

Bridgemaury School

Wych Lane, Gosport, PO13 0JN

Inspection dates 16–17 October 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Too much teaching is inadequate or requires improvement. Work does not take sufficient account of pupils' different abilities.
- Teachers do not always expect enough of pupils. As a result, pupils do not make the progress they should in many subjects. Pupils achieve poor results that do not reflect their abilities. Achievement is inadequate.
- Behaviour and safety are inadequate. Too many lessons are disrupted by poor behaviour. Teachers do not use the new behaviour policy consistently enough.
- Leadership and management are inadequate. The areas for improvement identified in the previous inspection report have not been addressed quickly enough.

The school has the following strengths

- The new headteacher and senior leaders have an accurate view of what the school needs to do to improve. They have put the right systems in place recently to bring about improvement.
- Governors now know the school better this term than previously. They understand the school's weaknesses and are better able to challenge school leaders to make the necessary improvements.
- The school has effective systems for supporting pupils' personal development, and supports the needs of potentially vulnerable pupils well.
- Pupils are given good advice and guidance about the subjects they choose to study. As a result, the number of pupils not in education, employment or training when they leave school is very low.

Information about this inspection

- Inspectors observed teaching in 31 lessons, five jointly with members of the school’s leadership team.
- Meetings were held with the headteacher, senior and middle leaders, members of the governing body, groups of pupils and a representative from the academy sponsor.
- Inspectors took account of 35 responses to the online Parent View survey received during the inspection.
- Inspectors reviewed the 19 staff questionnaires returned during the inspection.
- The inspection team observed the school’s work, scrutinised information about pupils’ achievement, checked work in pupils’ books, and examined records relating to behaviour, attendance and performance management. Inspectors also looked at documents used by leaders to monitor and evaluate the school’s work.

Inspection team

Terry Fish, Lead inspector	Additional Inspector
Suzanne Richards	Additional Inspector
Jackie Jones	Additional Inspector
Andrew Baker	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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 pupils are from a White British background and the proportion of pupils who speak English as an additional language is low compared with other schools.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is very close to the national average.
- The proportion of pupils who are known to be eligible for support through the pupil premium, which is additional government funding provided for pupils known to be eligible for free school meals and children who are looked after, is higher than the national average.
- The school holds Sportsmark, Healthy Schools, Artsmark Gold, International Schools and Eco Silver awards.
- A small number of pupils currently attend courses offered by Fareham College, St. Vincent's College, The Key Education Centre, military preparation agencies and local work placements.
- The school has had two headteachers between the last inspection and April 2014, when the new headteacher took up her post.
- The school currently receives support from The Kemnal Academies Trust. In September 2014, the Trust appointed an executive headteacher who works at the school three days per week.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that all teachers:
 - have high expectations of all pupils
 - use information from assessments to plan work that matches the full range of abilities and actively engages all pupils in learning
 - check pupils' understanding as lessons progress and adapt their teaching when necessary to enable all pupils to make at least good progress
 - manage pupils' behaviour more effectively so that pupils are focused on their learning and no one is able to interrupt or disrupt a lesson.
- Raise pupils' achievement to enable all to make better progress, and close the gaps in achievement between different groups of learners by:
 - closely checking pupils' performance to identify any underachievement and rapidly giving support to those pupils who are in danger of falling behind
 - ensuring that procedures for setting targets for pupils' achievement are underpinned by high expectations and are used consistently across the school
 - reviewing the appropriateness of the length of lessons in every subject.

- Improve pupils' behaviour and safety by:
 - ensuring that all teachers use the school's behaviour management system in a firm and consistent manner
 - establishing clear criteria for the use of the Inclusion Room through imposing clear boundaries and consequences, and setting challenging and well-targeted work for students.
- Improve leadership, management and governance by:
 - ensuring that leaders' roles, responsibilities and accountabilities are clear so that the variation in effectiveness of both senior and middle leadership is eradicated
 - holding all teachers to account robustly for the quality of their teaching, assessment, behaviour management and pupils' achievement
 - ensuring that teachers are provided with precise and thorough feedback about their performance, and that they follow the advice given in order to improve their teaching
 - providing teachers with high-quality training and support that enables them to improve their teaching and to plan lessons which are well matched to the pupils' ages and abilities
 - ensuring that the work of the governing body has a demonstrable impact on school improvement
 - ensuring the pupil premium funding is closely monitored and spent appropriately to raise the achievement of eligible pupils.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Leadership and management are inadequate because the quality of senior and middle management has not been strong enough to deliver the urgent improvement required since the last inspection.
- There are still significant inadequacies in pupils' achievement, the quality of teaching, and the behaviour of pupils.
- A number of middle leaders are relatively new in post. They have not had sufficient time to demonstrate a measurable impact on improving standards in their areas of responsibility.
- The school has not been well supported by the academy sponsor, The Kemnal Academies Trust. At the last inspection, the Trust representatives were confident that the rate of change was more rapid and that they were expecting improved outcomes that year. However, outcomes in 2013 and 2014 did not improve sharply enough. As a result, in September 2014, the Trust appointed the Director of Education as executive headteacher, who now works with the school three days per week. It is too early to see the impact of this support.
- Prior to the appointment of the current headteacher, the pupil premium had not been used effectively to support eligible pupils.
- The headteacher, senior leaders and governors have more to do to make responsibilities and performance management procedures clear to all staff and to eliminate inadequate teaching across the school.
- Pupils' mathematics skills are still inadequate overall. However, the emphasis on improving pupils' reading and writing is starting to have a positive impact.
- There have been a number of improvements under the new headteacher. Clear strategies have been introduced for improving the quality of teaching, pupils' achievement and behaviour, and there are now clear lines of accountability for all staff.
- Senior leaders monitor the quality of teaching and are starting to hold teachers to account. There have been considerable staffing changes. There is evidence that teaching is starting to improve, but much remains to be done. The range of subjects taught, and other activities, are planned well and provide a good balance of academic work and work-related courses.
- The vast majority of staff who completed the staff questionnaire have confidence in the new headteacher and the improvements which are being made. One member of staff commented, 'I feel really positive about our vision as a school.' Another stated, 'I feel that the school is developing under new leadership and moving in the right direction.'
- A small number of pupils attend alternative provision for some of their education and the school monitors the progress and behaviour of these pupils closely.
- The school provides good-quality information, advice and guidance to help pupils choose appropriate courses which lead to further qualifications and employment opportunities. Year 11 pupils were very pleased with the advice and support which they have received to help them plan their next steps.
- The curriculum actively promotes British democracy and provides pupils with a well-rounded grounding in preparation for life in modern Britain. Pupils are develop a tolerance, understanding and respect of people from different backgrounds, ethnic origin, faiths and beliefs.
- All statutory requirements for keeping pupils 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 lead inspector recommends that newly qualified teachers may be appointed.
- **The governance of the school:**
 - The governing body has recently been reorganised and the new Chair of the Governing Body took up post in September 2014. This term governors have gained a better understanding of the quality of teaching, standards achieved by pupils and how the school's performance compares to all schools nationally. Governors receive regular and appropriate training. As a result, they now have a clear knowledge of procedures to hold leaders to account for the quality of teaching. However, as the systems are new, they have had little time to make an impact. This is also true for procedures for staff performance management and rewards for good teaching. Governors understand that the pupil premium funding has had little impact, but are now fully aware of the actions being taken and are monitoring its effectiveness.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of pupils is inadequate.
- Too many lessons are disrupted by unruly or silly behaviour. This is especially true for lower-ability pupils and younger pupils towards the end of lessons, when they find it hard to maintain focus on their learning.
- Teachers do not always challenge or deal appropriately with poor behaviour. Expectations of pupils' behaviour are not consistently high enough. Pupils value the new 'traffic light' system of consequences for poor behaviour in lessons, but staff do not always follow the school's agreed policy in a consistent manner. Twenty per cent of the staff who completed the staff questionnaire commented that they were concerned at how behaviour was managed. One third of the small number of parents who completed the Parent View questionnaire felt that behaviour was good, but just over half disagreed.
- The Inclusion Room is used as an alternative to exclusion whenever possible and this has had the effect of significantly reducing the number of temporary exclusions. While the Inclusion Room is well resourced to support pupils with challenging behaviour, the reasons for pupils using it are unclear. This results in an inconsistent approach to addressing these pupils' needs.
- Older pupils say that behaviour has improved significantly in recent months. They also state that there is little graffiti or damage caused by pupils. Inspectors agree, and also note that there is very little litter around the school and pupils wear the uniform smartly.
- Pupils generally behave better around the school between lessons and at break and lunchtimes. They are polite and courteous to visitors and willingly engage in conversation. It is normal for pupils to hold doors open for staff and visitors.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Younger pupils say that they are reluctant to go to some areas in the school because they feel uncomfortable in the atmosphere generated by the presence of older pupils.
- One third of the small sample of parents who completed the Parent View questionnaire did not agree with the statement "This school deals effectively with bullying." Pupils are aware of the different forms of bullying, and said that the number of incidences of bullying had reduced recently. They now feel confident that staff would help and resolve any bullying issues.
- Older pupils commented that while issues such as child sexual exploitation, domestic violence, female genital mutilation, forced marriage and extremism were covered during tutor time, they would value a higher priority for these aspects within their personal, social and health curriculum.
- Attendance is improving and attendance rates for the previous year were close to the national average. Rates of persistent absence are just above the national average. Attendance since the start of the term is above national averages and pupils are punctual to school and to lessons.

The quality of teaching is inadequate

- Too much teaching is inadequate or requires improvement. As a result, pupils do not make rapid enough progress to raise attainment substantially. Too many teachers do not have high enough expectations and, while the quality of teaching is improving, it is not improving fast enough. Too few teachers demand the highest standards from the pupils, and many pupils are not sufficiently challenged to produce the best work of which they are capable.
- In the most effective lessons, teachers check pupils' progress as the lesson progresses and adapt the work appropriately. They also set high expectations of pupils. In too many lessons however, the same work is set for all pupils so it is too easy for some and too hard for others, meaning pupils fail to make sufficient progress. When teachers do not address behaviour issues strongly enough, pupils' learning is impeded. Pupils make very slow progress because of low-level disruption and disrespectful behaviour.
- Teachers do not always plan lessons that fully meet the needs of disabled pupils or those with special educational needs.
- Not all teachers promote pupils' social, moral, spiritual and cultural development or plan to reinforce these values in lessons. While most pupils demonstrate good social skills and are encouraged to work cooperatively, opportunities for pupils to link their school work to experiences outside school are sometimes missed.
- The quality of marking and feedback is improving, particularly when teachers follow the school's new

approaches to guiding pupils on how to improve their work. There are some examples of exemplary marking to which pupils respond well. Reading and writing are now a whole-school focus for improvement. There is evidence already that the library is used more extensively and pupils borrow a much higher number of books. Pupils who join the school with particularly low reading ages are supported through appropriate extra help. It is too early to judge the effectiveness of this additional support.

- Too many pupils have been without a regular teacher of mathematics. Poor teaching and high staff turnover in mathematics has significantly hampered pupils' progress in this subject.

The achievement of pupils is inadequate

- Most pupils arrive at the school in Year 7 with below average standards. They make variable progress across Years 7 to 11 and, because pupils are not learning quickly enough, they do not achieve as well as they should.
- Pupils' progress in both English and mathematics is well below the national average, although work seen in their books showed that standards are improving.
- Disabled pupils and those with special educational needs do not achieve well enough. However, the school is now using information about pupils' attainment on entry to appropriately identify their needs and provide relevant programmes and support. It is too early to judge how effective this will be.
- The school has a much higher proportion of pupils eligible for the pupil premium than the national average but has only recently focused on their achievement. In 2013, disadvantaged pupils were one third of a grade behind other pupils in the school and half a grade behind other pupils nationally as measured by the average points score for pupils' best eight subjects at GCSE. The gap in performance between disadvantaged pupils and other pupils in the school was almost one grade behind for both English and mathematics. Disadvantaged pupils also made much less progress than other pupils nationally in both English and mathematics. Unvalidated results for 2014 suggest that the progress of pupils eligible for the pupil premium did not improve compared with 2013.
- Able pupils achieve well in some classes but do not make sufficient progress overall because work is not sufficiently challenging for them in too many of their classes.
- The structure of the school day is based on lessons lasting for 100 minutes. Where they are not well planned, pupils lose concentration towards the end of lessons and do not sustain good progress.
- Early entry to GCSE is not used.
- The small number of pupils who attend alternative provision achieve well because their needs are appropriately met.

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

Unique reference number	138437
Local authority	Hampshire
Inspection number	447729

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	686
Appropriate authority	The governing body
Chair	Diane Calvert
Headteacher	Victoria White
Date of previous school inspection	30 April–1 May 2013
Telephone number	01329 319966
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