

Monega Primary School

Inspection report

Unique Reference Number	102731
Local Authority	Newham
Inspection number	376757
Inspection dates	28–29 November 2011
Reporting inspector	Emma Aylesbury

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	740
Appropriate authority	The governing body
Chair	Kay Scoresby
Headteacher	Sara Morgan
Date of previous school inspection	7–8 May 2009
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited three assemblies and observed 30 lessons taught by 28 teachers. They held meetings with the headteacher, senior leadership team, members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the school's self-evaluation documentation, safeguarding procedures, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 85 pupils, 12 staff and 345 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by pupils in writing, particularly the more-able.
- The quality of teaching and how teachers plan work for different groups of pupils.
- The effectiveness of assessment in ensuring that all pupils make equal progress, including more-able pupils and those with special educational needs and/or disabilities.

Information about the school

Monega School is larger than most primary schools. The largest group of pupils is of Pakistani heritage. The proportion of pupils who are from minority ethnic backgrounds is above average, as is that of those who speak English as an additional language. More than a quarter of the latter group is at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is above average. An average proportion of pupils has special educational needs and/or disabilities. The school has achieved the Healthy Schools award.

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

Monega Primary is a good school. The headteacher is supported well by all staff and together they are committed to providing a safe and happy environment for all pupils. Care, guidance and support are good, particularly for the pupils whose circumstances may make them more vulnerable and those who speak English as an additional language. All adults and the governing body ensure that all pupils are known and receive good-quality support. Safety of all pupils and staff in the school is taken seriously and, as a result, pupils say they feel safe and well cared for. As one parent commented, echoing the views of many, 'My child is well cared for in this primary school.'

By the end of Year 6, attainment is average. The school has started many initiatives to raise attainment, for example, through small intervention groups which give additional opportunities for pupils to gain a better understanding of basic English and mathematics concepts. The interventions give teachers the chance to model good practice and to increase one-to-one support. As a result, pupils with special educational needs and/or disabilities and those whose who are new to learning English make good progress.

The quality of teaching is good. Paired work is well developed and questioning is used well to check understanding and challenge pupils' thinking. However, those techniques are not always a consistent feature of lessons throughout the school. In some lessons, teachers talk too much and do not engage pupils sufficiently. Questioning does not always check the pupils' understanding, particularly for the more-able. The monitoring of teaching and its impact on learning is becoming increasingly rigorous and is leading to good improvements in pupils' progress. However, not all leaders and managers use clear criteria to evaluate the success of the measures taken to improve teaching in order to judge the impact on pupils' achievement. The leadership team and staff assess the work of the school accurately and use this self-evaluation effectively to identify priorities for improvement.

Pupils' spiritual, moral, social and cultural development is good, as is their behaviour, which creates a positive learning atmosphere. Pupils from all minority ethnic groups work and play well together. Pupils contribute well to school life and a recent focus on the community and the world beyond has resulted in pupils becoming increasingly involved in and knowledgeable about the local, national and international communities. The school's good track record in sustaining pupils' good achievement over time and reducing exclusions gives the school a good capacity to sustain

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improvement.

What does the school need to do to improve further?

- Ensure the quality of teaching is more consistent and, therefore, increase pupils' learning by:
 - providing more challenging activities for all pupils, particularly the more-able
 - using more effective questioning techniques to check pupils' knowledge and understanding.
- Improve the effectiveness of the leadership and management of teaching and learning by ensuring all leaders and managers use clear criteria consistently for evaluating the impact of teaching on pupils' achievement.

Outcomes for individuals and groups of pupils

2

Almost all children are keen to participate in lessons and work with enthusiasm and interest. Pupils enter the school at starting points below average for their age, particularly in the areas of communication, literacy and language and their personal development. In 2011, Year 6 pupils reached average levels of attainment. All groups of pupils, including the more-able, make good progress. In a Year 4 lesson, the pupils' knowledge of enlarging a drawing was challenged and supported well by differentiated work and all pupils made good progress. Pupils with special educational needs and/or disabilities and those who are at the early stages of learning English make good progress as a result of well-managed support programmes and individual interventions.

Parents and carers are confident that their children feel safe and enjoy school and pupils say they feel that adults deal swiftly with any bullying or inappropriate behaviour that occurs. The school has worked effectively with parents, carers and pupils to encourage good attendance at school and attendance is average overall.

Members of the school council have been active in their roles of responsibility around the school, for example, by acting as register leaders and lunchtime and playtime activities monitors. Pupils can reflect on their feelings and have developed a good understanding of other cultures. They are developing an appreciation of the wider world and, as a result, their attitudes to learning and behaviour are good. Pupils have a good understanding of what constitutes a healthy lifestyle and regularly participate in sports clubs, such as football and jumping for a heart fund-raising event. It is reflected in the award of Healthy Schools status. Pupils participate in many fund-raising events for global concerns, such as Red Nose day and Children in Need.

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These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good in the vast majority of lessons. Nevertheless, in some lessons, there is insufficient challenge and pace in activities to meet pupils’ needs. Good systems are in place to track and assess pupils’ progress. The support of teaching assistants allows pupils with special educational needs and/or disabilities and those who speak English as an additional language to access the full curriculum. That has had a positive impact on their learning, self-esteem and well-being. Teachers use assessment information well to guide and plan effective lessons. Teachers’ marking makes clear what the pupils are doing well and what they need to do to improve their work.

The displays in classrooms are delightful and provide a stimulating learning environment. Pupils respond well to teachers’ high expectations with good behaviour. The curriculum is broad and balanced and is enriched through trips and visits. For example, a camping trip in Key Stage 2 supports pupils’ learning, enhancing their basic skills by developing their social and communication skills. Pupils have good opportunities to learn French and develop effective appreciation of the diversity of other cultural traditions. For example, they show in lessons how much they appreciate art and music and are developing mature ways of communicating and relating to each other.

Good care, guidance and support for all pupils are strengths of the school. Pupils, parents and carers say they appreciate the support the school offers. Induction and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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transition arrangements are well organised. All pupils are known well as individuals by staff. The school promotes the importance of attending regularly and uses a range of external agencies to support those whose circumstances may make them vulnerable.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has high expectations and is supported well by leaders to develop learning. She has established a clear direction and is focused on improving pupils' achievement further. The school's targets are challenging and are monitored and assessed regularly. All members of staff strive to become more effective in their work. Having the support and opportunity to work in partnership with successful practitioners is proving to be an effective way to develop and encourage staff to want to drive improvement.

There is a clear focus on promoting equality of opportunity and tackling discrimination. Actions taken by leaders are gradually eliminating variations in learning and progress. As a result, the school is a cohesive environment, where all pupils feel valued and everyone achieves equally well. The school understands its context well and has used its evaluation of community cohesion to identify the ways to engage in work in other contexts nationally, such as the e-mail buddies with a village primary school in a different part of the country.

The governing body knows the school well and can evaluate its strengths and identify the areas of priority for the school. It ensures that the procedures for safeguarding pupils and the vetting of all adults who work in the school are appropriate. Parents and carers are positive about the links between school and home. The school's use of external agencies is managed well to help and support pupils, not only in school, but also in the community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. They enter the school with levels of skill which are well below those expected for their age. As a result of the stimulating environment and the effective levels of care, children enter Year 1 with levels of skills that are just below those expected for their age and make good progress. The firm foundations are established well as they progress through the school, so that all children, including those with special educational needs and/or disabilities or from different minority ethnic groups, continue to make good progress.

The warm and welcoming environment ensures that all children have positive attitudes to learning and they enjoy all that is on offer to them. The assessment procedures are robust and adults use the information to plan effectively to ensure that children’s individual needs are met with appropriate activities. Children’s behaviour is good and they have lots of opportunities to develop their own learning, both indoors and outdoors. For example, children are able to develop independence through selecting equipment, sharing and taking turns.

The outdoor areas are being developed well to engage children in their own learning. There is a plan to add a shelter to the outdoor area. There are many opportunities to develop creative play and for children to take part in investigation activities. Adults work well together to identify priorities for the future development of the Early Years Foundation Stage. The safeguarding and welfare of the children are effective and carried out well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2

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Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who returned the Ofsted questionnaire are happy with their children’s experience of the school. One commented ‘Overall this is a great school.’ A small number of parents and carers expressed a few concerns about bullying and communication with the school. The inspection team examined policies, risk assessments, and observed behaviour in lessons and around the school and found it to have good behaviour management strategies and arrangements in place.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Monega Primary 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 345 completed questionnaires by the end of the on-site inspection. In total, there are 740 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	193	56	146	42	6	2	0	0
The school keeps my child safe	187	54	151	44	5	1	1	0
The school informs me about my child’s progress	141	41	173	50	28	8	0	0
My child is making enough progress at this school	108	31	197	57	30	9	4	1
The teaching is good at this school	136	39	174	50	22	6	1	0
The school helps me to support my child’s learning	129	37	175	51	30	9	5	1
The school helps my child to have a healthy lifestyle	118	34	205	59	13	4	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)	102	30	187	54	21	6	4	1
The school meets my child’s particular needs	100	29	199	58	22	6	0	0
The school deals effectively with unacceptable behaviour	103	30	184	53	32	9	6	2
The school takes account of my suggestions and concerns	87	25	189	55	23	7	6	2
The school is led and managed effectively	104	30	186	54	16	5	5	1
Overall, I am happy with my child’s experience at this school	141	41	168	49	18	5	5	1

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



30 November 2011

Dear Pupils

Inspection of Monega Primary School, Manor Park, E12 6TT

We would like to thank you for the warm welcome we received when we visited your school recently. Monega Primary is a good school. You say you feel well cared for and that you enjoy school. Your behaviour is good and many of you have taken on responsibilities in school, such as play leaders and lunchtime activities and register leaders. You told us that you enjoy school life and are proud of the contribution you make.

You make good progress during your time in school and learn the basic skills you need for your future. Those of you who are new to learning English develop skills well and make similar progress to your classmates. Classroom assistants are effective in supporting those of you who find learning more difficult.

All adults in school are determined to help you succeed and improve. We have asked the headteacher and other adults in school to help you make more consistent progress through:

- planning activities that will challenge and engage you, particularly for the more-able
- asking you more probing questions that develop your knowledge and understanding
- ensuring that all staff apply clear success criteria when judging the effectiveness of their teaching on improving your achievement.

You can play your part in helping the school to get even better by continuing to work hard, being punctual and attending regularly. Once again, it was very nice to meet you all and we wish you all the best for the future.

Yours sincerely

Emma Aylesbury
Lead inspector (on behalf of the inspection team)

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