. Leaders weave in the development of pupils' spiritual, moral, social and cultural understanding. For example, pupils deepen their cultural awareness by the exploration of artwork. Pupils understand how to stay healthy and active.

Governors are ambitious for pupils. They recognise that the curriculum was too narrow in the past. Trust leaders acknowledge that the trust was slow in responding to the decline in standards. Both trust officers and governors are challenging leaders more effectively to ensure that their vision is translated into reality for Bridgemary pupils. Teachers value the training and support they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Trustees and governors regularly monitor safeguarding practice. They ensure that proper checks are in place for adults who work with pupils. Staff have received appropriate training. They understand their role in how to keep pupils safe in school. Systems are in place to quickly follow up any pupil absence and to keep parents informed.

The school site is a safe environment for pupils. Procedures worked well in a recent 'lockdown' incident. Pupils are taught how to keep themselves safe. They understand the dangers that exist online. They are less aware of the risks associated with radicalisation.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Curriculum planning does not consistently take account of what pupils should understand and retain in a subject so that their learning and skills build over time. Assessment focuses more on the end point or examination criteria than checking pupils are learning the components. As a result, pupils, particularly older ones, have gaps in their learning. Leaders must ensure that there are coherent plans in place in all subjects to build pupils' learning over their time in

school. Ongoing assessment should focus on checking pupils are learning and remembering what is taught.

- Teaching has not been strong enough in many subjects in recent years. Many departments have relied on non-specialists. This has had an adverse impact on pupils' attitudes to learning, their resilience and the standards they reach. Leaders need to make sure that across the school staff have the subject-specific knowledge and skills they need and understand how pupils learn to consistently teach effectively.
- Subject leaders have not all been effective in developing the curriculum in their subjects in the past. There have been improvements this year, but in many subjects, this is still work in progress. Senior leaders must make sure that subject leaders are supported effectively to develop in their roles and bring about the change that is still needed.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138437
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10133156
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	670
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Karen Roberts
<b>Headteacher</b>	Fiona Calderbank
<b>Website</b>	<a href="http://www.bridgemary-tkat.org">www.bridgemary-tkat.org</a>
<b>Date of previous inspection</b>	3–4 February 2016, under section 5 of the Education Act 2005

## Information about this school

- The current executive headteacher took up post in January 2019.
- There has been a high number of changes in teaching staff and subject leaders since September 2019.
- A small number of pupils attend alternative provision at The Key Education Centre, CEMAST at Fareham College or Wessex Dance.
- The number of pupils on roll has risen recently.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, the deputy headteacher and other leaders. We also met with a large range of teachers.
- We discussed curriculum design with leaders, visited lessons, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited about the curriculum.

- We evaluated the effectiveness of safeguarding. We reviewed the school's single central record and met with the designated safeguarding lead.
- We met with the chair of the governing body and directors of the multi-academy trust.
- We considered the views of members of staff who responded to Ofsted's questionnaire.
- We took account of the 31 responses to the Ofsted Parent View survey and the free-text responses.
- We met with groups of pupils to discuss their views on the school and talked to pupils informally about the school.
- We did deep dives in: English, mathematics, science, and technology.

### **Inspection team**

Christopher Lee, lead inspector	Ofsted Inspector
Richard Kearsley	Ofsted Inspector
Anne Turner	Ofsted Inspector
Nicholas Simmonds	Ofsted Inspector

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