

# Brookwood Primary School

Connaught Road, Brookwood, Surrey GU24 0HF

**Inspection dates** 25–26 November 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- School leaders and governors have brought about key improvements to the quality of education successfully since the previous inspection.
- The quality of teaching has improved and it is consistently good. This is because leaders check teaching and provide effective support and guidance to help teachers improve their skills.
- Pupils across the school now make good progress to reach standards that are above average in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress because they are provided with work that is precisely tailored to their needs.
- The curriculum is well planned with a wide range of enriching activities, which add to pupils' enjoyment of learning.
- Pupils enjoy school, attend regularly and behave well. They feel safe in school because staff provide a secure environment for them.
- Leaders' promotion of British values, including tolerance and respect, permeates all aspects of school. Consequently, pupils get on well together regardless of background.
- Children get off to a good start in the early years, where they settle quickly and achieve well.
- Leaders are ambitious for both the pupils and themselves. They have created a climate in which staff at all levels share their high expectations.
- Governors have an accurate view of the school's performance. They effectively challenge and hold leaders fully to account.

### It is not yet an outstanding school because

- Teachers do not use imaginative resources that enrich pupils' written and spoken language.
- There are times when teachers do not correct pupils' errors in subjects other than writing.
- There are too few opportunities for pupils to develop their reasoning, fluency and mastery of mathematics.

## Full report

### What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
  - using stimulating resources to enrich pupils' use of language so that they develop a rich vocabulary in order to express their ideas through writing and speaking
  - strengthening teachers' subject knowledge in mathematics so that they can build on what pupils already know by providing activities that deepen pupils' fluency, reasoning and mastery of the subject
  - ensuring that all teachers consistently follow the school's marking policy when correcting pupils' written work.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher and governors are ambitious and have high expectations for pupils and staff. They know the school well and have plans in place to bring about further improvements. Recently, they took the strategic decision to become an academy to increase capacity and to provide more opportunities for pupils and staff.
- Since the previous inspection, school leaders have worked closely with the local authority to strengthen leadership and improve the quality of teaching. Together, they have provided coaching and training for teachers and, consequently, teaching is good and pupils achieve well. All staff, including learning support assistants, are positive about the support they receive from school leaders because they know it helps them to be more effective in the classroom.
- Leaders carefully monitor teachers' work by visiting lessons both formally and informally. They check teachers' plans and look at work in pupils' books. Some leaders are relatively new to their roles and do not always identify where improvements can be made. For example, they have not ensured that all staff follow the school's marking policy correctly when marking pupils' work.
- Arrangements for managing the performance of staff are effective. All staff are set challenging targets, linked both to the school's development priorities and to pupils' progress. Governors and leaders will not sanction pay increases unless teachers demonstrate that pupils have made good or better progress.
- School leaders place a high priority on the safety of pupils. They ensure that arrangements to keep pupils safe in school meet all statutory requirements. They have a number of pupils whose circumstances may make them more vulnerable. Leaders work closely with parents and outside agencies to ensure that these pupils receive the help and support they need.
- There are new systems in place to record and track pupils' progress. This allows leaders to check that all groups of pupils, including those who are disadvantaged, are on track to achieve well. Leaders use pupil premium funding to provide help for disadvantaged pupils in class to ensure that they do not fall behind other pupils. Part of the funding is also used to subsidise school clubs and visits so that disadvantaged pupils do not miss out on broader educational experiences.
- The school welcomes all pupils regardless of background. There are good arrangements to support those pupils who join the school partway through the year, which help them to settle quickly. Discrimination on any grounds is not tolerated and all pupils are treated equally and fairly. The school's values, including tolerance and respect, permeate the life of the school and promote British values effectively.
- The curriculum is thoughtfully planned to take into account the needs of pupils, so that they can benefit from the opportunities offered by the immediate location of the school. It is enriched by a wide range of additional activities. For example, during the inspection, pupils in Years 4 and 5 were totally absorbed in an event in school organised by a local engineering firm. This entailed pupils working together and making paper straws to design and build geometric structures based on Olympic venues. One boy said, 'This is the best day of my life!'
- Other activities offer pupils time for quiet reflection. For example, pupils from the school attended a local Remembrance service and this made a strong contribution to their spiritual, moral, social and cultural development.
- Despite being a small school, leaders are proud of the school's success in local competitions. They have made good use of the additional sports funding to develop staff skills and provide specialist coaching for pupils in games and dance. Pupils enjoy a wide range of extra clubs and activities that help to keep them fit and healthy.
- Parents who responded to the Ofsted survey agree that the school is well led and managed. One parent wrote, 'The effort and enthusiasm shown by the headteacher and all staff is evident. Brookwood provides my child with rich learning experiences and I am very happy with the school.'
- **The governance of the school:**
  - Governors responded to the previous inspection by undertaking an external review of the way in which they work. They are now much better informed about the quality of teaching and the progress pupils make. They visit the school regularly and have linked up with key members of staff to give them a sharper focus to their work. They see for themselves how well the school runs on a day-to-day basis and this helps them to provide a high level of challenge to the school's leaders.
  - Governors have been fully supportive of the headteacher in her determination to improve teaching.

They share her ambition and have been instrumental in shaping the future direction of the school. They know that standards have improved and that the quality of teaching is now good. They have reorganised their committee structure so that they are more effective in monitoring the performance of the school. They ensure that they carry out all statutory duties diligently and keep a careful check on school's finances and management systems. They contribute well to the leadership and management of the school.

- The arrangements for safeguarding are effective.

## Quality of teaching, learning and assessment **is good**

- The quality of teaching has improved since the previous inspection. Leaders have implemented a programme of coaching and mentoring to develop teachers' skills. Consequently, pupils now make good progress. Teachers make effective use of pupils' performance information to plan work that is at the right level for all pupils and this helps all groups of pupils to make good progress.
- Disabled pupils and those who have special educational needs make good progress. This is because they are given good support in class or are provided with tailored programmes of work that help them to overcome their difficulties. The special educational needs coordinator checks their progress carefully and will adjust their level of work if they fail to make the expected progress.
- Recently, teachers have placed a greater emphasis on ensuring that pupils develop a secure understanding of number. They provide pupils with several activities that allow them to learn and rehearse their knowledge. However, some teachers do not have a strong enough knowledge of their subject to deepen pupils' fluency in mathematics. This limits pupils from making rapid progress in mathematics.
- The teaching of phonics (letters and the sounds that they make) is well structured to meet pupils' needs. Learning support assistants have been trained well and provide good support to small groups of pupils.
- In a Year 1 class, the teacher organised very well thought-out activities that enabled the pupils to make good progress in developing their reading skills. By asking focused questions about the book they were reading, the teacher helped them to use their phonics skills to sound out unknown words.
- Teachers capture pupils' interest by providing motivating activities that inspire them to work hard. For example, in a Year 6 literacy lesson, the teacher set up a 'crime scene' based on the story *Gangsta Granny*, by David Walliams. Pupils thoroughly enjoyed this activity, which prepared them well for writing an imaginative story.
- Although teachers provide pupils with interesting experiences, they do not always reinforce this by providing pupils with examples of exciting and imaginative writing. This prevents pupils from developing a rich vocabulary and use of figurative language that would enable them to extend their speech and writing to make more rapid progress.

## Personal development, behaviour and welfare **is good**

### Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. Staff provide high levels of care and support to help pupils feel safe in school. Pupils understand about different forms of bullying, including those related to the use of modern technologies. They say it rarely happens in school and that adults are always on hand to help should a problem arise.
- Teachers have a good awareness of the risks posed by the internet and take this very seriously. During the inspection, pupils in Year 3 were learning about the different actions that they could take should they see anything that makes them feel uncomfortable when using computers. Strategies such as 'tell an adult', 'turn off your computer' and 'never give out any personal information when using computers' were discussed and so pupils would know exactly what to do should a situation arise.
- The school provides effective support to a very few pupils who struggle to manage their feelings and emotions. Well-trained staff provide help to these pupils to understand the impact of their actions and

they provide a calming environment until the pupils are ready to return to class.

- Although classrooms are bright and attractive, some areas of the school and displays around the school are in need of refreshment and updating. The breakfast club provides pupils with a nutritious start to the school day.

### **Behaviour**

- The behaviour of pupils is good. Pupils are happy and they enjoy school and this is reflected in their attendance, which has improved. Attendance is now broadly average with fewer pupils being recorded as persistently absent.
- Pupils get on well together regardless of background. They say there is very little name calling and that discrimination of any kind is not tolerated.
- Pupils have positive attitudes and they want to learn. They mostly behave well in class, particularly when teachers plan exciting activities that inspire them. Just occasionally, when the work is too easy or when the pace of the lesson slows, pupils lose focus and disengage with what is going on.
- Pupils are very aware of the expectations for their behaviour and they understand the consequences for poor behaviour. They agree that the system of rewards helps them to behave well.
- Staff, governors and most of the parents who responded to the online survey agree that behaviour is good. School records show few recorded incidents of poor behaviour.

### **Outcomes for pupils**

**are good**

- Pupils are well prepared for the next stage of their education. This is because they achieve well in reading, writing and mathematics across the school. In the 2015 national tests, their attainment improved and was above average. There has been an increase in the proportion of pupils who reached the higher level 5, which shows that the most-able pupils achieve well.
- Disabled pupils and those who have special educational needs make similar progress to other pupils. This is because these pupils receive good support in class or because they are given special work that is at the right level for their needs.
- The gap between disadvantaged pupils and other pupils has closed rapidly. This is because leaders keep a close eye on the progress of these pupils and take immediate action if they are showing signs of falling behind. There were too few disadvantaged pupils in this cohort to make comparisons with the attainment of all pupils nationally.
- Although pupils make good progress in writing, many do not have a wide or rich vocabulary and this prevents more pupils from reaching higher levels. Work in their books shows that pupils express their ideas through basic language and do not use imaginative language to add interest or detail to their writing.
- By the end of Year 6, pupils have made good progress in reading. They say they enjoy reading and spoke about the books that they enjoy. Pupils in Year 2 have an adequate grasp of phonics that they use to read unfamiliar words. However, sometimes the books they are provided with are too hard and, as a result, they do not always understand what they are reading.
- Pupils are provided with some complicated calculations that they complete and this demonstrates their proficiency in basic number skills. However, there are times when they are not given opportunities to apply these skills calling for reasoning and fluency to deepen their understanding. This prevents even more pupils from reaching higher levels in mathematics.

### **Early years provision**

**is good**

- Children start in the Reception class with skills below those expected for their age. Many struggle to speak clearly as they do not have the language to express their thoughts and ideas. Owing to a stimulating range of experiences, they make good progress to reach levels of development that are comparable with all pupils nationally.
- The early years leader has worked closely with local authority advisers to improve provision for the school's youngest children. She analyses information on children's performance carefully in order to set

activities that help them to learn and develop with confidence. Consequently, children make good progress and are well prepared for Year 1.

- Teaching is good. The Reception teacher has created a safe and stimulating environment in which children feel safe and secure. Children get on well together and happily take turns and share. During the inspection, a group of children acted as a team of fire fighters. They shared tasks of fetching water and spraying the burning building to rescue teddy. This generated strong teamwork, cooperation and discussion about who should take on which roles.
- Children behave well and are developing good learning behaviours such as perseverance and resilience. This is because activities are engaging and stimulating. All adults are skilled in asking questions that help children to make sense of what they are doing and move their learning forward.
- Leadership of the early years has improved since the previous inspection and is now good. The leader has a clear understanding of the need to promote high-quality practice to give these young children a good start. She works in close partnership with colleagues in school as well as parents and outside agencies. Consequently, there is a very happy atmosphere in which children learn and grow with confidence.

## School details

<b>Unique reference number</b>	124998
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10002306

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Mealin
<b>Headteacher</b>	Jo Green
<b>Telephone number</b>	01483 473315
<b>Website</b>	<a href="http://www.brookwood.surrey.sch.uk">www.brookwood.surrey.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@brookwood.surrey.sch.uk">admin@brookwood.surrey.sch.uk</a>
<b>Date of previous inspection</b>	25 September 2013

## Information about this school

- The school is smaller than the average-sized primary school and pupils are taught in single age classes. There is full-time provision for children in the early years in the Reception class.
- The school converted to become an academy under the Bourne Educational Trust on 1 December 2015.
- About a quarter of the pupils are from minority ethnic groups.
- The proportion of pupils eligible for the pupil premium funding is lower than average. This is additional funding provided by the government to support those pupils who, in this school, are entitled to free school meals.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the current floor standards. These set the government's minimum expectations for pupils' learning and progress.
- The school provides a breakfast club for pupils.
- There have been several changes to the teaching team since the previous inspection.

## Information about this inspection

- Inspectors observed pupils working in 14 lessons or parts of lessons, nine of which were jointly observed with school leaders. They looked at work in pupils' English and mathematics books and they listened to pupils read in Years 2 and 6. Inspectors observed pupils in class and as they moved around the school and in the playground. They attended one assembly.
- Meetings were held with school leaders, teachers, learning support assistants and groups of pupils. They also met with five governors, including the Chair of Governors. The lead inspector met with a representative from the local authority.
- Among the documents scrutinised were school improvement plans, minutes from governors' meetings and records relating to pupils' behaviour and attendance. Inspectors also looked at information showing how the school keeps pupils and staff safe.
- The views of parents were considered by analysing the 28 responses to the online survey Parent View. Inspectors also spoke informally to parents during the inspection. The views of staff were taken into account by considering 20 responses to the staff survey.

## Inspection team

Joy Considine, lead inspector

Ofsted Inspector

Barbara Carr

Ofsted Inspector

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