



Quality Assurance Visit Summary – Brune Park Academy

Date of Visit: 23rd–24th June 2025

Overview

The QA visit to Brune Park Academy highlighted a school that has made tangible strides in behaviour, attendance, curriculum development, and professional culture under a stable and committed leadership team. There is clear evidence of high expectations, strategic development across the quality of education, and robust monitoring systems. While improvements are evident, particularly in attendance and curriculum structure at Key Stage 4, ongoing work is required to embed consistency and maximise the impact of interventions across all student groups.

Leadership and Management

What Went Well

- Rapid improvement journey recognised, particularly since the appointment of a permanent senior management team in May 2024.
- Systems and policies (e.g., behaviour, curriculum planning, QA) are now well established and well led.
- Strong centralised vision around pedagogy, curriculum, and leadership expectations.
- Forensic and strategic focus on attendance, behaviour, and SEND provision.
- SLT viewed as supportive, approachable, and proactive by staff and students alike.

Even Better If

- Further consistency needed in embedding quality teaching and curriculum delivery, particularly in developing consistency within and across departments.
- Evaluate the impact of new parental engagement initiatives, including the parent forum.
- Celebrate and communicate successes more widely within the school and community.

Quality of Education

English

What Went Well

- Curriculum now reading-focused to address low reading ages; spiral curriculum well though through at Key Stage 4.
- Strong focus on centralised planning and high expectations; improved outcomes for DA pupils noted.
- Effective post-mock interventions and robust assessment practices in place.



Even Better If

- Complete review and refinement of KS3 curriculum to ensure foundation skills and depth are secured.
- Literature outcomes for disadvantaged and SEND pupils remain lower; gap narrowing strategies should be refined.

Mathematics

What Went Well

- Mastery curriculum with built-in flexibility and depth showing positive impact.
- Strong pedagogy evident in most lessons – effective use of whiteboards, modelling and structured questioning.
- DA and SEND provision showing improvement with clear teacher targeting and SLT support.

Even Better If

- Curriculum sequencing and revision of KS3 units still ongoing – needs prioritising.
- Ensure extension tasks are consistently used to stretch more able learners.
- Support EAL students with legible resources and scaffolds.

Humanities

What Went Well

- High expectations and clear Learning Objectives in lessons observed; strong subject knowledge and effective use of cold calling.
- Deliberate practice and explicit modelling used effectively (e.g. in History and Geography).
- Pupils engaged in meaningful learning with clear links to prior knowledge and current events.

Even Better If

- Increase consistency in assessment and feedback, especially at KS3.
- Improve quality and presentation of pupil work in some lower ability groups.
- Share strong practice in planning and delivery across the faculty and school.

Attendance

What Went Well

- Attendance has improved by 2% overall and PA has reduced by 8% since the previous year.
- Effective multi-agency and internal systems for tracking and supporting attendance.
- High levels of accountability with weekly reviews, targeted interventions and reward systems.
- LAC attendance (94.6%) remains strong.



- EHCP attendance remains an area for improvement, currently at 65.76%.
- Year group and SEND/PP tracking should continue to identify patterns and enable responsive interventions.
- Review reasons for high numbers of EHE leavers and maintain clear evidence to counter any concerns regarding off-rolling.

Behaviour

What Went Well

- 21% reduction in suspensions since new behaviour policy introduction in 2023–24.
- Effective use of relocation room and strategic interventions for behaviour modification.
- Looker Studio used for real-time behaviour tracking and daily SLT reviews.
- Behaviour in lessons and around the school site is generally calm and purposeful.

Even Better If

- Reduce reliance on suspensions by intervening earlier with high-need pupils.
- Continue professional development to embed a consistent positive language framework.
- Continue ongoing focus and education to reduce misogynistic and transphobic language incidents.

Staff Voice

What Went Well

- Practice clinics and DDI cycles well received and embedded; staff value consistent pedagogical strategies.
- Positive culture of trust, support, and professional autonomy.
- SLT described as approachable and sensitive to workload.
- Improvements in SEND provision and proactive behaviour support praised.

Even Better If

- Enable staff to gather QA evidence for their own CPD portfolios.
- Celebrate internal successes more visibly and share good practice.
- Offer more research-based CPD opportunities once core practices are embedded.

Student Voice

What Went Well

- Pupils reported behaviour has improved, and lessons are more focused.
- Do Now tasks and assessment feedback seen as valuable learning tools.
- PSHE content recalled clearly – showing evidence of embedded learning.
- Broad range of extracurricular opportunities and clear student leadership pathways.



- Ensure consistent behaviour follow-up in corridors and during unstructured times.
- Expand and promote student leadership roles and involve pupils in shaping them.
- Formalise homework structure across subjects and year groups.
- Increase purposefulness of tutor time in upper years, especially in relation to revision.

Conclusion

Brune Park Academy is a school on an upward trajectory, with notable progress made across several key domains. Leadership has brought clarity, consistency, and structure, while the dedication of staff to embed the shared vision is clear. To sustain momentum, ongoing efforts to consolidate consistency and reduce variability, close achievement gaps, and engage stakeholders will be essential. The commitment of the whole school community offers a strong foundation for continued success.