

## PROTECT-INSPECTION



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Mrs Jo Green  
Headteacher  
Brookwood Primary School  
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Brookwood  
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Dear Mrs Green

### **Requires improvement: monitoring inspection visit to Brookwood Primary School**

Following my visit to your school on 25 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. 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 second 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.

### **Evidence**

During the visit, meetings were held with you, the deputy headteacher, a group of pupils, the Chair of the Governing Body and two other governors and two representatives of the local authority. I scrutinised a range of documentation, including information about pupils' achievement and the quality of teaching. I looked at pupils' work and made short visits to every class.

### **Context**

Three teachers have left the school and three have joined since the last monitoring inspection. One teaching assistant has left. A local authority governor has been replaced.

## **Main findings**

The headteacher's dynamic and focused leadership, ably supported by the deputy headteacher, has ensured that the school continues to improve at the right rate. Teachers are held to account very strongly for pupils' achievement. The impact of other leaders, for example the subject leaders for English and mathematics, is now more evident. Leaders systematically monitor the quality of teaching, including observing lessons, looking at pupils' work and teachers' marking and planning. Teachers are set precise points for development which are acted upon swiftly. Effective leadership has led to rapid improvement in the Early Years Foundation Stage.

Teaching continues to improve. Leaders have rightly established minimum expectations for teachers in terms of the quality of teaching, the standards of pupils' work and pupils' behaviour. The school's evidence suggests that more teaching is now good, although this is inconsistent for newer teachers. Marking is now much better because teachers give precise advice about what improvements pupils need to make to their work and ensure that they make them. Pupils are set ambitious but achievable targets in English and mathematics. Pupils are clear about what they are learning in lessons and what they need to do to be successful. Teaching assistants support pupils' learning well. As a result, pupils' progress is accelerating, including that of the most able pupils. This is particularly true in reading and writing, since, while there has been improvement in pupils' achievement in mathematics, it has been at a slower rate.

Governors receive regular, detailed information about pupils' achievement which is allowing them to challenge school leaders more effectively, with the important exception of pupils' development of early reading skills. Governors rightly continue to visit the school regularly to evaluate improvements and know the school's strengths and priorities well. They have only recently clarified their roles in evaluating improvements.

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 headteacher has made very good use of the support readily offered by the local authority. The work of the adviser for the Early Years Foundation Stage has been particularly effective. Officers visit the school regularly, challenge and support leaders to improve effectively, and know the school well. The school's progress is monitored frequently.

The headteacher has also rightly drawn on expertise from local good and outstanding schools. For example, teachers have visited Guildford Grove Primary School, a good school, to observe effective teaching.

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**