

Brookwood Primary School

Inspection report

Unique Reference Number	124998
Local Authority	Surrey
Inspection number	315115
Inspection dates	1–2 December 2008
Reporting inspector	Jo Curd

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	186
Government funded early education provision for children aged 3 to the end of the EYFS	31
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Karen Hayllar
Headteacher	Mrs Joanne Green
Date of previous school inspection	3 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Connaught Road Brookwood Woking GU24 0HF
Telephone number	01483 473 315
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Brookwood Primary is a smaller than average village school. About half of the pupils in the school have families linked with the armed services. A large number of pupils leave or join the school at short notice throughout the year, largely due to military postings. Last year nearly a quarter of the pupils on roll in September had left before the end of the school year. Only 60% of pupils in Year 6 had been at the school in Years 1 and 2. The school has provision for the Early Years Foundation Stage (EYFS) through a full-time Reception class. Fewer pupils than usual are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is higher than the national average; three of these pupils have statements of special educational needs. Most of the additional needs are linked with moderate learning or speech, language and communication difficulties. The current headteacher started at the school in September 2008.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Pupils are happy and their personal development is good. Because staff and pupils are friendly and welcoming, the many new arrivals integrate quickly and the school community feels settled and cohesive. The school plays an important part in the village and especially in the lives of newly arrived army families. One parent said it has 'a great family atmosphere', another said it is 'a merit to the village', while another commented 'my children love it and are very happy to attend'.

Smiling faces and positive comments reveal that most pupils enjoy the school. They know that it is a friendly place, that they are well looked after and feel safe. They particularly enjoy the wide range of lunchtime and after school clubs. Behaviour is good. Pupils have a good understanding of, and commitment to, leading healthy lives. From an early age, they know why they need to wash their hands before they eat and that they need to eat fruit and vegetables and take regular exercise. They contribute well to their school and wider community by serving on the school council, and by acting as 'buddies' in the playground or when pupils first start at the school. They sing carols to groups in the village and support a school in Africa. Spiritual moral, social and cultural development is satisfactory overall. Pupils have a clear sense of right and wrong and generally get on well together. They are adequately prepared for later life and learning because behaviour and cooperation are generally good, even though most pupils attain satisfactory standards in key skills such as English and mathematics.

Pupils achieve satisfactorily. However, there are inconsistencies in the degree to which teaching adequately challenges all pupils. Also, the effect of high pupil mobility results in some variation in levels of achievement year on year. Staff work hard and establish good relationships. Pupils are keen to learn, but teaching and activities do not always match pupils' learning needs sufficiently to ensure that achievement is consistently good. Marking praises pupils' efforts but does not always show them how to improve their learning further. The pastoral care of pupils is given a high priority. However, the academic guidance given to pupils is not as strong. Targets for future learning are not always helpful because they are not always pitched at an appropriate level or reviewed regularly enough to ensure good progress.

Leadership and management are satisfactory. Monitoring systems are in place. However, subject leaders have, in the past, tended to focus on the curriculum and not always monitored or evaluated achievement sufficiently rigorously. Recent improvements in the assessment and tracking of pupils' progress have revealed where progress is not as good as it might be. Concern over this inconsistency contributed to a concerted effort to improve provision in mathematics. This has successfully raised achievement. Provision for, and the use of, information and communication technology (ICT) has improved since the last inspection. The new headteacher has already played a significant part in refining the school's focus on achievement resulting in more accurate self-evaluation. This sharper focus, the commitment of governors and staff to school improvement, the headteacher's experience in leading and managing change and recent positive developments in assessment, self-evaluation and pupils' progress in mathematics all demonstrate that the capacity for further improvement is good.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children are safe, happy and well looked after. They particularly enjoy working on the computer and talking with adults. Their personal development, well-being and behaviour are good. Staff initiate some interesting and imaginative activities. For example leading an adventure outside in which tricycles were horses and the climbing frame a mountain, over and through which the children had to climb. Resources are satisfactory, although some, especially those outside, are rather worn and jaded. Children start Reception with knowledge, skills and understanding just below those expected for their age. They make satisfactory progress in their learning and development because the various activities motivate them and they are keen to learn. Progress slows when staff do not plan tasks that meet children's different learning styles or sufficiently take into account what children already know and focus on what they need to learn next. Whole-class teaching time is sometimes too long and activities are occasionally too easy or too difficult for some children. The accommodation indoors and out is used satisfactorily.

What the school should do to improve further

- Ensure that monitoring, evaluation and initiatives to improve provision focus on securing consistently good rates of progress for pupils across the school.
- Improve learning by ensuring that activities closely match the differing needs of pupils including their learning styles.
- Ensure effective use of targets and consistently high quality marking enable pupils to know what to do to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are broadly average. They fluctuate from year to year. In 2008 an improvement saw standards at the end of Year 2 above the national average. Unvalidated assessments indicate that the 2008 test results for pupils in Year 6 show a similar picture with the exception of mathematics. For these pupils, given their starting points, this constitutes satisfactory progress. Standards for pupils currently in the school are average. There are no significant or consistent discrepancies in achievement between different groups of pupils in the school. Achievement in reading is generally good. Achievement in mathematics improved last year due to developments in teaching and the curriculum, for example, making sure that teachers used assessment to better identify and address any gaps in pupils' learning. Pupils with learning difficulties and/or disabilities make sound progress because teaching assistants support them effectively. Pupils who join the school mid-year generally settle quickly and make sound progress because they are successfully integrated into their classes and the school community.

Personal development and well-being

Grade: 2

Positive relationships throughout the school contribute well to pupils' enjoyment. Behaviour and attitudes are generally good. Pupils with emotional needs and behavioural difficulties usually remain calm and well behaved because they are supported well. One parent reported

how her son's whole attitude to life and learning has improved 'due to the commitment and nurturing of staff'. Attendance has improved and is currently just above average. Punctuality has also improved but the school recognises that the proportion of pupils who are sometimes late for school is still too high. There are missed opportunities for pupils to reflect upon, or to learn about, diverse cultures. Pupils feel safe at school, and are confident to approach staff if they ever feel concerned. Their good understanding of healthy eating and lifestyles has contributed well to Brookwood's Healthy School Award. Pupils also contribute well to their school and wider community through regular charity fundraising events, and writing to local soldiers abroad.

Quality of provision

Teaching and learning

Grade: 3

The inconsistent quality of teaching and learning is a main reason for fluctuations in achievement. Strengths of successful teaching and learning include teachers' good rapport with pupils, an effective use of praise, clear expectations, effective questioning, suitable structure and organisation of lessons and pupils' good behaviour and attitudes. Teaching assistants support pupils with learning difficulties and/or disabilities well. However, in some lessons introductions and whole-class teaching are far too long. Teaching does not always build on what pupils already know or can do and consequently activities are sometimes too easy or too difficult for some pupils. Teaching therefore does not always enable all pupils to make as much progress as they could.

Curriculum and other activities

Grade: 3

The curriculum is broad and covers all the required areas. In-put from a local sports college contributes well to the school's strong programme for physical education. Enrichment through special days and extra activities is good. Pupils' enjoyment and social skills are particularly well enhanced by the special 'Brookwood Buddy Bonanza' weeks such as 'Book Week' or 'Creativity Week' where pupils of different ages work together in groups. A high number of pupils participate in the wide range of lunch and after school clubs including those for singing, ICT, drama, sewing and sports. An effective programme for personal, social, health and citizenship education contributes well to pupils' good personal development and well-being. However, because so many pupils move in or out of school at various times throughout the year there are often gaps in their knowledge and skills. Assessments have improved and teachers are becoming more vigilant in identifying these gaps. However, there remain missed opportunities for curriculum planning to provide what pupils need to do to make consistently good progress.

Care, guidance and support

Grade: 3

Pastoral care and support for pupils, including those who arrive or depart in the course of the school year, is good. All new pupils are supported well by a nominated 'buddy'. Families, especially those new to the school, also feel supported and well cared for. Procedures for safeguarding pupils' health and safety meet requirements. Pupils receive satisfactory guidance in their learning. Marking frequently praises pupils' efforts but does not often show them how well they have done or how they could improve their learning further. Targets to guide future

learning do not always match pupils' learning levels largely because they are not consistently updated to reflect pupils' progress.

Leadership and management

Grade: 3

The new headteacher has used her good understanding of the school to create a concise school development plan sharply focused on improving pupils' progress. The role of subject leaders is being expanded to reflect this focus on raising standards and achievement. Because the approach is new, the full impact of these changes has yet to be seen. However, there are some signs of improvement, particularly in the recent gains in pupils' progress in mathematics. The headteacher is also ensuring that stakeholders, including staff, parents, pupils and other leaders and managers, are kept well informed and have opportunities to contribute their ideas and experience. For example, governors are committed and challenge the school. However, they have not always had sufficient information to monitor or evaluate effectively aspects of academic standards and achievement. Leaders, managers and all stakeholders contribute well to the school's effective role in promoting community cohesion, successfully bringing various families and village groups together and fostering harmony in the locality.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 December 2008

Dear Pupils

Inspection of Brookwood Primary School, Woking, GU24 0HF

Thank you for being so friendly and welcoming when we visited your school recently. All the things you told us about your school really helped us with our work. We think that your school is satisfactory overall.

We found lots of good things about your school and can see why most of you and your families are so glad that you are there. We can see that most of you behave well and that those who find this difficult are supported well. We think that you are kind and caring towards each other and that, along with staff, you help to look after each other well. You are good listeners and usually try hard with your work. We liked your good understanding of how to keep healthy. I appreciated your reminder and encouragement to wash my hands too, before I ate my lunch!

Although you work hard and make satisfactory progress, we think you could be challenged more, and learn at a faster rate. Introductions to lessons are sometimes too long and activities are sometimes too easy or too difficult for some of you.

We have therefore asked your school to do three things to make the school even better.

- Think carefully about, how well the school helps you all to make progress with your learning and take steps to help you do even better.
- Make sure that lessons and activities challenge you all.
- Make sure that you all know what to do to improve your work.

Perhaps you can help by telling your teachers how you like to learn, and when the work set is too easy or difficult for you.

With best wishes to you and your families.

Yours faithfully

Jo Curd

Lead Inspector