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16 January 2015

Mrs Victoria White
The Headteacher
Bridgemary School
Wych Lane
Gosport
PO13 0JN

Dear Mrs White

Special measures monitoring inspection of Bridgemary School

Following my visit to your academy on 15 January 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's recent section 5 inspection.

The inspection was the first monitoring inspection since the academy became subject to special measures following the inspection which took place in October 2014.

Evidence

During this inspection, meetings were held with the headteacher, the executive headteacher, the education director of The Kenmal Academies Trust (TKAT) and a representative of the governing body. The trust's statement of action and the academy's improvement plan were evaluated along with a range of other documents related to school improvement. Brief visits were made to several classes to observe learning. Aspects of safeguarding were checked.

Context

Since the last inspection, eight teachers have left the academy and eight new teachers have joined, including a director of inclusion. Three heads of house have been appointed. The deputy headteacher of Miltoncross School has been seconded to the academy one day a week to support the mathematics department. Additionally, TKAT have provided school to school support for English and special educational needs. The executive headteacher has increased the amount of time that he spends supporting the academy to three and a half days a week.

The quality of leadership and management at the school

The headteacher has grasped the key issues facing the academy with commitment and determination. She is leading improvement effectively because she is sharply focused on these important priorities. She has communicated a clear vision for the academy's improvement to students, staff and parents.

Leaders' review of the academy's teaching and learning policy has rightly resulted in a more rigorous approach to the monitoring of teaching. Consequently, teachers' expectations of what students will achieve have been raised. The quality of teaching is beginning to improve and leaders report that almost all inadequate teaching has been eradicated. Teachers have benefited from a range of well-targeted support and training to improve their practice. Senior leaders know what needs to be done to improve the quality of teaching further.

Behaviour is improving. The academy's behaviour policy has been reviewed and simplified and expectations for students' behaviour are communicated more clearly and consistently by all staff. Senior leaders frequently visit lessons and use these opportunities to model effective behaviour management. This is helping to develop teachers' skills and confidence.

Leaders check students' progress more frequently and accurately. As a result, teachers are being held to account more effectively for the progress of students they teach. Additionally, teachers have worked successfully in partnership with other schools to check that assessments of students' work are accurate.

TKAT has a clear understanding of the strengths and areas of development of the academy. The trust's education director monitors progress effectively by making frequent visits to the academy. The executive headteacher challenges and supports the headteacher well. Leaders rightly intend to draw on support from the local authority's advisory service for a range of priorities, including mathematics and behaviour.

Governors are now linked to specific areas of the academy's work and they are using this structure to check more fully and challenge the progress being made. Governors make more frequent visits to the academy focusing on key areas for improvement. Governors' understanding of the academy's work is improving; the governors have a clear understanding of the challenges that face the academy and the work that still needs to be done.

Following the monitoring inspection the following judgements were made:

The trust's statement of action is fit for purpose.

The academy's improvement plan is fit for purpose.

Having considered all the evidence, I am of the opinion that the academy may appoint newly qualified teachers.

I am copying this letter to the Secretary of State, the Education Funding Agency, the Chair of the Governing Body, the Chief Executive of TKAT, and the Director of Children's Services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Lisa Moore

Her Majesty's Inspector