

Brookwood Primary School

Connaught Road, Woking, Surrey, GU24 0HF

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not yet good because not all pupils make the progress they are capable of, particularly the most able.
- Teachers do not have high enough expectations for the most able pupils. As a result, they do not progress rapidly enough.
- Some groups of pupils are not making consistent progress over time and so not achieving as well as they could, particularly the boys.
- The marking of pupils' work is not consistent across reading, writing and mathematics in all years.
- The appropriate resources are not always given to pupils to support their learning.
- Information about pupils' learning on entry into the Early Years Foundation Stage is not used accurately to inform their future learning.
- Governors do not have enough knowledge to challenge the school about the achievement of different groups of pupils.

The school has the following strengths

- Pupils who speak English as an additional language make good progress.
- Pupils who enter the school other than at usual times are accepted well by the pupils and integrated into the life of the school.
- Staff and pupils create a harmonious atmosphere, showing great respect towards each other as they follow the rules and feel safe.
- Adults other than teachers support groups of pupils well in the classroom so they make better progress.

Information about this inspection

- Inspectors observed 22 lessons, seven of which were jointly observed with senior leaders.
- Inspectors considered a range of evidence including the school’s development plan and self-evaluation, monitoring reports, performance management records, policies on child protection and special educational needs, case studies, pupil premium records, the sport premium action plan, attendance records, governor reports, safeguarding information, school displays and records relating to behaviour and safety.
- Meetings were held with a group of pupils, the headteacher, the senior leadership team, the Early Years Foundation Stage and mathematics coordinator, the literacy coordinators, representatives of the teaching assistants, the inclusion coordinator, the Chair of the Governing Body and other members, and a representative from the local authority.
- Inspectors attended an assembly, observed a break time, lunch time, breakfast club and gymnastics club.
- Inspectors took account of 30 responses to Parent View, the online questionnaire, a discussion with a parent by phone and a parent letter. Inspectors took account of the views of staff in 23 questionnaires.
- Inspectors analysed information on pupils’ achievement across the school over the past three years and the school’s own achievement information of all the different groups.
- Inspectors looked at samples of pupils’ work, listened to a number of pupils read from Year 2 and Year 6 and observed the teaching of phonics.

Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Elizabeth Cole

Additional Inspector

Full report

Information about this school

- Brookwood is smaller than the average-sized primary school.
- Children join the Early Years Foundation Stage full time in Reception.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils eligible for free school meals, looked after children and those with a parent or carer in the armed services, is below average. None of the pupils are looked after by the local authority.
- Over half the pupils are from White British backgrounds, with the rest being from a range of different ethnic backgrounds.
- There are more boys than girls.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is just below average. The proportion of those who are supported through school action plus and of those with a statement of special educational needs is average.
- The number of pupils who enter and leave the school other than at the usual times is above average.
- There is no alternative or off-site provision.
- The school has met the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The breakfast club is managed by the school.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to good or better by:
 - challenging the most able in lessons to improve their learning so they make more progress over time
 - ensuring that marking is consistent across reading, writing and mathematics and that pupils have time to respond to comments
 - having the appropriate resources that will help individuals in their work and promote independent learning
 - making sure that all learning activities meet the needs of all pupils.
- Accelerate the achievement of all groups of pupils, but particularly boys and the most able, by:
 - making sure teachers share pupils' individual targets with them so pupils know what they have to achieve over time
 - providing more opportunities for pupils to complete relevant and interesting tasks that motivate them and accelerate their learning.
- Strengthen the leadership and management of the school by:
 - ensuring the Early Years Foundation Stage leader has accurate information for the children who enter Reception and tracks their progress and learning more effectively
 - ensuring governors have a better understanding of information on pupils' achievement so they can challenge the senior leaders more effectively.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not yet good because standards have been variable over time. This is partly due to the high numbers of pupils joining the school at different times throughout the year. While there have been some improvements, particularly in 2012, standards have remained broadly average.
- Children enter the Reception class with levels of skill that are broadly typical for their age and experience. By the time they leave Reception the majority have made reasonable progress.
- In 2012, standards at Key Stage 1 for all pupils were average in reading, but were significantly below in mathematics. The school's own information for 2013 shows that this underperformance has been eliminated, with pupils achieving average standards in reading, writing and mathematics.
- By the end of Year 6, pupils' attainment is in line with national expectations for English and mathematics. Most able pupils only made reasonable progress in reading, writing and mathematics and did not achieve the standards they were capable of.
- In 2012, boys by the end of Key Stage 2 were behind girls in reading by one year and nearly two terms in writing and mathematics. In 2013, the school's information showed that boys had improved, although they are behind the girls by a term in reading, but now are similar in writing and mathematics.
- In 2012, although very small in number, those pupils who are entitled to pupil premium made less than the expected progress compared to national figures and their peers in reading, writing and mathematics. In 2013, they made similar progress to their peers in the school, showing an upward trend, and also narrowing the gap when compared to their peers nationally.
- In 2012 and 2013, by the end of Key Stage 2, the achievement of pupils who speak English as an additional language was better than their peers and this trend is continuing. In reading and writing these pupils made at least two terms more progress than their peers. However, this is not a consistent picture in every year group. White British pupils do as well as their national counterparts.
- In 2012, disabled pupils and some with special education needs did less well overall than their national counterparts. The school's information shows that there is an upward trend for both groups, although there are some inconsistencies across year groups.

The quality of teaching

requires improvement

- Over time, the quality of teaching is inconsistent and requires improvement because pupils are not making the progress they are capable of, particularly the most able. Teachers do not always remind pupils of their targets regularly during the lessons, especially for writing and mathematics. Consequently, pupils are sometimes unsure how to achieve them.
- In weaker lessons, expectations are not high enough. Pupils are not always given appropriate resources to help with pupils' learning. Planning does not always match pupils' different needs, in particular the more able. Teachers do not check on pupils' progress frequently enough during lessons and then adapt their teaching accordingly.
- The marking policy is adhered to across the school and pupils report that their work is marked regularly. However, scrutiny of pupils' books shows there are some inconsistencies in marking and it is not always linked to what pupils should have learnt. In some of the books pupils had little opportunity to respond to the marking so teachers could reinforce what they had learnt.
- Where teaching is stronger, there is a brisk pace and appropriate resources are used. Good support by teaching assistants is in place to enable one-to-one support for individual learners and groups of pupils who need additional help. Appropriate questions develop their thinking. Teachers use information on pupils' previous learning well to set suitable activities. In a Year 3 class, pupils were using several different methods of calculation to solve mathematical problems.

They challenged themselves and their peers during the activity, making good progress.

- Most pupils generally read widely and often. Phonics teaching (the ability to say the letter sounds correctly) in Key Stage 1 helps younger pupils to pronounce new and difficult words because time is devoted to developing their reading skills. Standards were above average in the 2012 screening check for Year 1 pupils, reflecting the good teaching of this aspect. Throughout the school, a well organised reading programme provides opportunities for pupils to read in class, monitored and supported by adults. Reading is also a regular feature of pupils' daily homework. Parents and carers are encouraged to listen to their child read regularly.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning, even when the teaching is not as effective as it should be. They sustain concentration and complete their learning tasks in the time given. In one lesson, pupils worked particularly well together in groups and pairs, attempting to solve problems and helping each other retrieve information. Occasionally pupils' attention drifts when the task does not interest or motivate them enough.
- Throughout the school and outside lessons, behaviour is managed effectively. Pupils create a caring atmosphere. There are good relationships between adults and pupils. Pupils show a mature attitude towards the use of sanctions and rewards. They try to make sure the rules are kept by reminding each other in a sensible way. This was highlighted when pupils reminded each other to turn off electrical items so they can maintain their eco-school award.
- Nearly all parents who responded to Parent View were positive about behaviour. They felt their children were safe at school. This was reinforced through discussion and a letter sent to inspectors during the inspection.
- Pupils report they feel safe in school due to the kindness of the staff, the security around the site and fire drills. They learn about types of safety through the curriculum, such as internet safety and road safety. Pupils of all ages have a good understanding of what bullying means and the types of bullying, including cyber, physical and emotional.
- There are many opportunities for pupils to hold responsibilities around the school and they take them seriously. They wear their badges with pride. There are young play leaders to support younger children. Play buddies work with older children who find playing with others difficult, particularly those pupils who arrive at the school other than at usual times. These pupils help them settle in. Democracy is in action as there are house captains who are democratically elected, as well as the school council, by their peers.
- Pupils are punctual to lessons and attendance is average. Effective monitoring systems enable staff to tackle attendance issues and inappropriate behaviour.

The leadership and management requires improvement

- The leadership and management have not brought about improvement quickly enough to ensure that all pupils are making good progress.
- Systems for the management of performance ensure all teachers have targets to improve their teaching and pupils' learning, and salary progression is linked to pupil progress. Mentoring from stronger teachers has improved the quality of teaching in all years but it is still not consistently good enough.
- The local authority has supported senior leaders, who have an understanding of what good teaching is and regularly monitor the progress of pupils across the school. Senior leaders use the school's funding purposefully, ensuring that the sport premium is used to improve physical education and that pupil premium funding is used effectively to support those who are entitled to it. Pupils participate in a wide range of physical and sports activities with enthusiasm and this is helping to improve their health and fitness. Outside agencies support pupils who need additional help, such as speech and language therapy.

- Middle leaders take their areas of responsibility seriously. Targets for leaders with particular subjects are helping them to improve their effectiveness. They check the quality of teaching and learning and use information on pupils' progress to identify and tackle underperformance. Despite this, information on children who enter Early Years Foundation Stage lacks accuracy and the monitoring of their progress over time in Reception is less effective.
- The curriculum provides opportunities for pupils to extend their experience. Trips, such as visits to a museum and fort for history topics, enhance pupils' learning about the Second World War. Information and communication technology is used to improve homework opportunities by using an online mathematics programme, which is used at home by pupils. Various residential trips take place. In Year 2, pupils enjoy a sleepover which takes place in school. Clubs of various kinds, including drama, netball, football and homework, are available each week and are regularly attended.
- Pupils sing with gusto and purpose during assemblies. They are involved in competitions in music and sport. Moral values are taught in the curriculum. Christian festivals are celebrated. Visits to different religious sites, such as a Hindu temple and an Islamic mosque, enhance pupils' spiritual, moral, social and cultural development. The school helps pupils who are less fortunate than themselves. Links have been made with a school in Gambia, sending resources to help pupils there learn.
- Parents are happy how quickly the school identifies their child's needs, putting them on appropriate reading books, and into writing and mathematics groups. Equal opportunity for all is a major drive at this school. Parents are aware that if their children need additional help it is provided so their child's care and or learning improve. They believe they are kept well informed of their child's progress through regular meetings with class teachers.
- **The governance of the school:**
 - Governors are well informed about performance management and of the staff entitled to additional rewards for good teaching linked to the progress of their pupils. They have some of the appropriate skills to monitor their particular areas of responsibility, including finance, pupil premium and sport funding and safeguarding. They are aware of some of the school's strengths and weaknesses, including the quality of teaching and learning. However, they have little knowledge of which groups of pupils are underperforming and performing well to ensure equal opportunity for all. Governors have not had enough training to develop their understanding of data on pupils' performance and how to use these to further challenge senior leaders. Governors visit the school to observe learning and have discussions with teachers who have additional responsibilities. The headteacher's work is monitored appropriately through managing her performance, with the support of the local authority. The governors meet the statutory requirements for safeguarding.

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	124998
Local authority	Surrey
Inspection number	426507

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	177
Appropriate authority	The governing body
Chair	Andrew Mealin
Headteacher	Jo Green
Date of previous school inspection	23–24 February 2012
Telephone number	01483 473315
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