

# New Monument School

## Inspection report

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<b>Unique Reference Number</b>	125082
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	301266
<b>Inspection dates</b>	19–20 June 2007
<b>Reporting inspector</b>	Judith Charlesworth

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	328
<b>Appropriate authority</b>	Interim executive
<b>Chair</b>	Mr N Bokhari OBE board
<b>Headteacher</b>	Mrs Emma Navin
<b>Date of previous school inspection</b>	18 January 2006
<b>School address</b>	Alpha Road Maybury Woking GU22 8HA
<b>Telephone number</b>	01483 769302
<b>Fax number</b>	01483 715664

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

New Monument school provides for pupils from the Maybury area of Woking. The number of pupils attending the school is rising steadily. The great majority of the pupils are from a wide range of minority ethnic groups, the largest of which is Asian or Asian British- Pakistani. Most pupils have English as an additional language and arrive in the school with little or no English at all. A high proportion of pupils enters and leaves the school during the school year, and most do not stay at New Monument for their whole nursery and primary school education. The number of pupils with learning difficulties and disabilities is broadly average, but around half of these pupils have needs that are significant and require support from outside professionals.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

New Monument School has improved significantly since its previous inspection. Its capacity for continued development is good. Strong leadership by the two interim head teachers, the interim deputy head teacher and the interim executive board, has steered the school forward very effectively. The local authority has supported improvement well. A wide range of systems and strategies has been put into place to address the school's weaknesses. These have been successful and the school's effectiveness has risen from inadequate to satisfactory. Some elements, such as the provision for and progress of pupils in the Foundation Stage, the support, care and guidance given to pupils, their personal development and well-being, and the leadership and management of the school are now good.

Effective strategies have been put into place to help pupils learn better, and to identify and support those with specific difficulties. Examples of this are setting separate work for different groups of pupils in the class and supporting individuals' reading and writing through the Reading Recovery programme. Pupils' achievement is now satisfactory and that of pupils with learning difficulties and disabilities is good. This improvement has been achieved by the use of information gained from new, effective systems of assessment of pupils' skills. However, it is too early for this to track progress over time reliably, to analyse how all the different groups of pupils are achieving and to set more refined and challenging targets for achievement. Teaching has improved and pupils' needs and difficulties are better identified. Staff training has helped all staff take responsibility for meeting the needs of the pupils with English as an additional language. Good systems have been put into place to introduce these pupils into school, to support them and their parents and to help staff meet their needs. However, although improved, teaching is not yet sufficiently consistent. In less effective lessons the assessment information is not used to plan challenging class work for individual pupils, particularly those who can attain higher standards. Teachers' questioning is not always sufficiently probing to stretch the pupils, what is to be learned is not made clear and pupils do not spend enough time on practical activities.

The standards pupils attain are well below average. There are a number of reasons for this, some of which are the result of the school's previously inadequate provision. However, two significant factors affect pupils' standards. The first is the very high number of pupils (89 percent) who have EAL. They arrive in school in any year group with very little or no English at all. It takes them time to learn to use English well enough to demonstrate their ability, and a number of pupils are not in school long enough to do this. Secondly, a high proportion of pupils arrive and leave the school other than at the usual times. Less than half the pupils in Year 6 were also in the school in Year 2. Children who enter the nursery generally have skills and knowledge well below expected levels, as do those who enter the school when older. Most pupils have a lot more to learn than usual to gain the skills appropriate for their age.

Pupils' personal development and well-being are good. The pupils have a good understanding of how to make safe and healthy choices and make a good contribution to the school and wider community. Attendance has improved and is now satisfactory. Pupils' behaviour, moral, social and cultural development are good. Their spiritual development is outstanding. Pupils clearly enjoy school very much and are keen to learn. The curriculum is becoming increasingly well

adapted to suit the pupils' needs and learning styles. There is an appropriate emphasis on speaking, listening and practical work. Relationships with parents have vastly improved and the staff have a strong commitment to partnership with them. This contributes very well to the outstanding pastoral care the school shows for its pupils. The relationship with the local faith community has also improved very significantly. As a result, New Monument is now central to the community, and works in partnership with the local Mosque in supporting pupils' well-being.

### **What the school should do to improve further**

\* Use the information gained from assessing pupils' skills to analyse, compare and support the achievement of different groups of pupils in the school, and to implement more consistent planning of class work that meets individuals' needs.

\* Improve the quality of teaching so that pupils are continually challenged and understand what they should be learning, and lessons have a suitable balance between practical work and other activities.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Nursery and reception age children enter the school with skills that are low for their age. Their literacy and communication skills are particularly low. They make good progress, particularly in areas that do not always involve language, such as creative development. However, on entry to Year 1 the majority of pupils still have well-below average skills in writing, linking sounds and letters, calculation, and knowledge and understanding of the world. This is particularly so for boys.

Current Year 2 standards in reading, writing and mathematics are well below average. The high number of pupils for whom English is an additional language and who enter school during Years 1 and 2 have an adverse effect on the number reaching expected levels for their age in national tests. However achievement for these pupils, given their starting points, is now satisfactory. There is a similar picture in Year 6. Standards attained in the national tests and in pupils' current work are well below average, but the assessment data show that achievement of individuals is satisfactory. High rates of staff turnover in the recent past have contributed to the low standards of the current Year 6 group. Throughout the school, previous inadequacies in teaching and supporting the needs of pupils with English as an additional language have also contributed to the low standards attained. These issues have now been successfully addressed and achievement is improving.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy school and are keen to participate in all activities. Physical activity and healthy eating are important to the great majority of them. Their behaviour is good, and is often excellent in class, and they work well independently. Their relationships with one another are good, and pupils of different heritages mix happily together. The pupils show delight in simple things, such as finding a flower in the playground or finally managing to catch a ball. Their spiritual development is outstanding. Most bring a clear set of values and beliefs to school

from home and show compassion for others. The pupils' multicultural awareness is excellent and their social, moral and cultural development is good. The pupils follow school and class rules well and are learning to take responsibility for others, for example by being lunchtime buddies and making decisions at the school council. Pupils work well together in groups and are beginning to gain the academic and personal skills, such as taking the initiative and problem solving, that they will need for successful adult lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The senior managers have focused sharply on improving teaching through support and training, and this has had a good effect. All teachers now give pupils more opportunity for developing their speaking and listening skills, by discussions in pairs and by addressing the whole class. At times, however, the teachers' questioning and the outcomes of the paired discussions are not well enough used to help pupils learn and understand more. Pupils are motivated by challenges set for them, resources are good and used well, and pupils' behaviour is well managed. Teachers are learning to meet the needs of each and every pupil in their class, and to take responsibility for their individual achievement. Although this is a great improvement, there is still further to go. At times, exactly what is to be learned is not made sufficiently clear for either staff or pupils. Consequently, the point of the activity is lost, and opportunities for staff and the pupils themselves to assess what they have learned are missed. The curriculum emphasises a practical, hands-on approach. However, in less effective lessons pupils spend too much time sitting on the carpet listening and talking, and not enough time consolidating their learning through doing.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory with good elements. The Foundation Stage curriculum is good and matches the needs of pupils in both the nursery and reception class. The school provides a good range of clubs, including an all-girls football club. Good, developing links with local schools enable pupils to access more sporting activities, including swimming. The personal, social, health, and citizenship programme is satisfactory but currently under review for improvement. It is well supported by visitors and events such as the 'Life Education' bus. Visits, for example to the local science park, together with visitors from the world of work all help to motivate pupils and widen their experiences. The use of information and communication technology (ICT) to motivate pupils and involve and welcome those with EAL is a strength of the school. The contribution made to the systems and practices of the school by the ICT co-ordinator is outstanding. A strong emphasis on literacy and numeracy is now being accompanied by efforts to develop more links between subjects, and to create a more practical approach to learning. Year 6 pupils are currently thoroughly enjoying a cross-curricular project on developing a 'lunar theme park' which involves problem solving, research and working in teams. This supports both their academic and personal development very well.

## Care, guidance and support

### Grade: 2

Many pupils enter the school with a wide range of social and personal difficulties. The degree to which the school supports these pastoral needs is outstanding. At the heart of this provision are the staff's efforts to develop partnership with parents, following their previous lack of confidence in the school. A growing number of parents help around the school, and a recent questionnaire showed that the overwhelming majority of parents who responded think the school is good or better. The pupils feel safe, secure and know that they are listened to by adults. The school's links and partnerships with other schools, the local authority, charities and outside agencies are developing well. The arrangements for keeping pupils safe, together with risk assessments, child protection procedures and health and safety considerations are rigorously applied. Good individual education plans and valuable work by teaching assistants support pupils with learning difficulties and disabilities effectively. Pupils with English as an additional language are now well supported and fully included in lessons. However, the school does not give pupils enough opportunity to know and work towards their own academic targets, or to assess themselves to see how well they are learning.

## Leadership and management

### Grade: 2

The leadership and management of the school is good with some outstanding features. The new head teacher provides outstanding leadership. She has continued and developed the good start to school improvement made by the previous interim head teacher and leadership team. There is a clear, very well articulated vision for the school, underpinned by very good development plans based on astute school self-evaluation. The middle managers are developing their roles and are enjoying the additional responsibilities they now hold, although they appreciate that they have not yet fully grown into their roles. Responsibility for pupils' achievement has been devolved to all staff. They are benefiting from support and training and are genuinely keen to improve. The work of the interim executive board has been outstanding. The members took over the governance of the school at a very difficult time. They provide an excellent mix of constructive challenge, support and guidance. Their work to improve the school's standing in the local community has been invaluable. Performance monitoring is satisfactory. It has taken time to get the appropriate, robust systems in place in to be able to monitor the effectiveness of staff and pupils' performance and set challenging targets for improvement. Resources are very well deployed for the benefit of pupils, to promote high quality and achieve value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

28 June 2007

Dear Children

Inspection of New Monument School, Woking, GU22 8HA

Thank you for welcoming Mr Pye and me to your school last week. The previous Ofsted inspection found that New Monument was not helping you to learn well enough, so I have visited once a term since last June to check it was improving. I am very pleased to say that the school is doing a much better job now and I know that your parents agree.

The headteacher (and the previous interim headteacher) and the staff have been working very hard to make things better at the school. You are learning more now because staff understand better how to help you. This is particularly so for those of you learning to speak English and who have other difficulties, for example with reading. Lessons are more interesting, and the staff give you a more exciting range of activities to do. Year 6 pupils are having a great time planning the Lunar Theme Park, and the school hopes to give all of you the opportunity of doing creative project work like this soon.

I can see that you really enjoy school, and many of you have told me this over the past year. Your behaviour is very good in class, and I am impressed at the way you settle quickly to work and are beginning to work without adult help. Well done! I also think that you are particularly caring towards one another, and you all work and play together very well. I like the way you celebrate all the different cultures in the school, for example in the art and displays on the walls.

I have asked the school to continue to improve the way it works, and in particular to concentrate on two areas to help you learn even better. First, I would like the teachers to plan class work that suits each of your individual learning needs. Some of you sometimes find work too easy, for example, while others can sometimes struggle a bit. Secondly, I would like teaching to improve even more, so all lessons are exciting and you get the right balance of interesting practical activities, writing and discussion.

I wish you all the best for your futures.

Yours faithfully

Judith Charlesworth Lead inspector