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30 November 2011

Mr Christopher Anders  
Executive Headteacher  
Brune Park Community College  
Military Road  
Gosport  
Hampshire  
PO12 3BU

Dear Mr Anders

### **Notice to improve: monitoring inspection of Brune Park Community College**

Thank you for the help which you and your staff gave when I inspected your school on 29 November 2011 and for the information which you provided during the inspection. Please pass on my thanks to everyone who gave up their time to meet with me.

The previous headteacher left the school at the end of the summer. The school is now being led by an interim executive headteacher, who is a National Leader of Education and the headteacher of another Hampshire school. He typically spends three days a week at Brune Park. The school is currently advertising for a substantive headteacher to take up post in September 2012.

As a result of the inspection on 22 and 23 March 2011, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the students' achievement.

Examination results improved in 2011. Early analysis indicates that these students made more progress than those who took examinations in 2010, but that they made less progress than expected given their starting points in Year 7. As in 2010, lower-ability students and students with special educational needs and/or disabilities made less progress than others.

I saw mainly good behaviour during the inspection. Students say that behaviour has improved, but also that a few students still disrupt lessons and a very small minority of teachers do not apply the school's behaviour policy consistently. They also say that work done over the past few months has helped to reduce bullying.

Teaching is improving, but still variable in quality. While much is good, a significant amount is inadequate or barely satisfactory. Students have positive attitudes, and relationships between students and teachers are generally very good. In less-effective lessons, work is often pitched at the wrong level for the class, or not shaped to match the needs of different ability groups. While teachers' plans for these lessons usually identify differentiated outcomes for particular ability groups, students sometimes have few real opportunities to achieve these different outcomes. This can mean, for example, that higher-ability students have to work through a lot of easy, repetitive work to reach something that really challenges them and lower-ability students are not able to develop basic skills and understanding. Teachers usually share the objectives of the lesson with students; this helps them to know what they are trying to achieve. However, in less-effective lessons, teachers make too little reference to this information during the lesson and it therefore does little to focus students' attention. Provision in the performing arts is a strength. Performing arts subjects make a wide contribution to the curriculum.

The interim arrangements for the school's leadership work well. Staff feel that the school's direction and key priorities are very clear, and that the school's systems and processes are smoother and more streamlined. The quality of middle leadership is variable. Some middle leaders help to improve consistency by providing peer support for colleagues, but senior leaders recognise that further training is needed if all middle leaders are to play a full role in the school's improvement.

Leaders are monitoring and checking the school's work carefully. They have a thorough understanding of the quality of teaching and know where weaker practice is to be found. A range of useful work helps to improve quality and reduce inadequate teaching. Leaders' monitoring is closely linked to the new school development plan, which was completed in November. Although this is a very large document, it focuses on the key priorities well and clearly identifies what will be done, who will do it, and the intended impact of any actions. The governing body recognises the challenges of monitoring such a detailed plan and is considering its approach carefully. Departmental development plans are variable in quality. While some are good, others are vague about planned actions and their intended impact.

A range of good work is being done to strengthen the school's links with parents and carers. A number of meetings have been held; over 300 parents and carers attended the most recent. Much is also being done to develop different ways for parents and carers to communicate with the school, such as through the new parent portal.

The school draws on a range of useful support. The statement of action and plan produced by the local authority meet all requirements. A number of local authority staff provide targeted help and advice to particular subject departments. There are also a number of useful links between staff at Brune Park and the executive headteacher's other school.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christopher Russell  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in March 2011**

- Improve teaching in order to raise achievement by ensuring:
  - all lessons challenge and support students of differing ability, particularly those with special educational needs and/or disabilities, so they all engage fully and behave well
  - students understand what they are trying to achieve and are helped to move their learning forward independently.
  
- Strengthen the impact of leadership by citing measurable targets in all areas of development planning so the effectiveness of the actions taken can be precisely evaluated, those responsible held to account and the next steps identified.
  
- Enable all parents and carers to support their children's learning more fully and to feel that their views about the quality of the school's provision are taken into account.