

# Brooklands School

## Inspection report

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<b>Unique Reference Number</b>	125472
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340772
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Timothy Feast

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

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Nurse
<b>Headteacher</b>	Susan Wakenell
<b>Date of previous school inspection</b>	17 June 2010
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## Introduction

This inspection was carried out by two additional inspectors. Twelve lessons and nine teachers were observed. Over a third of the time was spent observing lessons. Meetings were held with senior leaders, subject and phase leaders, governors and a group of pupils. Inspectors observed the school's work and looked at planning documents, assessment and tracking information, pupils' files, pupils' work, safeguarding information and the minutes of governors' meetings. They examined 51 parents and carers' responses to the inspection questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the progress of groups of pupils with different types of needs
- whether parents' and pupils' views have an impact on the running of the school
- the impact of senior leaders and governors in maintaining and improving the quality of the provision.

## Information about the school

Brooklands School provides education for pupils with severe learning difficulties and a range of other difficulties and disabilities. A large majority of the pupils are White British, with a small number from minority ethnic backgrounds. All pupils have statements of special educational needs, including profound and multiple learning difficulties, visual impairment and autism. There are an increasing number of pupils with complex needs, including sensory difficulties and medical needs. The school has an extensive catchment area with many pupils having long journeys at the beginning and end of the school day.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Brooklands is a good school. Pupils say how much they enjoy school and that they are very happy there. It provides outstanding care, guidance and support for all its pupils with the result that aspects of their personal development and well-being are outstanding. Pupils have very positive attitudes and show great resilience in the face of all their difficulties. Their behaviour is outstanding and their attendance is above average. They often show great consideration for one another, for example by offering to wait behind to be with a classmate while they finish their lunch. Pupils told the inspectors that they feel extremely safe. This is greatly valued by parents and carers. As one parent commented, echoing the views of many others, 'I wouldn't want my child to be anywhere else.'

Pupils' attainment on entry to the school is generally very low. However, pupils in all the classes make good progress and achieve well by the time they leave the school. Staff have high expectations of the pupils and make the learning as enjoyable as possible. Some pupils who make outstanding progress are re-integrated into mainstream schools. The pupils' good progress is a result of the high levels of attention that each receives, the excellent relationships between adults and pupils and the specialist knowledge and expertise that staff bring to meeting pupils' learning and medical needs. Staff assess pupils' work regularly, comparing their learning with that of similar pupils nationally. However, the use of this information in lessons to plan individual or group activities which accelerate pupils' learning is inconsistent. School leaders are aware of this and have identified it as a focus for improvement. The curriculum is adapted well to meet the pupils' needs and the school is responding to both pupils' and parents' requests for additional enrichment activities. These moves are helping the school to develop as a good, cohesive community and it also undertakes a range of activities in the wider community.

Relationships with parents and carers are outstanding. As a result, parents and carers are fully supportive of the work of the school. Partnership work with other schools and external agencies is a strength, both locally and across the local authority. These links have a positive impact on areas such as the curriculum and the developing expertise of staff. The school is extremely well led, with the headteacher and senior leaders giving exceptionally clear direction to its work. In this they are supported well by the governors, who demonstrate a good impact on the school's work in relation to the personal development of pupils. The school has a good capacity to improve because of the quality of team work, the rigorous focus on health and safety and effective planning for improvement. School leaders show their impact in ensuring that pupils enjoy their education. They have taken steps to compare pupils' performance against national

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benchmarks but not yet sufficiently against the most challenging benchmarks for pupils' achievement. Safeguarding procedures are comprehensive and effective.

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

- Use the most challenging national benchmarks when evaluating pupils' achievement and set targets accordingly.
- Improve teachers' use of assessment information to plan activities which accelerate pupils' progress consistently so that it is exceptional.

**Outcomes for individuals and groups of pupils****2**

Pupils in all classes make good progress because they are keen to take part in the innovative range of activities on offer. Pupils made particularly good progress in the swimming lesson observed, developing their confidence in the water and developing swimming skills linked to their individual targets. All groups, including those with visual impairment and sensory communication difficulties, make similarly good progress to their peers. The group with profound and multiple learning difficulties make particularly good progress as a result of the specialist expertise available to them and when they work with the other pupils, for example when taking part in activities related to food. Looked after children and pupils from minority ethnic backgrounds make good progress. Pupils say they feel very safe in school because 'teachers care'. They demonstrate impressive understanding about the need for healthy eating and are very enthusiastic when talking about the benefits of taking part in physical activities. The school council is effective in improving the school, for example in suggesting developing the sensory garden. Many pupils have simple jobs, like taking the register to the office. Pupils develop their basic skills well, particularly that of communication, and this helps them to be well prepared for the next stage of their education. Pupils treat one another with consideration. For a large majority of pupils attendance is good, but health issues stop a few pupils from attending regularly. Pupils use opportunities like horse riding effectively to develop their social skills.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

There is much expertise within the staff team in working with pupils with severe learning difficulties and other difficulties. This, coupled with the excellent relationships and the effective deployment of adults in the classrooms, helps pupils to make good progress. Support staff are highly proactive and effective when working with individuals, small groups and on occasions the whole class. Teachers assess pupils against national success criteria, but there is inconsistency in their use of this information to plan activities in order to accelerate pupils' progress in lessons, for example when using amended versions of books to improve more able pupils' understanding of familiar stories.

There is a great deal of emphasis on enjoyment in the curriculum. Pupils were happy to tell inspectors about how much they had enjoyed sports day held the day before the inspection. Enjoyment was evident while pupils were swimming and while they were involved in a variety of activities around the theme of food. The curriculum meets pupils' needs well. Opportunities to develop personal skills through social interaction and visits are a strength, having a positive impact on pupils' behaviour and attitudes. The range of activities at lunchtime and after school is increasing, as requested by pupils, parents and carers.

There is a great deal of emphasis on enjoyment in the curriculum. Pupils were happy to tell inspectors about how much they had enjoyed sports day held the day before the inspection. Enjoyment was evident while pupils were swimming and while they were involved in a variety of activities around the theme of food. The curriculum meets pupils' needs well. Opportunities to develop personal skills through social interaction and visits

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are a strength, having a positive impact on pupils' behaviour and attitudes. The range of activities at lunchtime and after school is increasing, as requested by pupils, parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and senior leaders have a very clear vision of and commitment to equality of opportunity within a safe and happy environment and, as a result, have maintained outstanding outcomes in many aspects of pupils' personal development since the last inspection. Robust arrangements for safeguarding and child protection ensure that pupils are safe and secure at school. Staff feel valued and morale is high. There is much good training to meet the staff's needs. The school is highly inclusive and very effective in eliminating any possible discrimination. Teaching is rigorously monitored and school leaders have a clear understanding of where improvements need to be made to improve learning. Pupil performance is compared to national data but school leaders make insufficient use of the most challenging benchmarks to set targets. Governors are supportive, visit regularly and fully meet their statutory duties. Although they challenge school leaders, this is not always sufficiently focused on pupils' academic progress to support the school in its efforts to move from good to outstanding.

Excellent partnerships with local schools and those further afield enhance learning and provide valuable support for staff. For example, the partnership with a local secondary school provides dance opportunities, thereby enriching the curriculum, increasing community links and helping to raise pupils' self-esteem. Community cohesion is promoted well, particularly within the school community, and is enhanced by consideration of national and worldwide aspects such as national flags and food from different countries.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage are good. The care and support they receive on entry to the school help the children to settle down quickly in a secure and happy environment. As a result they make good progress and achieve well; for example when using specialised communication techniques to develop their understanding of elements of music in the Nursery. Children in the Reception class showed a great deal of enjoyment when working with the trays of water.

The good teaching and quality of the curriculum mean the diverse needs of the children are met well. The positive relationships modelled by adults encourage excellent behaviour in the children. The Early Years Foundation Stage leader has a good understanding of the early learning goals and the individual needs of the children. Coupled with the effective involvement of parents and carers, and good familiarisation visits, this understanding helps the children to achieve good outcomes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Nearly two thirds of parents and carers responded to the questionnaire. Almost all were happy with their child's overall experience at school. Almost all parents and carers expressed positive views about all aspects in the questionnaire. Nearly all parents and carers said the school is well led, the quality of teaching is good and that they feel well informed about their child's progress. Typical comments from parents and carers



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highlighted how happy their children are and the excellent care and support staff give to the children. The inspection team agrees with the parents and carers' positive views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brooklands School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	76	10	20	2	4	0	0
The school keeps my child safe	41	80	9	18	1	2	0	0
The school informs me about my child's progress	39	76	10	20	2	4	0	0
My child is making enough progress at this school	33	65	15	29	1	2	1	2
The teaching is good at this school	43	84	7	14	0	0	0	0
The school helps me to support my child's learning	38	75	11	22	0	0	1	2
The school helps my child to have a healthy lifestyle	37	73	13	25	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	61	13	25	0	0	1	2
The school meets my child's particular needs	35	69	11	22	4	8	1	2
The school deals effectively with unacceptable behaviour	35	69	10	20	0	0	1	2
The school takes account of my suggestions and concerns	40	78	9	18	0	0	1	2
The school is led and managed effectively	47	92	3	6	0	0	0	0
Overall, I am happy with my child's experience at this school	46	90	4	8	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 June 2010

Dear Pupils

Inspection of Brooklands School, Reigate, RH2 0DF

Thank you for your help in our recent visit to your school. We enjoyed talking to you. This letter is to tell you about some of the things we found out about your school.

- Brooklands is a good school.
- You make good progress in your lessons.
- You behave extremely well and you know how to keep healthy.
- You come to school regularly and like the activities the adults plan for you.
- The care and support you receive are excellent.
- The school works very well with your parents and carers to help you to learn.

We are asking your school leaders and teachers to do two things to make it even better.

- To set more challenging targets for you.
- To make greater use of information about what you have learned when choosing activities to help you make even better progress.

We wish you every success in the future.

Yours sincerely

Timothy Feast

Lead Inspector

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