

Brookwood Primary School

Inspection report

Unique reference number	124998
Local authority	Surrey
Inspection number	381020
Inspection dates	23–24 February 2012
Lead inspector	Natalia Power

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Andrew Mealin
Headteacher	Joanne Green
Date of previous school inspection	1 December 2008
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Age group	4–11
Inspection date(s)	23–24 February 2012
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Introduction

Inspection team

Natalia Power

Additional inspector

Shelley Davies

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed seven teachers and visited each of the seven classes twice over two days, and also observed whole-school groups learning phonics (the sounds that letters make) on both days. The inspectors spoke to parents and carers, listened to pupils read, and held meetings with staff and members of the governing body. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 68 questionnaires that had been returned by parents and carers, 93 pupil questionnaires and 17 from staff.

Information about the school

This one-form entry school, which takes pupils from Reception to Year 6, is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is lower than usual. Over two thirds of pupils are of White British heritage and, currently, very few of those who are of minority ethnic heritage speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is average. There is a higher than usual turnover of pupils, and this reflects the relatively high proportion of army families nearby. Staff turnover has also been considerable since the previous inspection. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It is strongly supported by parents and carers. One accurately described it as, 'A nurturing school with a strong sense of community.' The strong provision for the development of pupils' spiritual, moral, social and cultural qualities ensures that they behave well and respect one another's values. The school has made a number of improvements since the previous inspection, but overall progress in the key areas of achievement, especially writing, and teaching has not been rapid enough for the school to be graded good. The monitoring and evaluation of teaching and learning are not well enough developed.
- Overall, pupils make satisfactory progress. There is a strong whole-school focus on developing the pupils' reading skills, but they are not always given enough opportunities to develop their writing skills fully across the curriculum. This is reflected in pupils' better progress in reading than writing.
- Some good teaching was seen in the inspection, where pupils were challenged to think for themselves and the pace of learning was brisk, but teaching is not yet consistently of this quality.
- Pupils are keen to learn, and their behaviour is good in lessons and around the school. Pupils feel safe in school and know how to keep themselves safe.
- The school manages the quality of education and pupils' achievement satisfactorily. It has met the recommendations from the previous inspection to improve tracking of pupils' progress and to provide them with support, so that they do not fall behind. Behaviour has improved. Attendance has risen and is now above average. However, the inconsistent quality of teaching reflects some lack of rigour in monitoring by leaders and managers.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure that all teaching is good or better by:
 - making the pace of learning consistently brisk in every lesson, with more opportunities for pupils to be fully engaged in their own learning
 - raising the level of challenge for all pupils so that they are stimulated to learn quickly and accurately.
- Strengthen the programme of classroom visits with more frequent and more formal lesson observations, focusing more sharply on how rapidly and successfully pupils are learning.
- Encourage pupils to develop fluency in writing by providing as many opportunities as possible for them to write at length in all areas of the curriculum.

Main report

Achievement of pupils

Although all the parents and carers who spoke to inspectors or returned questionnaires agreed that their children were making good progress and acquiring good skills, inspectors judged pupils' overall achievement to be satisfactory. Their attainment is average in English and mathematics at the end of Years 2 and 6. Pupils – irrespective of ethnic heritage – make satisfactory progress from starting points which are broadly in line with age-related expectations, reflecting the generally satisfactory teaching. Inspection evidence, obtained from looking at pupils' current and past work, talking to them and observing their lessons, confirms this pattern. Where learning is particularly effective, this is because the challenge is stimulating and pupils are expected to do well. For example, Year 6 pupils were given the task of creating their own fantasy story, based on an 'other-world' computer game. This stimulated all the pupils, and especially the boys, so that they produced high-quality writing with an ambitious vocabulary. The lesson also provided good opportunities for pupils to evaluate their own work and that of their peers, encouraging them all to aim high. Sometimes, however, in the school as a whole the pace of learning slows and the pupils are then not sufficiently motivated to produce their best work all the time.

Reading is on an upward trend throughout the school. Attainment in reading is average at the end of Year 2 but, because of the focus on improving pupils' understanding of sounds and spelling, is above average by the end of Year 6. The youngest children in the Reception class learn their phonics (sounds and letters) daily, and the adults reinforce this learning through games and activities. For example, a focus on the 'oa' sound was reinforced through encouraging the children to experiment with objects which 'float'. Pupils in Year 2 who read aloud to inspectors were able to show they understood the books they were reading, and their 'home-school books' showed that they read at home, too, with the school's encouragement.

Although results tend to fluctuate because of small year groups, overall girls and boys perform equally well. The youngest children in the Reception class learn and make progress in line with others, and enter Year 1 with language, number and social skills in line with national expectations. Those who join the school at different stages, because their families move into the area, quickly integrate and make similar progress to their peers who have been at the school from the start. Disabled pupils and those who have special educational needs are supported well in class by the teachers and their assistants, who know their needs, and help them to make satisfactory progress in line with others.

Quality of teaching

Parents and carers consider the teaching to be good, and one remarked, 'My child comes home full of the interesting things he has learnt.' Inspectors judged that teaching overall is satisfactory, but much is good with a number of strengths. Teachers use questioning skilfully to challenge pupils to think for themselves. They plan lessons carefully to combine whole-class activities with tasks adapted to meet the needs of individual pupils. For example, in a well-planned Year 2 mathematics lesson, pupils holding numbers had to arrange themselves in sequence. All the pupils enjoyed the task and were fully engaged. They then explored number sequences in groups, each receiving a task adapted to their learning needs, to ensure a good level of challenge for all. However, teaching does not consistently provide enough challenge to ensure that all make good progress.

Pupils make the strongest progress where teaching is fast paced and where they play an active part in their own learning. In these situations, the curriculum has a positive impact. For example, Year 3 pupils learned to use varied sentences by writing their own instructions for board games. Occasionally, however, the teachers take too long to explain tasks to the pupils, or do too much that the pupils could do for themselves, and in these cases the pace drops and pupils do not have enough opportunities to take responsibility for their own learning.

Teaching actively promotes pupils' spiritual, moral, social and cultural development, encouraging them to respect the views of others. For example, in a Year 1 lesson, pupils sat in a circle and were encouraged to think about feelings and how important it was to listen to the views of others. As a result of such consideration of others, pupils behave well in lessons.

Behaviour and safety of pupils

Pupils told inspectors that the good behaviour seen in and around the school during the inspection was typical of behaviour generally. They are polite and considerate to one another, and the older pupils are proud of their responsibilities towards the younger pupils, such as ensuring that those on the 'buddy bench' are befriended. They told inspectors that they feel safe in school and report that pupils are usually kind to one another and that occasional acts of unkindness are quickly dealt with by the adults. The pupils told inspectors that there was no actual bullying, such as cyber-bullying, but that sometimes, 'Pupils fall out with one another.' If they have any worries or concerns, they know which adults to turn to for support. Pupils' attitudes to learning remain invariably positive, even when the teaching is slow-

paced and lacks challenge, making their achievement no better than satisfactory.

Pupils have a good understanding of how to keep themselves safe. They feel safe and confident from the earliest age, and a number of parents and carers told the inspectors how much they value the safe and secure ethos of this small community school. The pupils show their enjoyment of school through their above-average attendance and good punctuality. A parent of a child in the Reception year commented, 'From his first day at school he has been given confidence and support from all of his teachers,' and this remark was typical of many. Nearly all of the parents and carers who completed the questionnaire agreed that they would recommend the school to others.

Leadership and management

The capable headteacher, supported by her staff and by the governing body, has created a happy school, and the uniformly positive staff questionnaires indicate that each individual feels valued. The headteacher, who had been newly appointed at the time of the previous inspection, has held fast in improving the school through a period of high staff turnover, and staffing is now stable. A typical comment from one parent was, 'The headteacher is bringing the school from strength to strength,' and this accurately describes the school's journey of improvement.

The school has met the recommendations for improvement from the previous inspection, so that, for example, pupils' progress is tracked accurately and activities are provided that better match the needs of all the pupils. However, inconsistent challenge remains in some teachers' practice. There has been sustained improvement in important aspects of school life. Pupils' attainment in reading has improved, largely due to the focused whole-school phonics sessions which take place daily and are properly based on pupils' capabilities rather than on their chronological age. Attendance is now above average after being average for some years. The school's plans, based on a realistic understanding of its strengths and what remains to be done, cover the right priorities. Although pupils' achievement and the overall quality of teaching have remained satisfactory, overall, the generally upward movement in achievement, teaching and behaviour indicates that the school's capacity to continue to improve is satisfactory. The governing body is actively involved in the life of the school and readily holds it to account. However, staffing continuity has been unhelpful to further improvement in teaching and achievement. The headteacher regularly visits classes to ensure that standards of teaching are maintained, but the school agrees with inspectors that the programme of classroom visits is currently not rigorous enough, or sufficiently focused on how the pupils are learning, to ensure consistency of quality.

The headteacher and the governing body ensure that the arrangements to keep pupils safe are rigorous. Staff are regularly trained in child protection procedures and all adults are thoroughly checked and vetted before working at the school. Statutory requirements concerning safeguarding are met. Leaders and managers promote equality of opportunity, ensuring that all pupils, whatever their social or ethnic backgrounds or needs, make at least adequate progress. The many pupils who join the school later than most are happily assimilated to achieve in line with others. Pupils respect one another, and those from all backgrounds and those who arrive

new to the school get on well together, because discrimination is not tolerated.

The curriculum is satisfactory. Pupils are adequately prepared for the next stage of schooling. However, they do not always have sufficient opportunity to practise writing at length on a range of topics, such as history or science, to improve their fluency. Pupils report that they enjoy the school's programme of clubs, trips and visits. They also enjoy singing together in assembly, and the enthusiasm of all, from the youngest to the oldest, to join in three-part harmony shows the strength of the school's development of their spiritual, moral, social and cultural qualities.

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.



27 February 2012

Dear Pupils

Inspection of Brookwood Primary School, Woking, GU24 0HF

We very much enjoyed our recent visit to your school, and it was lovely to see how helpful you are and how nicely you play together. Thank you for making us welcome and telling us your views, both in person and through your questionnaires.

- You go to a satisfactory school. This means it does some things well and that others need to be improved. Your school keeps you safe. We saw how well you behave in lessons and around the school, and you told us this is how your school usually is, and that the pupils are mostly kind to one another. You are polite and respectful to visitors. All these good ways of behaving reflect the contribution all the adults make to your spiritual, moral, social and cultural development.
- You make satisfactory progress and leave school with results which are very much like those of pupils across the country as a whole. We want you to do even better. We have, therefore, asked the adults to make all teaching as good as the best, by giving all of you tasks that challenge you more, and give you more chances to take charge of your own learning.
- We have asked your teachers to give you as much practice as possible in writing in subjects such as history and science, so that your writing improves.
- Those in charge work really hard for your benefit and want the very best for you. We have, therefore, asked them to visit more of your classes to check carefully how well you are learning, and to make sure that all of you do as well as you can.

Of course, you too have a part to play in improving your school. Work hard and keep up the good attendance.

We wish you all the very best for the future.

Yours sincerely

Natalia Power
Lead inspector

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