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31 December 2013

Jo Green
Headteacher
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Dear Mrs Green

Requires improvement: monitoring inspection visit to Brookwood Primary School

Following my visit to your school on 16 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- update the school improvement plan so that it fully incorporates the actions leaders have already planned to address the areas requiring improvement
- set challenging targets for the proportions of pupils who will make good progress in reading, writing and mathematics, including disabled pupils and those with special educational needs, and those known to be eligible for the pupil premium
- clarify governors' role in evaluating improvements.

Evidence

During the visit meetings were held with you, other senior leaders, the Chair of the Governing Body and two other governors to discuss the action taken since the last inspection. I conducted a telephone conversation with a representative from the local authority. The school improvement plan was evaluated. I analysed a range of other documentation including: examples of pupils' work and teachers' marking, examples of teachers' lesson plans, leaders' records of lesson observations, the school's information about the achievement of current pupils, minutes of recent governing body meetings and reports written by representatives from the local authority. You showed me around the school and we visited every class to see the pupils at work.

Main findings

The headteacher has acted swiftly to improve teaching. Teachers rightly receive regular training on the elements of good teaching and now have appropriate individual targets which specify the aspects of their teaching they need to improve most urgently. The headteacher and the two assistant headteachers provide effective support for the teachers whose teaching is not yet securely good. Senior leaders monitor teaching frequently and look in detail at pupils' work to make sure pupils are making enough progress in lessons. Leaders meet with teachers regularly to discuss pupils' progress, making sure that effective action is taken when pupils are at risk of falling behind. As a result, inadequate teaching has been eradicated and the proportion of teaching that is good is beginning to grow.

Better teaching is leading to pupils making more progress in lessons. Teachers are now matching tasks in lessons to pupils' abilities more accurately, ensuring that all pupils are challenged more, including the most able pupils. Teachers' marking is more consistently helping pupils to know what they have done well and what they need to do to improve. All pupils have targets for English and mathematics so that they understand what they need to achieve over time. These targets are already having an impact on accelerating pupils' achievement, particularly in mathematics. Children in the Reception class are making faster progress because they have many more opportunities to work independently.

In response to the findings of the inspection, leaders identified and planned a range of appropriate actions which have led to improvements. These actions have yet to be fully incorporated into the school's improvement plan. Targets for pupils' achievement included in the improvement plan are not sufficiently detailed because they do not show the proportions of pupils that will make good progress in reading, writing and mathematics, including pupils known to be eligible for the pupil premium, and disabled pupils and those with special educational needs.

Governance is improving. As a result of the external review of governance, governors have a clear understanding of what more must be done to strengthen the role and impact of the governing body. Governors have undertaken training to improve the way they challenge and support school leaders and are beginning to monitor the quality of teaching more effectively. They regularly receive detailed information about pupils' achievement, including that of different groups of pupils, and are making more frequent visits to the school, so that they know the strengths and areas for development in greater detail. However, the role of the governing body in evaluating progress in the areas for improvement identified at the inspection is, as yet, unclear.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has acted quickly and effectively to support the school's improvement. The external review of governance has resulted in appropriate and clear recommendations which governors have found useful. An adviser for the Early Years Foundation Stage has visited the school regularly and has helped improve the quality and frequency of pupils' opportunities to work independently. A consultant provides coaching for the teachers whose teaching is most in need of improvement, working well in tandem with the support senior leaders are giving these teachers. The leadership partner monitors the school's progress and has often provided leaders with valuable advice and guidance.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Surrey.

Yours sincerely

Matthew Haynes
Her Majesty's Inspector