

# Inspection of Brune Park Community School

Military Road, Gosport, Hampshire PO12 3BU

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Inspection dates: 6 and 7 June 2023

## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Inadequate**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Previous inspection grade

Requires improvement

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

Many pupils do not attend school regularly enough. This includes some pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. When pupils do attend school, too many choose to miss lessons regularly. Leaders' expectations and actions to improve attendance and truancy from lessons are not effective enough.

Many pupils feel unsafe because of unkind and hurtful comments made by their peers. Leaders and staff do not challenge racist, sexist and homophobic comments robustly or swiftly enough. Pupils have little or no confidence in leaders' ability to deal with their concerns. Many pupils told inspectors that they do not report cases of bullying for fear that leaders' actions might make things worse.

In some lessons, pupils behave well. These lessons are orderly and calm. Leaders' expectations for pupils are high in most subjects. However, not all lessons are as purposeful as others. In many lessons, staff do not address disruptive behaviour. As a result, learning is regularly disturbed.

Pupils engage with the school's values through the 'GFM way'. Leaders and local business partners have captured the essential skills required for future education and employment, known as 'Gosport Futures'. These skills underpin much of the curriculum, especially at key stage 4.

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

The curriculum is broadly ambitious. Most subject leaders acknowledge that they still have work to do to complete their curriculums fully. Pupils study a wide range of subjects in key stage 3. However, too few pupils at key stage 4 gain qualifications in the English Baccalaureate. This is because a small proportion of pupils study a modern foreign language. Leaders are aware of this and have plans to resolve this in the future. Many teachers have strong subject knowledge, although not all teachers are specialists. In some subjects, this means that some pupils are not always challenged sufficiently. In many subjects, activities are too heavily structured and do not encourage pupils to think deeply.

The curriculum for pupils with SEND is ambitious but it is not yet adapted to meet these pupils' needs effectively. This means that these pupils often do not make as much progress through the curriculum as they could. Some parents of pupils with SEND are happy with the support they receive but many are not. Bespoke support given to a small group of pupils in Year 7 is effective. This is helping them to catch up and learn vital skills such as self-regulation and resilience. Similarly, reading interventions are beginning to have a positive impact. However, many more pupils need support with reading.

Leaders have not ensured that teachers' checks on pupils' learning are consistently effective across the curriculum. In some subjects, for example English and science,

staff systematically check the knowledge that pupils have learned and remembered and use this information to inform their future planning. However, this is not yet common across all subjects and, as a result, pupils do not achieve as well as they should.

The provision for pupils' personal development is improving. Leaders have developed a coherent curriculum for personal, social, health and religious education, which provides valuable opportunities for pupils to learn important topics such as relationships education and being healthy. Pupils are actively encouraged to take on positions of responsibility, such as being part of the student council. Pupils learn about important topics such as democracy, voting and debating. Careers information, education and guidance are effective. Leaders have begun to foster high aspirations for pupils and they actively encourage more pupils to consider applying to university.

Trustees and senior leaders share a strong moral purpose to improve the school. Leaders have made numerous attempts to bring about improvements. Recent changes have begun to offer stability and clarity. However, some staff feel that there have been too many 're-sets' to policies and procedures. The frequent changes have had a detrimental effect on staff workload and have led to some staff not following school policies and rules closely enough.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are aware of how to identify concerns about pupils' welfare. Leaders act swiftly to ensure pupils are not at risk of harm. Leaders support families and pupils effectively, in partnership with relevant outside agencies. Staff recall safeguarding training and receive updates regularly to inform their knowledge and keep it up to date. Pupils learn how to stay safe. For example, in computing lessons they learn about how to protect themselves online.

Recent changes to the safeguarding team have strengthened processes. However, there are still some instances when the school's policies and systems are not used as consistently as they could be. For example, at times, safeguarding records are not as detailed as they should be. These relative weaknesses, however, do not put pupils at risk of harm.

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

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

- Too many pupils miss too much school, in particular pupils with SEND and disadvantaged pupils. There is too much low-level disruption and internal truancy during lessons. Leaders' work to address these issues is having limited impact and improvements are too slow overall. Leaders need to establish strategies to raise

pupils' attendance rapidly so that pupils are in school and learning takes place undisturbed.

- Pupils do not feel safe from bullying and the use of derogatory and abusive language. Incidents often go unreported because pupils have little or no faith in leaders and staff to deal effectively with reports of unkindness or bullying. Leaders must establish an effective, systematic approach to ensuring that pupils' behaviour is consistently good and that pupils are confident to report unkind behaviour and bullying.
- Pupils do not achieve consistently well across the curriculum. Support for pupils with SEND and for disadvantaged pupils is not effective enough. Assessment is not consistently effective. Leaders must ensure that the curriculum is well designed and implemented across all subjects and takes account of pupils' additional needs and different starting points.
- While safeguarding is effective, leaders have not ensured that safeguarding processes are followed as precisely as they could be. Some leaders and staff do not always follow their own policies consistently enough. Leaders must ensure that safeguarding processes are used diligently and in line with their own policies.

## 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 information from Ofsted Parent View 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.

## 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>	144014
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10269075
<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>	1,351
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Cristian Beswick
<b>Headteacher</b>	Kerry Payne
<b>Website</b>	<a href="https://brunepark.gfmat.org">https://brunepark.gfmat.org</a>
<b>Dates of previous inspection</b>	28 and 29 January 2020, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Gosport and Fareham Multi-Academy Trust.
- Since the previous inspection, a new headteacher has been appointed.
- The chair of the trust and a new interim chief executive officer have both been appointed since the previous inspection.
- The school makes use of two alternative providers, both registered with Ofsted.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement,

because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, design technology, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited a wide range of subjects on the second day of the inspection.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documents and records, including the school's record of recruitment checks.
- Inspectors also talked to a range of staff and pupils about safeguarding.
- Inspectors met with senior leaders, staff and pupils. They also spoke with the chair of trustees and the interim chief executive officer of the trust.
- Inspectors considered the 94 responses to Ofsted's online questionnaire, Ofsted Parent View, including 73 free-text comments. They also took account of the responses to the confidential staff and pupil surveys and gathered the views of staff and pupils throughout the inspection.

### **Inspection team**

Linda Culling, lead inspector	His Majesty's Inspector
Julia Mortimore	Ofsted Inspector
Jason Philipsz	Ofsted Inspector
Christian Kingsley	Ofsted Inspector
Andrew Morrison	Ofsted Inspector

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