

# Bridgemaury School

Wych Lane, Gosport, PO13 0JN

## Inspection dates

30 April–1 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Students do not make sufficient progress and achieve standards that are below average in too many subjects.
- Achievement in science is inadequate because students do not make the amount of progress they should.
- The science curriculum does not meet the needs of all students, particularly the more able.
- Too much teaching is inadequate or requires improvement. Work does not take account of students' different abilities. Teachers do not always expect enough of students. As a result, students achieve poor results that do not reflect their capabilities.
- Behaviour and safety require improvement. The new behaviour policy is making a difference, but there is still low-level disruption in some lessons. A few students are not always punctual or fail to attend school regularly.
- The quality of leadership and management requires improvement. The headteacher, governors and other leaders have a clear focus on what is required to improve the quality of teaching and students' achievement. New policies and procedures are not yet applied consistently by all staff, which is slowing the drive for improvement.

### The school has the following strengths

- Students are given good advice and guidance about the subjects that they chose to study. As a result, the numbers of students who are not in education, employment or training when they leave the school are very low.
- The school has effective systems for supporting students' personal development.
- The school supports the needs of potentially vulnerable students well.

## Information about this inspection

- Inspectors observed 37 part lessons taught by 36 teachers. Twelve observations were conducted jointly with members of the school’s leadership team. A further 13 lessons were visited as part of two learning walks with school leaders.
- Meetings were held with the headteacher, senior and middle leaders, a member of the governing body, groups of students and a representative from the academy sponsor.
- Inspectors took account of 33 responses to the online Parent View survey received during the inspection.
- Inspectors reviewed the 27 staff questionnaires returned during the inspection.
- The inspection team observed the school’s work, scrutinised information about students’ achievement, checked work in students’ books, examined records relating to behaviour and attendance, and looked at documents used by leaders to monitor and evaluate the school’s work.

## Inspection team

Lesley Cox, Lead inspector

Her Majesty’s Inspector

Margaret Faull

Additional Inspector

Trevor Woods

Additional Inspector

Gordon Jackson

Additional Inspector

## Full report

*In accordance with 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 it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- Bridgemary School opened as an academy on the site of the predecessor school in September 2012. It is sponsored by The Kemnal Academies Trust (TKAT).
- It is smaller than the average-sized secondary school.
- Most students are from a White British background and the proportion of students who speak English as an additional language is low compared with other schools.
- The proportion of disabled students and those with special educational needs supported through school action is lower than average.
- The proportion of students supported through school action plus or with a statement of special educational needs is slightly above average.
- The proportion of students who are known to be eligible for support through the pupil premium, which is additional government funding provided for students known to be eligible for free school meals, children who are looked after by the local authority and children of service families, is higher than the national average.
- The school holds Sportsmark, Healthy Schools, Artsmark Gold, International Schools and Eco Silver awards.
- A small number of students currently attend courses offered by Fareham College, Portchester School, Quayside Education Centre, military preparation agencies and local work placements.

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

- Improve teaching, so that all groups of students make good or better progress in all subjects by:
  - setting work that engages and challenges students of all abilities
  - ensuring that students are given written feedback that raises aspirations and demands high quality responses to improve standards
  - ensuring that all work is completed to a sufficiently high standard and that students are given time in lessons to make improvements
  - setting homework that is of a high quality and ensuring that this is completed to a good standard.
- Raise achievement in science so that standards are at least in line with national averages for GCSE examinations and all students make good, or better, progress in lessons.
- Improve levels of attendance and punctuality within all year groups by continuing to focus on the needs of students who are persistently absent and are regularly late to school.
- Ensure that school leaders, including governors, promote further improvements in teaching through the rigorous application of policies and procedures.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Most students arrive at the school in Year 7 with below-average standards. They make variable progress across Years 7 to 11 and, overall, do not achieve as well as they should.
- Some teachers do not have high enough expectations and this limits what students achieve in lessons. Work seen in books showed that standards are often too low and that students are not learning quickly enough.
- Achievement in science is inadequate. Few students are on track to achieve good GCSE grades and standards are well below average compared with other schools. Most students at the school are failing to make the progress they are capable of in science lessons. Very few students enter separate science GCSE qualifications and this limits their access to higher-level science courses when they leave the school.
- Overall, standards in English are in line with national expectations. Boys join the school with lower levels of literacy than girls. The school has recognised this and provided additional support to improve boys' literacy skills and, as a result, they are now making better progress.
- Achievement in mathematics is improving. Students are making better rates of progress and standards are moving closer to the national average. Early entries for GCSE mathematics have already led to an increase in the number of students gaining GCSE passes at grade C or above. Additional support is being provided to help students improve their grades further when they retake the examination in the summer.
- Less-able students and those with disabilities or special educational needs are supported well so that they can make expected amounts of progress.
- Students supported by the pupil premium funding, including those known to be eligible for free school meals, generally make the expected levels of progress in English and mathematics. Students supported by the funding are predicted to achieve GCSE results in English and mathematics that will be about three quarters of a grade below other students at the school.
- The few students who attend other establishments for some or all of their lessons are monitored through well-established systems and make adequate progress. Leaders and managers at the school have developed close links with these providers and work within a number of partnerships to ensure that students have access to wider educational opportunities that meet their needs.

### The quality of teaching

### is inadequate

- Too much teaching is inadequate or requires improvement. As a result, students do not make rapid enough progress to raise attainment substantially. Although there is some good and outstanding teaching, not enough demands the highest standards from students.
- Teachers do not always stretch students, particularly the more able, by providing engaging and thought-provoking activities. In too many lessons, the same work is set for all students. As a result, students do the bare minimum and fail to make sufficient progress.
- In many science lessons, teaching is inadequate because the pace at which students learn is too slow and they make little progress over a long period of time. Staff turnover has been high and, as a consequence, many students have significant gaps in their scientific knowledge and understanding.
- Teachers' expectations are too low. Poor quality work is not challenged and too often work is left unfinished or shows little improvement over time.
- The quality of marking and feedback varies in its usefulness. A new system for marking has been widely adopted, which shows students how to improve their work. Students are often unable to respond to the suggested improvements because they lack time to do so in lessons.
- Homework is not set regularly enough. When homework is set, teachers do not always ensure that it is set at the correct level or check that it is being completed to a high standard.

- Although teachers are aware of the needs of students with a disability or special educational needs, they do not always plan lessons that fully meet these needs. They rely too heavily on the support that students receive from small group lessons outside the classroom, which allow them to make appropriate levels of progress overall.
- Not all teachers promote students' social, moral, spiritual and cultural development consistently or plan to reinforce these values in lessons. While most students demonstrate good social skills and are encouraged to work cooperatively within a group, opportunities to link learning to other subjects or experiences outside school are sometimes missed.
- Increasingly, teachers are providing activities for students to improve their literacy skills within lessons. In the best lessons, students are taught to express themselves clearly and read with confidence. Students are using library resources on a more regular basis and visiting authors are invited in to speak and lead workshops. Opportunities for improving numeracy skills in lessons are less common.
- Students say that they feel the quality of teaching has improved overall, although they recognise that there is still some poor teaching. Most of the parents who responded to the on-line survey felt that their child was taught well. Inspectors found that this was not always the case.

### **The behaviour and safety of pupils**

### **requires improvement**

- While a small number of students are still disrupting lessons through unruly or silly behaviour, standards of behaviour across the school have improved. Sanctions are now given for poor behaviour in line with the new behaviour policy. Incidents are tracked carefully and the number of reported incidents is declining as the policy becomes established across the school.
- The number of temporary exclusions, which has been above average, is now falling rapidly. The Compass Centre is well resourced to provide additional support for students with challenging behaviours. It is used as an alternative to exclusion whenever possible. Students are encouraged to reflect on their behaviours, given additional help to complete their class work and have access to skilled support staff so that they can return to lessons as soon as possible.
- Younger and more vulnerable students say that bullying does sometimes occur, but feel that incidents are dealt with effectively by school staff when they are reported. Students are aware of the different types of bullying and know where to go to get support if they have a concern. Detailed records of bullying incidents are kept and the school has a regular programme of anti-bullying activities and events which tackle discrimination. Nevertheless, a small minority of parents did not agree that bullying was dealt with well by the school.
- Some students do not always attend regularly or are late arriving to school. The school works alongside other professionals and provides extensive support to enable these students to improve their rates of attendance and punctuality. While many do make improvements, the school regularly accepts new students who also have poor attendance records and need the additional help that the school provides. This has caused attendance figures for the whole school to remain slightly below average.

### **The leadership and management**

### **requires improvement**

- School leaders have a clear understanding of what needs to be done to accelerate achievement. Further improvements are being monitored carefully with agreed actions, measurable outcomes and clear timescales identified. However, the school's self-evaluation judgements are too generous. Many of the recent policies and procedures have not yet filtered through to all departments and have not had time to become fully effective in raising the quality of teaching in all lessons.
- Senior leaders regularly monitor the quality of teaching and hold teachers to account using performance management procedures. There have been considerable staffing changes as a

result. New appointments to the mathematics department have contributed to improvements in mathematics teaching. Students are now making close to the expected levels of progress in this subject. The headteacher, senior leaders and governors have more to do to eliminate inadequate teaching, particularly in science.

- The range of subjects taught and other activities are, with the exception of science, planned carefully and provide a good balance of academic and work-related courses. The subjects taught within science do not yet meet the needs of all students, but this is being addressed through the recruitment of new staff. An appropriate emphasis is placed on improving literacy skills for all students and changes have been made to the school day to accommodate this. Numeracy skills are reinforced during tutor periods and through extra support for some students.
  - Information, advice and guidance provided to students are of a good quality and students choose appropriate courses that lead to further qualifications and employment opportunities. Very few students failed to find education, employment or training placements last year. The school is tracking the intended destinations of current Year 11 students carefully and is ensuring that they get the help they need to make successful applications.
  - Teachers say that they are provided with high quality professional development, which includes individual coaching. New staff members are well guided through a comprehensive induction programme. Most middle leaders are attending a course designed to improve their management skills and develop their leadership capacity. Leaders target training and support using the national Teachers' Standards to identify individual teachers' needs.
  - The school has used the pupil premium funding in a variety of ways, including providing an extensive programme of individual tutoring in English and mathematics. This is starting to have a positive impact on improving literacy and numeracy skills across the school.
  - All statutory requirements for keeping students safe are met. Appropriate checks are made and thorough records are kept. The management of the site and the monitoring of potential risks are of a high standard. The school takes appropriate account of equal opportunities in policies and procedures.
  - The school is well supported by the academy sponsor, The Kemnal Academies Trust. The trust provides regular support for leaders and professional training opportunities for teachers and governors. Trust representatives feel that the rate of change is now more rapid and improved outcomes are likely this year. To ensure that this happens, they meet regularly with the headteacher and provide their own staff to work alongside teachers at the school.
  - **The governance of the school:**
    - Significant changes were made to governance in September 2012 when the school became part of the academy chain. A smaller governing body with new members is now holding school leaders to account. The impact of this is evident in the improvements that have been made so far this year. The board draws on the skills of members who are experienced in personnel, financial and governance matters. They access training and support from the sponsor, but have also commissioned external reports through the local authority. Governors demonstrate good use of achievement data to check how much progress students are making. They have carefully considered how to spend additional funding, such as the pupil premium money to overcome barriers to learning. The governing body has been closely involved in monitoring the performance of staff and receives regular reports from the headteacher on this matter.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138437
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	418379

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

<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	694
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Tavender
<b>Headteacher</b>	Richard Carlyle
<b>Date of previous school inspection</b>	n/a
<b>Telephone number</b>	01329 319966
<b>Fax number</b>	01329 512660
<b>Email address</b>	school@bridgemary.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

