

# Inspection of a good school: Brooklands School – Split Site

27 Wray Park Road, Reigate, Surrey RH2 0DF

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Inspection dates:

13 and 14 December 2023

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils thrive in every way imaginable at Brooklands School. Echoing the views of so many, one parent, completing Ofsted Parent View, said, 'I actually find it hard finding words to express just how fantastic I think this school is.' Staff have the highest aspirations. They work tirelessly and collaboratively with parents, carers and other professionals to help pupils achieve things never thought possible. Pupils attend very well and enjoy learning. One parent, talking about her son, said, 'He literally hops into school every day.' Respect permeates the school. Pupils' social and communication skills develop exceptionally well.

The curriculum is highly ambitious. Importantly, pupils' individual needs are expertly identified and very well understood. Their education, health and care needs are carefully planned for. Staff work together to ensure that these needs are effectively met. The excellent support that pupils receive helps them to understand the world around them. As a result, behaviour is excellent. Several communication strategies give all pupils a voice so that they can communicate how they feel, their likes, dislikes and needs. Pupils benefit highly from stimulating activities and experiences. They achieve exceptionally well, become more independent and are very well prepared for the future.

## **What does the school do well and what does it need to do better?**

Pupils benefit from a highly personalised and bespoke curriculum. It successfully caters for the wide range of needs pupils have across the school. Pupils are placed in one of four pathways, which helps to ensure that their individual needs are exceptionally well catered for. These pathways offer flexibility so that staff can tailor the curriculum very effectively. Within each pathway, pupils' learning is highly organised. The school has developed a highly ambitious curriculum that has been carefully broken down into smaller, yet highly aspirational, pieces of learning. Pupils are supported extremely well to meet their individual education, health and care (EHC) plan targets.

Reading, writing and mathematics are given high priority. There are plentiful opportunities for pupils to develop their knowledge and skills in each of these areas where it is appropriate. Pupils read or listen to adults read regularly. A plethora of high-quality books supports pupils' learning across several topics. The phonics programme is very well thought through and is carefully adapted and matched to the needs of individual pupils. Staff have made similar adaptations to the mathematics curriculum.

Staff check carefully on pupils' knowledge and skills in a range of subjects. This helps them to tailor pupils' learning effectively. They use this information to set precise, personalised targets. Therapy and care are integrated very effectively into pupils' individual programmes. The care provided by the school is subtly and expertly managed so that learning is uninterrupted. This seamless approach supports pupils' learning exceptionally well. As a result, pupils benefit from very positive attitudes to learning. The highly co-ordinated and integrated approach to pupils' education means that pupils make strong progress and are prepared exceptionally well for the future.

The school works tirelessly to promote pupils' well-being and personal development. A well-planned programme of assemblies, trips, visits and experiences successfully contributes to enhancing pupils' lives. For example, pupils visit the local supermarket to purchase ingredients for cooking. This brings with it many opportunities for the development of pupils' independence, social and communication skills. Pupils are taught how to express how they feel. Staff provide them with the tools they need to communicate what they need. Staff plan opportunities for pupils' spiritual, moral, social and cultural development. Partnerships with two local mainstream schools have been a particular success. Pupils have benefited from visiting each other's schools. One pupil from a mainstream school recently commented, 'We visited Brooklands School, which is a special school and different to ours. The children there have different needs and disabilities. By the end of our visit, I did not feel like we were so different.'

Staff love working at this school. They praise the support they receive from leaders and their fellow colleagues. They describe the staff team as a family. Parents hold staff in very high regard. Staff workload and well-being are prioritised by governors and leaders alike. Changes have been made to the school's assessment system to reduce workload. Governors have a deep understanding of the school's strengths and priorities. They provide the school with excellent support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within

one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2014.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	125472
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10287957
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joanna Ciuksza
<b>Headteacher</b>	Teresa Prior
<b>Website</b>	<a href="http://www.brooklands.surrey.sch.uk">www.brooklands.surrey.sch.uk</a>
<b>Date of previous inspection</b>	19 June 2018, under section 8 of the Education Act 2005

## Information about this school

- Brooklands is a school for pupils aged from two to 11. There are currently no two-year-olds at the school. The school is on two sites which are approximately 15 minutes apart. The Alexander Road site has been added since the last inspection.
- The Wray Park site is for pupils with severe or profound and multiple learning difficulties, including pupils with autism. The Alexander Road site is for pupils with complex social communication needs.
- The headteacher works across the two sites. There is a deputy headteacher who is based full time at each site. Each site has its own staff team, although there is some occasional movement of staff as needed. This is kept to a minimum.
- The school has its own Nursery which is part of the early years foundation stage provision.
- All pupils have EHC plans.
- The school does not currently use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings during the inspection. These included discussions with the headteacher, deputy headteachers and other curriculum leaders. Inspectors spoke to several staff during the inspection.
- The lead inspector met with representatives of the governing body, including the chair and vice chair of the governing body. He also spoke to a representative of the local authority.
- The views of parents and staff were gathered through a range of sources, including Ofsted's surveys and discussions. Inspectors spoke to pupils during the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these areas: reading and communication, creative development and personal, social and emotional development. Deep dives included visiting lessons, looking at pupils' work and talking to curriculum leaders, teachers and pupils. Inspectors also reviewed a wide range of documentation about selected pupils.

## Inspection team

Shaun Jarvis, lead inspector

Ofsted Inspector

Liz McIntosh

Ofsted Inspector

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