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Mrs Sue Tresilian  
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Dear Mrs Tresilian

## SPECIAL MEASURES: MONITORING INSPECTION OF NEW MONUMENT SCHOOL

### Introduction

Following my visit to your school on 7 and 8 November 2006, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in January 2006.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### Evidence

The inspector observed the school's work, scrutinised documents, met with the interim headteacher, acting deputy headteacher, teaching and support staff, the chair of the Interim Executive Board (IEB) and a representative from the Local Authority (LA). Informal discussions were held with pupils and parents.

### Context

Since the last monitoring visit, the interim head teacher has moved from leading and managing the school full time to three days a week.

## Achievement and standards

The school has made further good progress in developing its systems for assessing and tracking pupils' attainment and progress. The data for English and mathematics is now complete, and better use is being made of supplementary information provided by the LA, for example to compare the attainment of boys with girls. Pupils' rates of progress have been analysed, and those in need of intensive support identified. Predictions of attainment in the national tests are becoming increasingly accurate and support given to those pupils who are judged capable of achieving higher standards with additional help. The system is to be extended to other subjects. Assessments in science and information communication technology (ICT) are imminent and the school plans to include new data on the language skills of pupils with English as an additional language (EAL) in the near future. This information will help further focus planning and support for individuals' various needs in a wider context.

There is a high turnover of pupils at New Monument and many of those entering the school have little or no English. For example, of 45 pupils in Year 6, only 19 were also in Year 2. Many have no English on arrival and some enter the school as late as Year 6. This affects both the individuals' progress and the school's national test results. Provision for new-comers and those with limited English is now being addressed as a matter of priority. Good progress has been made in using the assessment information to support pupils and match work to their needs. Staff are increasingly clear about the difference between learning difficulties and early English language skills, and group and support pupils accordingly. Mathematics and English in Years 5 and 6 are taught in ability groups taken from both classes in each year group, and teachers planning shows that different work is set for pupils with differing needs in these subjects in the other classes. Groupings are well-considered so, for example, high attaining pupils in mathematics are not automatically in the highest literacy group. Pupils' English language needs are properly considered in most lessons. In most lessons observed during the monitoring visit, pupils made good or excellent progress.

Pupils' progress has improved significantly as a result of the school's use of assessment information. The 2006 national tests for Year 6 pupils showed a dramatic improvement from the previous year. The percentage of pupils achieving the expected level for their age (level 4) increased by 15 per cent in English, in mathematics by 33 per cent and in science by 28 per cent. The percentage of pupils achieving level 5 (expected of average 13 year olds) also rose in each subject. The 2006 national tests for Year 2 were less favourable, particularly in relation to those achieving levels above those expected for their age. The school has addressed this by a refreshed approach to teaching literacy and numeracy to the younger pupils and in the lesson observed, they made excellent progress.

Progress on the areas for improvement identified by the inspection in January 2006:

- Increase pupils' progress by developing suitable and accurate systems of assessment so that work matches pupils' capabilities – good progress.

### Personal development and well-being

Pupils continue to be well behaved, very enthusiastic learners who enjoy their time in school. Some of those attending the early morning *ICT for early English learners* club were so keen to take part that they did not take their coats and gloves off before starting work at the computers. Each computer was occupied by a pupil, and a few were accompanied by a parent. The school's renewed emphasis on communication and talking has supported pupils' personal development very effectively. Pupils talk together companionably in free time, with real purpose when directed in *talking partners* time, and with confidence to adults. Pupils feel secure and proud of their heritages and their cultural development is very good. Reference to the many cultural origins of the pupils can be found in displays of their work, such as 'Our self-portraits and the countries we come from.' Newcomers to school with little or no English are encouraged to work in their own language with pupils of similar cultural backgrounds. As pupils gain confidence and learn, they develop the skills needed for future economic well-being and for taking their place in society.

The school's efforts to improve attendance have had good results. Pupils' attendance so far this year is slightly above the national average, having been significantly below average at the last monitoring visit. Unauthorised absence continues to be a little above average, and is particularly affected by overseas visits.

Progress on the areas for improvement identified by the inspection in January 2006:

- Improve attendance by reducing the proportion of authorised and unauthorised absence – good progress.

### Quality of provision

The quality of teaching continues to improve, although there is still some unsatisfactory teaching. However, the majority of teaching is good or outstanding which is a significant improvement since the January inspection. This excellence is characterised by clarity of purpose to the lesson so staff and pupils know exactly what is to be learned; by detailed planning based on the school's assessment systems so that all pupils are appropriately challenged, supported and have suitable work whatever their ability or need;

and by lively, brisk-paced, interesting teaching that pupils enjoy and motivates them to learn. The use of the interactive white boards (IWBs) to capture pupils' interest and help them learn is much improved since the last monitoring visit. Teaching and the organisation of lessons are highly structured and reflect the school's emphasis on speaking, listening, language enrichment and supported learning. The most effective teachers fine-tune their lessons on the basis of continuous assessment, for example by asking pupils to indicate by a 'thumbs up' whether they understand, or by asking questions to determine particular pupils' understanding. Less effective teaching is characterised by insufficiently detailed planning so individuals' needs are not met, poor subject knowledge and ineffective questioning that does not support learning.

The curriculum is developing well. Pupils' English and literacy skills are given prime importance, and a number of initiatives have been implemented to improve pupils' skills and progress. Pupils in need of a Reading Recovery programme, pre-early literacy and early literacy support have been identified and work has begun. Descriptive words are displayed at every available opportunity to help pupils' writing, such as on the art club's display of pupils' three-dimensional castles. Noticeable since the last monitoring visit in June is the emphasis on teaching pupils to stay healthy, as shown in a Year 3 topic on bicycles and a lively collage of healthy and unhealthy food wrappers. Personal development is supported through visual displays such as posters showing images of respect, honesty, friendship and generosity, and through the school's everyday work. Pupils' cultural heritages are widely used as the basis of a number of curriculum activities.

The quality of care, guidance and support given to pupils continues to improve as a result of strengthened systems and practices. Pupils are well cared for on an individual level and appropriate systems and practices are in place to safeguard their health, safety and welfare. Very good guidance and support are given to pupils as a result of the close watch kept on their personal and academic development. The bilingual workers in school are important in this aspect. For example, one explained elements of road safety to nursery children in their home language whilst they painted traffic lights. The school's relationships with parents and the community continue to improve well. The summer fete was attended by over one thousand people from the local community and a similar turn-out is anticipated for the forthcoming firework display. This is a considerable improvement from the school's position prior to the January inspection where relationships with the local faith community had broken down.

Progress on the areas for improvement identified by the inspection in January 2006:

- Improve teaching with lessons which have good pace and tasks matched to pupils' abilities and their level of fluency in English – good progress.

## Leadership and management

The key weaknesses identified by the January inspection have been very effectively addressed by the senior managers. Clear action plans have been set and implemented, and their impact monitored by both the school and the LA. Good quality assessment systems have been put into place and the information is used well to support teaching and learning. Staffing has been re-organised to meet pupils' and their own needs better, and training and support for staff in raising achievement and meeting individuals' needs have been effective. The responsibility for supporting pupils with EAL is now successfully devolved to class teachers, with additional specialist support. Teaching has improved and now most is good or excellent. Pupils are making better progress as a result of these improvements, and levels of attainment are rising. Attendance has improved from well below to a little above average.

The senior managers recognise the need to devolve aspects of leadership and management to the school staff in order to strengthen, maintain and develop the new systems and practices and make them less vulnerable to senior staff changes. Subject co-ordinators are now in place and are beginning to have a good effect, particularly in English and mathematics which have been the priorities. A new leadership team was instigated in September, with clear roles and responsibilities for each member outlined in a job description and supported by a Leadership Charter. This leadership team has begun to work together effectively to support and monitor the quality of education provided. However, middle managers are not yet fully involved in leading the formal school self-evaluation and improvement cycle, and the membership will change in January when one person leaves. The practice for pupils with EAL has improved considerably at class level. However, the use of a new assessment schedule that links with National Curriculum level descriptors and the systems to give a clear managerial overview of the provision's overall effectiveness have yet to be fully implemented.

The shadow governing body is well established and working effectively but a significant barrier to the stability of the leadership and management is the continuing uncertainty about the positions of head teacher and deputy head teacher. The interim head teacher, currently on loan, is likely to return full time to her own school in January. The position of the substantive head teacher remains unclear as she is still on sick leave. Whilst the substantive deputy head teacher has now retired, the acting deputy head teacher is still on a temporary contract. These factors affect the school's stability and the certainty of its ability to maintain the improvements and improve further.

Progress on the areas for improvement identified by the inspection in January 2006:

- Stabilise its leadership and management to ensure that key weaknesses identified in this report are addressed effectively – satisfactory progress.
- Develop a suitable and viable staffing structure to meet the diverse linguistic needs of pupils – satisfactory progress.

### External support

The school continues to receive good support from the LA. It endorses the school's action to develop leadership and management capability within the staff body and so devolve responsibility to better stabilise the school.

### Main Judgements

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may not yet be appointed.

### Priorities for further improvement

- Provide staff training on how to support learning through effective questioning, taking pupils' varying language capabilities into account;
- Develop and implement systems to assure appropriate accountability and quality assurance of the provision for pupils with EAL.
- Complete the transition to the new assessment schedule for pupils with EAL, and use the information derived to track progress and focus support accordingly.

I am copying this letter to the Secretary of State, the chair of governors and the Director for Schools for Surrey.

Yours sincerely

Judith Charlesworth  
Additional Inspector