



New Monument School

Inspection Report

Unique Reference Number 125082
LEA Surrey LEA
Inspection number 281880
Inspection dates 18 January 2006 to 19 January 2006
Reporting inspector Ramesh Kapadia HMI

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

Type of school	Primary	School address	Alpha Road
School category	Community		Maybury
Age range of pupils	3 to 11		Woking GU22 8HA
Gender of pupils	Mixed	Telephone number	01483 769302
Number on roll	290	Fax number	01483 715664
Appropriate authority	The governing body	Chair of governors	Mr N Bokhari OBE
Date of previous inspection	3 July 2000	Headteacher	Mrs E J Connor

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Introduction

The inspection was carried out by a team of three inspectors, including two additional inspectors and led by one of Her Majesty's Inspectors of Schools.

Description of the school

New Monument is a primary school with a nursery serving the Maybury area of Woking, near to the oldest mosque in England. It has 290 pupils, including 40 children who attend the nursery part-time. Numbers have increased and a significant number of pupils join or leave the school at other times than the start of the year. The percentage of pupils entitled to free school meals is higher than the national average. The percentage of pupils with special educational needs is also above the national average. Almost all the pupils speak English as an additional language and the majority are Pakistani Muslims. The last year has been traumatic for the school, with the governing body resigning and replaced by an Interim Executive Board (IEB). Several teachers including the head and deputy head are on long-term sick leave, the school is being run by an interim part-time headteacher and an acting deputy head, supported by teachers, many of whom are on short-term contracts.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. In Year 6 standards are exceptionally low and pupils of all backgrounds and abilities are not achieving well enough. There has been a rapid turnover of staff and the leadership has failed to evaluate the school's performance with sufficient rigour, grading itself more optimistically than inspectors. The overall quality of education provided is inadequate and the school offers unsatisfactory value for money. Internal assessment indicates that children achieve satisfactorily in the Foundation Stage from a low starting point. However, pupils' subsequent progress slows until they reach Year 6 where better teaching is beginning to address weaknesses in pupils' previous achievement. Partly because of volatility in staffing, teaching is inadequate overall. Weaknesses in assessment mean that in too many lessons the pupils are faced with work that is either too easy or too hard. Too little account is taken of the diverse linguistic needs of children. The interim head has made some important changes. The school's curriculum is on a firmer footing, and classrooms and school buildings reflect the importance of learning. Although attendance is poor, most pupils work hard when at school. However, the leadership is fragile and there are insufficient teachers with permanent contracts to ensure that management responsibilities can be distributed and developed effectively. The school's response to the previous inspection was inadequate, indicating limited capacity to improve. Governance has been poor, with all governors resigning in July and interim arrangements in place. The interim head and IEB have made a good start in tackling key issues.

What the school should do to improve further

* Stabilise its leadership and management to ensure that key weaknesses identified in this report are addressed effectively. * Develop a suitable and viable staffing structure to meet the diverse linguistic needs of pupils. * Increase pupils' progress by developing suitable and accurate systems of assessment so that work matches pupils' capabilities. * Improve teaching with lessons which have good pace and tasks matched to pupils' abilities and their level of fluency in English. * Improve attendance by reducing the proportion of authorised and unauthorised absence.

Achievement and standards

Grade: 4

Standards are low and pupils' achievement is inadequate. Test results in 2005 were low and showed slow progress in both Key Stages. Although standards in the Year 2 tests had previously been close to the national average they fell in reading and writing in 2005. With the exception of results in 2004, the trend in standards at Year 6 has

been downwards. Results in the Year 6 tests in 2005 were well below average in English, mathematics and science. When compared with their results in Year 2, Year 6 pupils made insufficient progress. The school's evaluation of its performance is over generous. The results of the voluntary English tests carried out last summer with Year 5 show that on average, over a three year period, pupils had failed to make the progress normally expected over two. The analysis of pupils' books and work in lessons shows that progress remains slow in many classes. Children join the nursery with levels of attainment that are mostly below the national average and make steady progress towards the goals expected of five-year-olds by the end of their reception year. Most reach the early learning goals in the areas of learning, apart from language, since English is an additional language for almost all the children. The targets for Year 6 last year were rather modest and not met. Data for 2005 showed under-achievement amongst most groups of learners, including those from ethnic communities, girls, and pupils with learning difficulties. The school has no detailed evidence on the progress of the current Year 6 cohort but is beginning to analyse its data more systematically.

Personal development and well-being

Grade: 3

Personal development is satisfactory overall with some good features, such as pupils' attitudes to learning. Pupils are generally interested in what they are doing and work hard. The majority of pupils are friendly and polite and behave well, although there have been two recent temporary exclusions amongst older pupils for fighting. Despite this, pupils feel safe at school and know who to go to if they need help. Attendance is well below the national average, as there are a number of long-term absences due to families taking extended trips abroad. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. The enjoyable assemblies are used well to help promote pupils' self esteem and aspirations. Emphasis is now being placed on celebrating pupils' own culture, through attractive displays relating to important festivals. Pupils are aware of right and wrong and develop good relationships in a mostly harmonious community. Healthy lifestyles are encouraged through careful attention to school meals and physical exercise, including a popular skipping club. The recently formed school council gives pupils an active voice in the school's affairs, with elections providing an insight into the democratic process. There are few opportunities to participate in local authority activities, such as sports and musical events, but there are firm plans to increase access in the future. There are close links with the local mosque and pupils support a range of good causes. For some pupils, weak literacy and numeracy skills will hold them back in secondary education; however, most have learnt to co-operate well together.

Quality of provision

Teaching and learning

Grade: 4

Taken overall teaching and learning are inadequate. Despite some strengths in Year 6 too much teaching is seldom better than satisfactory and in a minority of cases is inadequate. Too many pupils do not make the progress of which they are capable. Teaching in the Foundation Stage is satisfactory. It is stronger in the nursery because the youngest children are given activities which are well tailored to their age, learning needs and personal development. In the best teaching, which was observed with the oldest children, teachers' planning was thorough and detailed. The pupils' tasks were stimulating and the teachers set a brisk pace for learning. Pupils in Year 6 are starting to make up lost ground. However, in too many lessons planning is inadequate because it fails to take proper account of the children's previous learning. Learning is slow and not well matched to pupils' capabilities. For example, a large class was inappropriately taught as a whole group for too long with words which were too difficult for many of them to spell. The school's assessment information is not being put to proper use by all teachers. The quality of feedback to the children about their work is inadequate. A further significant weakness lies in the support for pupils who speak English as an additional language. Some teachers do not take account of the needs of bilingual learners, some of whom are at an early stage of acquiring fluency in English. Pupils' progress has been also been impaired as a result of high staff turnover. Cohesive staffing and clear direction from the interim headteacher has resulted in a better learning environment and positive classroom relationships.

Curriculum and other activities

Grade: 3

Steps have been taken to bring more coherence to the curriculum, which is now satisfactory. The curriculum in the Foundation Stage is satisfactory although it is more lively and caters for children's needs better in the nursery. In the rest of the school pupils have access to the full range of statutory subjects, including information and communication technology which was identified as a weakness at the last inspection. The school is appropriately paying attention to reading, mathematical problem-solving and scientific investigations in order to establish a more interesting curriculum and strengthen progress. Over the course of the year pupils of all ages have access to a range of clubs and there is a high uptake. In contrast, a limited programme of visits and visitors are used to enrich the curriculum and enliven topic work.

Care, guidance and support

Grade: 3

Care, guidance and support are generally satisfactory. Teachers and other adults are mindful of pupils' safety and well-being. Most are already clear about the steps to take to ensure children are protected at all times and teachers who have just joined

the school are having further training this term. Pupils feel secure and free from bullying and discrimination. They have good relationships with each other and with teachers. The school has begun to rectify gaps it has identified in the individual education plans (IEPs) which are drawn up for pupils with special learning needs. Those for the most vulnerable pupils are now up to date. This has enabled the school to work with outside agencies to ensure these pupils receive the support they need. However, information for IEPs is not routinely collected in lessons. The school has plans to set individual targets for pupils.

Leadership and management

Grade: 4

Leadership and management of the school are unsatisfactory, as evident in inadequacies in achievement, teaching and overall effectiveness. Past difficulties in governance have yet to be fully resolved. The head and deputy head of the school are on long-term sick leave, there is an interim headteacher for two days a week, and an acting deputy head. The governing body resigned in July but was not replaced by an IEB until November. The interim head and IEB have worked hard, stabilising the school and making improvements. A number of positive steps have been taken such as enhancing the learning environment. Pupils spoke positively about the improvements and make good use of the new play equipment in the recently refurbished playground. Important health and safety matters have been addressed, and the timetable has been reorganised. However, much remains to be done. Leadership at middle management is not yet well developed. The temporary nature of current arrangements is hampering progress. Staffing is problematic with most teachers employed in the school either on a short-term or on a supply basis. The school's own self-evaluation is insufficiently robust and its capacity to improve standards has yet to be securely demonstrated. A number of key areas from the previous inspection in 2000, such as governance and attendance, have not been adequately addressed. An action plan has been drawn up but it does not include detail over costing and time-span. Many key statutory requirements are not met, partly because there is no school prospectus. A meeting with parents was held in the autumn term, but more needs to be done to keep them informed and ensure their involvement in their children's learning and the process of self-evaluation. The school's financial management was judged to be poor in a recent internal report and financial returns show an excessive surplus of over ten percent. Whilst these issues are now being vigorously addressed, the school does not give satisfactory value for money.

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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?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	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

Thank you very much for welcoming us when we came to your school on 18 and 19 January 2006. We enjoyed talking to you and hearing what you feel about the school: a special note of thanks for those of you who came during lunchtime to give us your views.

Your parents will get a full copy of the report but this letter is for you. We found that a number of improvements have occurred in the school over the last few months. You told us how the school's corridors and classrooms have been improved and you were particularly excited about the play boxes in the improved playground. However, you also were worried that teachers in the school have been changing too often. We agree with you and so we have asked other people outside the school to provide special help in order to make the changes more quickly.

We thought that you do not do as well as you should in English, mathematics and science. There have been big changes last term and you deserve to have a stable group of teachers and leaders in the school. This will help you to learn better and make better progress. Most of you come to the school happily and regularly, but a few take extended holidays which is disruptive. Nevertheless, you have a good community and mainly get on well together. Good luck with your work and your future.