



Monega Primary School

Inspection Report

Unique Reference Number 102731
LEA Newham LEA
Inspection number 276760
Inspection dates 2 March 2006 to 2 March 2006
Reporting inspector Kekshan Salaria

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Monega Primary School
School category	Community		Monega Road
Age range of pupils	3 to 11		Manor Park, London E12 6TT
Gender of pupils	Mixed	Telephone number	02084720533
Number on roll	666	Fax number	02084707433
Appropriate authority	The governing body	Chair of governors	Mr L Boyce
Date of previous inspection	3 July 2000	Headteacher	Mr R Henney

Age group	Inspection dates	Inspection number
3 to 11	2 March 2006 - 2 March 2006	276760

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector who visited the school, met with pupils, staff and the chair of governors. A range of documentation which included the development plan, data showing how the school is checking on pupils' progress, pupils' work books and records of lesson observations were scrutinised and discussed with the headteacher and the leadership team. Inspectors also visited some classes, observed morning playtime, lunchtime, assembly, spoke with parents at the end of school day and met with the school council.

Description of the school

Monega Primary is a three-form entry school serving a diverse multi-ethnic community. A third of the pupils are entitled to free school meals. Almost all the pupils are from a minority ethnic heritage and speak English as an additional language. When pupils start in the nursery, the skills and knowledge they have are well below that typically seen at this age. The immediate area from which the school draws the majority of its pupils is one of high socio-economic disadvantage. There is enhanced provision for visually impaired pupils at the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Monega Primary School evaluates its performance as good, and is right to do so. Achievement and standards are good overall. It is an effective and inclusive school which has identified accurately the further improvements it can make. Inspectors share the school's view that leadership and management are good. The headteacher provides a very good lead; his open management style has cultivated teamwork which is a strength of the school. The school evaluates its work well and knows that the role of the subject leaders needs to be improved. The quality of teaching and learning are good. However, as the school has pinpointed, further improvements in teaching are needed in Key Stage 1. The well-qualified and able teaching assistants provide valuable support for the pupils. The positive atmosphere which pervades the whole school is appreciated and valued by parents and pupils. Partnerships with other agencies are strong and the quality of care for the pupils and their personal development are outstanding.

Achievement and standards

Grade: 2

School data and lesson observations confirm that when pupils start in the nursery their attainment is well below what is typical of their age. As they move through the Foundation Stage and Key Stage 1 they make slow progress so that by the end of Key Stage 1 their attainment is below national average. However, they make exceptional progress from Year 3 onwards and by the time they leave Year 6 their attainment is in line with the national average. Pupils with learning difficulties and disabilities make good progress. The school is working hard to ensure that progress in Key Stage 1 matches the picture in Key Stage 2.

Personal development and well-being

Grade: 1

Inspectors agree with the school that pupils' personal development and well-being are outstanding. Pupils' behaviour is excellent. They are consistently attentive, polite and keen to learn. Attendance is satisfactory and improving as a result of effective measures that the school has taken to discourage absence. Pupils enjoy coming to school very much because all staff work hard at developing very positive relationships and because teachers make learning fun. They also enjoy the wide range of additional activities provided. Pupils' spiritual, moral, social and cultural development is good. Pupils develop a good understanding of cultural diversity through religious education and also through high quality creative work based on different cultures. The school is very successful in promoting pupils' understanding of the importance of diet and exercise for healthy living. Pupils feel secure: one told inspectors 'I feel safe in this school'. The school council provides a valued forum for pupils' to voice their opinions and views, and enables them to make a good contribution to the school community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, but are better in the older age classes. Lessons proceed at a good pace and teachers use questions skilfully to check understanding and make pupils think. Many teachers make good use of interactive whiteboards to demonstrate and teach concepts, and involve pupils in lessons. Pupils with learning difficulties, including those with complex needs and visual impairment, are very well supported through effective use of teaching assistants. Lessons are carefully planned, but opportunities for developing literacy and pupils' oral English are sometimes missed in the younger classes. Although in some classes, marking is thorough and provides pupils with useful guidance on how to improve their work, this is not consistently so across the school.

Curriculum and other activities

Grade: 2

The curriculum is broad, balanced and stimulating, with a positive emphasis on creativity. Several subjects are taught through topics which help pupils see the relevance of what they are studying as well as ensuring good coverage of basic skills, particularly for older children. This is especially apparent in information and communication technology (ICT). Pupils using laptop computers in English, history and art are positive about the impact this has on their learning and commented, 'it is very enjoyable and you can be creative'. Pupils appreciate the wide range of extra curricular activities including those for music and sport. Provision for personal, social and health education is good, and appropriate emphasis is given to sex and relationships education and drugs education. Visits and visitors are used effectively to enliven the teaching of different topics.

Care, guidance and support

Grade: 2

The school judges that care, guidance and support is outstanding, but inspectors find that it is good. Pupils are very well looked after and parents have confidence that children's welfare is a high priority. One commented 'my child gets fantastic support from her teacher'. There are good procedures in place for health and safety and safeguarding children. Teachers assess pupils' learning carefully and use this information when planning for pupils' needs. However, marking and target setting by teachers does not help pupils sufficiently and consistently to improve their work or measure their own progress. Support for pupils with learning difficulties is good. They have clear targets in their individual plans and benefit from many carefully planned activities, which help them to meet their goals.

Leadership and management

Grade: 2

The school believes that leadership and management are good. Inspectors agree. The leadership of the headteacher is very good. He maintains a commitment to continuous improvement and has high expectations of pupils and staff within a strong system of mutual care and support. There is an effective and strongly motivated leadership team which has a clear sense of direction and is focused on raising standards and enhancing the personal development of the learners. Comprehensive performance data is used well to check the progress of individual pupils, although this data is not always analysed to identify the trends or overall achievement of specific groups of children. The parents are supportive of the school and are full of praise for the progress their children make. The pupils value opportunities given to them to contribute to decision making and influence the running of their school. As one representative commented 'school council is taken seriously'. Governors are committed, and supportive of the school. There are good systems for reviewing how well the school is doing. The leadership team take most of the responsibility for monitoring the quality of provision and standards but governors could do more to test the school's view through greater direct involvement. They are aware that the role of the subject leaders needs to be strengthened in this respect. The school has identified appropriate priorities for improvement in its school improvement plan. However, the plan is not clearly linked to pupils' learning, therefore, improvement is difficult to measure.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

Thank you for the helpful ways you made me feel so welcome when I came to visit your school. I enjoyed talking to you about your work and sharing lunch with you.

I am writing this letter to tell you what I found out about your school. These are the things I liked about your school: * Yours is a good school. * Your head teacher is very good at his job and he makes sure that everyone learns well together, everyone is safe and the staff work really well together. * You like school because you feel safe, well cared for and your lessons are good and challenging. * Your behaviour is excellent and you work together very well. You take care to make sure that you help each other. * There is a very wide range of interesting and exciting activities for you to do in school, and lots of clubs after school.

I have asked your teachers to find ways of giving you clearer advice so that you know more about what you each need to learn to reach your target. I enjoyed my visit to your school and hope that you continue to work hard, enjoy learning and wish you all every success in the future.

Kekshan Salaria

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HMI