

Purbrook Park School

Inspection report

Unique reference number	116506
Local authority	Hampshire
Inspection number	379268
Inspection dates	7–8 March 2012
Lead inspector	Sarah Hill

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	840
Appropriate authority	The governing body
Chair	Paul Evelyn
Headteacher	Paul Foxley
Date of previous school inspection	22 January 2009
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Age group	11–16
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Introduction

Inspection team

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Additional inspector

Keith Homewood

Additional inspector

Mary Massey

Her Majesty's Inspector

Deborah Wring

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 38 lessons taught by 34 teachers, of which two were joint observations with members of the senior staff. Inspectors met with staff, including senior and middle managers, seven groups of students from both key stages, and spoke with representatives of the local authority and the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at the school's self-review and planning documents, policies, minutes of meetings of the governing body, school performance data, and safeguarding procedures. Inspectors checked the work of students in lessons and considered the results of 132 questionnaires returned by parents and carers, 154 from students and 52 from staff.

Information about the school

Purbrook Park is smaller than the average-sized secondary school and is a Trust School. The proportion of students known to be eligible for free school meals is small compared to the national average, and the proportion of disabled students and those who have special educational needs is average. Most students are of White British heritage. The proportion of students who speak English as an additional language is very low. The school meets the current floor standards, which set the minimum expectations for students' attainment and progress.

Following a period of changing leadership arrangements, the substantive headteacher took up post in January 2012. The school holds the International School and Healthy School awards, Sportsmark and Activemark accreditation, and a silver Quality Mark from Hampshire County Council for the continuing professional development of staff.

Inspection judgements

Overall effectiveness	4
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	4
Leadership and management	4

Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonable be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to students' behaviour and to the effectiveness of leadership and management.
- This is not a satisfactory school because students' behaviour is unacceptable on too many occasions. In addition, the school's leaders have not secured the improvements required since the last inspection. Staff do not apply the school's procedures for managing behaviour consistently and as a consequence students' well-being is not supported. Around the school, too many students do not show consideration for the needs of others and too few say that they feel safe. Students and their parents and carers lack confidence that the school will address disruptive behaviour and bullying effectively. The inspection team confirmed their views through observations and speaking with the students directly.
- Students' attainment at the end of Year 11 is in line with the national average and most students make satisfactory progress from their starting points. The achievement of disabled students and those who have special educational needs is satisfactory and in some cases good due to the increasingly effective and well-tailored support they receive.
- Teaching across the school is satisfactory. However, the range in the quality of teaching is wide. In the best lessons, students develop their knowledge and understanding at a good pace because teachers sequence learning activities well. Some inadequate teaching was observed and in these lessons, students are given little opportunity to learn at a pace appropriate for their needs and teachers do not match the tasks sufficiently to the varying abilities of students in the class.
- Senior leaders ensure that students receive an acceptable standard of education. However, since the previous inspection they have not had an accurate enough view of the school's strengths and weaknesses and have not been held to account robustly by the governing body. The use of analyses of data to inform priorities is under-developed and arrangements for the performance management of staff are

weak.

What does the school need to do to improve further?

- Strengthen the capacity of the school's leaders to secure rapid improvement by:
 - ensuring that the governing body robustly challenges senior leaders and holds them to account for the school's performance
 - clarifying lines of accountability and implementing effective performance management arrangements for staff at all levels
 - developing senior leaders' skills so they can rigorously monitor and accurately evaluate the school's work
 - analysing the information collected during monitoring activities to identify appropriate priorities and plan strategically for improvement
 - ensuring that action plans are sharply focused, include measurable targets for students' outcomes and explicitly set out roles, responsibilities and timescales.
- Improve standards of behaviour by:
 - ensuring that the systems for preventing and tackling bullying are rigorously applied in order to reduce the number of incidents and give students and parents confidence that they are effective
 - increasing students' motivation to learn through high quality, stimulating lessons where students' needs are met and they are actively involved
 - ensuring all staff are consistent in applying the school's behaviour management strategies
 - teaching students to be considerate of each other's needs so that all students feel safe in school.
- Increase the proportion of good or better teaching in order to improve students' achievement by:
 - sharing the good practice in teaching and learning already within the school
 - ensuring that teachers use assessment data to plan learning activities which meet needs and match the abilities of all students
 - providing more opportunities in lessons for students to apply their knowledge and develop their skills in working independently
 - ensuring that all students' work is marked promptly and provides helpful feedback so that students know how well they are doing and how to improve.

Main report

Achievement of pupils

Students' achievement is satisfactory. Students start in Year 7 with skills and abilities that are broadly average. Over recent years, their attainment has reached the national average by the time they leave Key Stage 4. Their progress overall from Key Stage 2 to Key Stage 4 is satisfactory. Data on students' attainment and progress across the school are collected termly, but the systems for tracking and analysing students' progress have not been used consistently effectively to promote

improvement in students' rates of progress. However, the impact of this term's targeted interventions, initiated by the headteacher, to support Year 11 students towards attaining five higher grade GCSE passes, including English and mathematics, is beginning to show. For example, the underperformance of Year 11 students in science in 2011 has been eradicated. While the long-standing gap between boys' and girls' achievement is closing, there is still a legacy of underachievement with middle ability boys.

Students' achievement in lessons is satisfactory overall, although there is wide variation across subjects and year groups. In a Year 9 mathematics lesson, all students were working through the same set of algebra questions although many had correctly completed much more challenging tasks previously. This resulted in their progress stalling. Disabled students and students who have special educational needs make progress in line with, or better than, their peers. In a BTEC lesson, students worked within well-established routines, making good progress because of the teacher's high expectations and the precise and detailed lesson planning which reflected their individual needs.

Quality of teaching

Teaching is satisfactory and results in most students making satisfactory progress. Where teaching is good or better, students are motivated and enjoy their learning and teachers use information from assessments to guide their lesson planning. They share their high aspirations with students effectively and ensure a challenging pace is maintained through a variety of activities that are well matched to students' individual needs. In a drama lesson for example, students took responsibility for their learning, working collaboratively, in full knowledge of the success criteria against which their learning would be judged. The teacher's detailed planning and short, well-focused interventions to check students' progress set high expectations, and students were keenly engaged. Outstanding teaching was seen in an English lesson where success criteria were matched clearly to students' different learning needs and explicitly shared.

However, this is not the case in all lessons and teachers' expectations are sometimes too low for some students. Too many lessons require all students to complete the same tasks because teachers' planning does not build consistently on what the students have learned before. The pace of learning slows for some, as the tasks do not fully challenge all students. Teachers sometimes talk for too long, limiting opportunities for students to learn actively and to learn from each other. Where students have too little opportunity to apply their knowledge and to work independently they become disengaged and their behaviour sometimes deteriorates. Not all teachers are equally skilled at assessing students' learning within lessons; however, teachers' good use of probing questioning to support students' thinking was observed in some lessons. Good examples of marking, where teachers clearly inform students how well they are doing and how they can improve, are not seen often enough and in some cases students' work is not marked regularly. Despite internal lesson observations and the provision of professional development opportunities for staff, teaching is too variable.

Responses from parents and carers to the inspection questionnaires, and those from

students, reflect some concerns about teaching. Nevertheless, though a minority of teaching observed was inadequate, most was good and satisfactory. Teaching assistants help students to make at least satisfactory progress, although in some lessons teachers do not deploy them effectively.

The teaching of the personal and social studies programme and the citizenship curriculum helps to deepen students' social and moral understanding and their appreciation of local and national, social, cultural and religious diversity. Teaching which supports students' spiritual development is less evident or well defined.

Behaviour and safety of pupils

Students are taught about the various risks to which they may be exposed within school and the wider community, and they display a good understanding of how to keep safe. Many students are considerate and respectful. Nevertheless, too many feel unsafe because some students do not behave as well as this. Around the school, inspectors observed instances of over-boisterous behaviour. The environment was disrupted by students who displayed limited self-control. A minority of students were seen between lessons pushing others, shouting and engaging in play fighting. When students spoke with inspectors, they described this as typical behaviour in the school and expressed their concerns about bullying. In discussion, many of the older students expressed concern for the welfare of younger students based on their own previous experiences. Inspectors found that most teachers and other staff display caring, supportive attitudes towards students, both in lessons and around the school. However, students and their parents and carers do not have confidence that the school deals effectively with incidents of bullying of any kind, including the physical, cyber and emotional forms of bullying.

Students, parents and carers say that students do not always behave well. Where behaviour in lessons is inadequate, or barely satisfactory, staff do not consistently apply the school's behaviour management strategies to address the poor behaviour, which has a negative impact on students' learning. Consequently, students' needs are not met and inappropriate behaviour is repeated. Where teaching is engaging, students' behaviour is better.

The headteacher is keen to listen and respond to the views of the school community to address concerns, but incidents of unacceptable behaviour, including occurrences of bullying and racism, are yet to be analysed in order to inform a plan of action to prevent bullying and bring about improvements in behaviour. Attendance is in line with the national average and there is a declining trend of persistent absenteeism. Despite the fact that no student was excluded in the previous year, behaviour and safety are inadequate.

Leadership and management

The headteacher has immediately focused on the need to coordinate the work of middle leaders to maximise the attainment of the current Year 11 students in both English and mathematics. He has begun to make changes to the way staffing is structured. However, strategic planning is not sufficiently focused, appropriately prioritised or robustly monitored and evaluated to inform future planning and

determine where intervention should be targeted. Tackling the poor behaviour of students and addressing the inconsistencies in the application of behaviour management strategies do not form part of the school's improvement planning. Leaders, managers and governors are not yet able to demonstrate the impact of recent developments on students' outcomes and the capacity to sustain the necessary improvements is inadequate.

Middle leaders are keen to develop their leadership and management skills and to hold their staff to account, but senior leaders are not supporting and challenging them. Furthermore, professional development opportunities have been ineffective and they have had little support in improving their practice. The lack of a clear approach to target setting, data collection and tracking of progress hinders leadership at all levels in sharply identifying where weaknesses and the most significant priorities lie.

The recently strengthened governing body is developing its understanding of the responsibility it has for holding senior leaders to account. Together with the headteacher, it is determinedly seeking to ensure that both governors' and staffs' accountabilities for students' achievement and well-being are clear and understood. The current restructuring of roles and responsibilities within the senior team is intended to ensure an unambiguous focus on taking action to rapidly improve outcomes for students. Although governors are hindered by the lack of quantitative information about the performance of students and staff, they are asking more probing questions.

The curriculum is satisfactory and meets the needs of students. The partnership arrangements with other educational establishments across the Havant area enable students in Years 10 and 11 to benefit from a wide range of subject choices. The curriculum provision for disabled students and students who have special educational needs is developing strongly. The curriculum includes input from a range of external partners, which assists in promoting students' social, moral, spiritual and cultural development. The effective work of individual middle leaders in closing gaps between the achievement of boys and girls demonstrates the school's commitment to the promotion of equality and to tackling discrimination. The governing body and school leaders ensure that appropriate safeguarding arrangements are in place across the school.

Inspectors saw evidence of appropriate structures being put in place, but these are at too early a stage to have had a measurable impact. One parent responded to the questionnaire saying, 'There already appears to be a positive change within the school,' which summarises the comments of others.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

9 March 2012

Dear Students



Inspection of Purbrook Park School, Waterlooville PO7 5DS

Thank you for the welcome you gave the inspection team when we visited your school. We enjoyed meeting you, listening to your views and being in your lessons. Your school has some positive features but also some serious weaknesses. We have issued the school with a notice to improve. Inspectors will visit again in six months to check that progress is being made and the school will be inspected again in a year's time.

Though many of you behave well and feel secure within the school site, you told us, and we agree, that a proportion of your lessons are disturbed by poor behaviour and that some of you do not feel safe. We noticed that some of you were not always considerate of each other's needs. Many of you and your parents and carers said that you did not feel confident that incidents of bullying were dealt with effectively. You told us that you wanted behaviour to improve. We firmly agree this should be the case.

You make satisfactory progress from joining the school in Year 7 through to Year 11. Sometimes teaching is well matched to your needs, enabling you to improve your subject skills and ensure that you are challenged to think and learn independently. However, this is not always the case. You told us how helpful it was when teachers' marking gave you clear guidance as to how to improve your work but inspectors saw that teachers' marking does not always do this.

To improve the school for you, we have asked the governors and staff to:

- apply the school's rules consistently so that learning is not disrupted and to support those students who have difficulty managing their behaviour to improve it. This will help all of you to feel safe and confident that should bullying occur it will be dealt with appropriately
- ensure school leaders are more effective in monitoring and developing the work of the school
- improve aspects of teaching, for example, by making sure teachers mark your work regularly so you know how to improve, and give you work that is exactly right for each of you.

You can help your teachers by taking responsibility for your own learning and behaviour. On behalf of the inspection team, I wish you the very best for the future.

Yours sincerely

Sarah Hill
Lead inspector

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