

Monega Primary School

Inspection report

Unique Reference Number	102731
Local Authority	Newham
Inspection number	323680
Inspection dates	7–8 May 2009
Reporting inspector	Norma Ball

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	707
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Naseem Anjum
Headteacher	Mr Robert Henney
Date of previous school inspection	2 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Monega Road Manor Park London E12 6TT
Telephone number	020 8472 0533
Fax number	020 8470 7433

Age group	3–11
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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

The school is much larger than other primary schools. Almost all pupils are from minority ethnic backgrounds and have English as an additional language. A total of 41 languages are spoken among pupils attending the school. Over one fifth of all pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is below the national average and includes pupils with speech, language and communication difficulties and behavioural, emotional and social needs as well as specific learning difficulties. A small number of these pupils have a statement of special educational need. These include pupils new to the country with no previous school experience. The Early Years Foundation Stage consists of two classes in Nursery and three in Reception. There is enhanced provision for a small number of visually impaired pupils at the school. The school holds Artsmark Gold and Healthy School awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Monega is a happy, extremely inclusive school in which every child is valued. All staff assign a very high priority to the pupils in their care, which assures their safety and welfare and promotes good personal development. When interviewed, pupils were very positive about their school, and one said, 'I love my school. I am so happy here because I like to learn things and my teacher helps me to do my work well.' A very large majority of parents held similar views about the school. One parent wrote, 'My daughter really loves school. She loves her teachers and when she is on holiday she really misses it.'

The school is well led and managed and the headteacher and two deputy headteachers provide inspiring leadership that has established a culture of improvement within the school. Prudent financial management underpins all areas of school improvement and so the school provides good value for money. Governance is satisfactory overall. Governors are supportive but need to develop their knowledge and skills to help them to offer appropriate challenge to the school. The school has addressed successfully the development areas identified in the last report. Senior leaders are ambitious for further improvement and there is good capacity for the school to improve further.

The school experiences a high level of mobility with pupils arriving and leaving in all year groups. New pupils often have no previous school experience and poor language and communication skills. They make good progress, whatever their starting point, because they are well taught and systems for integrating them into school life are extremely well planned and very effective. By the end of Year 6 standards are broadly average in English and mathematics and marginally better but still average in science. The school is ambitious to raise standards in English and mathematics even further. A range of stimulating and increasingly successful strategies to support language development have been introduced, such as the focus on developing phonic skills, creating big books and providing a range of interesting ways to develop speaking and listening skills. Good use is made of monitoring information to track pupils' progress, so that areas of insufficient progress can be identified quickly. Teaching staff are gaining confidence in using this data to set targets for pupils to help them improve their work, but as yet there are inconsistencies in the quality of the targets in different year groups.

Pupils feel secure and confident because of the excellent pastoral work of the school. They behave well, show care for one another and respect for the many cultures within their school community. This is because their spiritual, moral, social and cultural development is well promoted. Pupils have a very clear understanding about staying safe and are extremely aware of the importance of a healthy lifestyle. The confidence they gain in the caring environment of the school, their good social skills, hard work and good achievement means they are well prepared for the next stage in their education. Support for pupils who require extra help with their learning is a strong feature of the school and is reflected in the good progress that pupils make. The curriculum meets pupils' needs well because it is rich in interesting and stimulating learning experiences. Links between subjects extends learning and provides varied opportunities for pupils to develop their language skills and expand their information and communication technology skills and creative talents.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get a good start to school life because of the thorough induction procedures, including home visits, and the care provided for them by dedicated staff. Children enter the Nursery and Reception with skills that are below those expected for their ages and particularly so in their ability to communicate and speak English. They make good progress and reach levels that are broadly in line with those expected for their ages by the start of Year 1, although their language and communication skills remain below age-related expectations. Observations of children's involvement in activities are detailed. This means that the next steps in their learning can be accurately identified to sustain consistently good progress. Children's social and emotional skills are developed well and they learn to share, consider others and develop good independence. Learning flows between indoor and outdoor activities well in Nursery, but this is constrained in Reception by the lack of a linked secure outdoor play area. The Early Years Foundation Stage is very efficiently managed and staff work as a well-organized and strongly committed team.

What the school should do to improve further

- Raise standards in English and mathematics, especially in Key Stage 1.
- Improve the quality and consistency of target-setting so that pupils have a clearer understanding of how they can improve their work.
- Improve the effectiveness of governors at holding the school to account for its performance in order to sustain recent improvements in achievement.

Achievement and standards

Grade: 2

Pupils achieve well in their time in the school. They enter the school with abilities that are generally below those expected for the age group in Nursery and Reception. The high numbers of pupils who join the school at other times also have lower abilities and this provides a significant challenge for the school. Teachers are rising to this challenge and pupils in Years 1 and 2 are now building well on the good start to their education in the Early Years Foundation Stage. Standards reached at the age of seven were below average overall last year. However, assessment information shows that pupils in the current Year 2 are well on track to attain average standards in reading, writing and mathematics. Good teaching and increasingly effective strategies to improve pupils' language and communication skills and problem-solving abilities in mathematics are enabling older pupils to reach standards that are broadly average overall by the end of Year 6. This represents good progress and achievement from their starting points at the end of Year 2. The school did not meet its very challenging targets in 2008 and this was due in large measure to high levels of mobility within this cohort. However, most of these pupils did make good progress from their starting points during Key Stage 2. Pupils with individual learning needs, including those who are visually impaired, make good, and sometimes very good, progress.

Personal development and well-being

Grade: 2

Good behaviour and good relationships foster a productive learning environment and so pupils enjoy their lessons and contribute with commitment and enthusiasm. Lunch and playtimes are

enjoyable and pupils are friendly and polite. Bullying is rare and any incidents of poor behaviour are dealt with quickly and fairly. Although pupils enjoy attending school, the rate of attendance is only satisfactory. This is an improvement since the last inspection and is due to the school's strenuous efforts to reduce extended periods of absence. However, too many families continue to take children on long holidays to meet their extended families living abroad. Pupils' social, moral, spiritual and cultural development is good. Their views are sought and valued and the school council role is effective and greatly respected. Pupils feel a sense of pride in their school, which is clear in the sensible way they carry out responsibilities, show concern for each other and respect and value the many different faiths and cultures represented within in their school community.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned and interesting, and so pupils are keen to participate and stay on task well because they enjoy their work. Good opportunities are created to foster speaking and listening skills and pupils are encouraged to join in discussions and share ideas well. The purpose of lessons is invariably clearly explained and teachers have good subject knowledge. The monitoring and assessment of pupils' progress has improved since the last inspection and is used increasingly effectively to guide lesson-planning, which is now of good quality. Assessment data is used to structure learning activities to match the needs of pupils of different abilities. However, this is not yet consistent throughout the school. For example, it is not well developed in those classes which are set by ability for literacy and numeracy. This slows the rate of progress for these pupils. Teaching support and welfare assistants provide an extensive range of support that is of a very high quality. They work very effectively in class and in small groups, helping pupils to gain confidence and make progress.

Curriculum and other activities

Grade: 2

The curriculum is broad and well planned. A range of carefully selected initiatives are having a clear effect in leading to improvement in pupils' writing and reading skills. The provision of exciting reading material, especially interesting to boys, is helping to inspire pupils' imaginations and helps generate better writing opportunities. Creating their own big books has helped pupils to improve creative writing and reporting skills. These initiatives are still at an early stage and their full impact has yet to be assessed, but early signs are promising. However, senior managers recognise that there is still more to do. Art and music are greatly enjoyed by pupils and extend their creative skills. Extra-curricular activities greatly enrich learning beyond the classroom through a range of clubs, visits and visitors to the school. The staircase project, which used artistic expertise from visitors, working with the children, has turned four dull staircases into attractive learning resources.

Care, guidance and support

Grade: 2

The pastoral care and support of all pupils is of a very high order. All elements of the safeguarding and welfare of pupils are secure. The highly skilled Inclusion Manager leads a team of dedicated and well-trained support staff. As a result provision for the care and guidance

of pupils with a wide range of learning needs, including visual impairment, is excellent. Pupils' needs are quickly and accurately assessed and well-targeted support is activated so they make very good progress, especially in their personal, social and emotional development. Pupils' academic guidance has improved since the last inspection. Their progress is monitored with increasing skill and teachers share with pupils the next steps in their learning. However, because these steps are not yet consistently formalized into clear, sharp targets, pupils are not always clear about what they need to do next to extend and improve their work and so make better progress.

Leadership and management

Grade: 2

The school has moved forward well under the dedicated leadership of the headteacher. The leadership team has been expanded and provides a strong and united team that is self-critical, not complacent and accurately assesses the school's effectiveness. The annual problems arising from staff mobility are well managed. Within a structure of development teams, led by senior staff, subject leaders and other middle managers such as the phonics co-ordinator are developing the skills and confidence they need to increase their impact on learning. Learning is supported well by a good range of resources, for example, pupils in Years 5 and 6 spoke with great enthusiasm about the school laptops that they are allowed to take home to help with their school work. The school is popular and enjoys the confidence of a large majority of parents. Community cohesion is promoted well. The school is at the heart of its local community and through the inclusive and multicultural ethos pupils have a good understanding of their role as both British and global citizens. Governance is satisfactory overall. Governors are supportive of all that the school does. However, they are aware that they must continue to strengthen their role in monitoring the work of the school to gain an accurate overview of achievement and standards so they can provide appropriate challenge to leaders and managers.

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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	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

22 May 2009

Dear Pupils

Inspection of Monega Primary School, London, E12 6TT

Thank you for making us so welcome when we visited your school last week. You were so friendly and we thoroughly enjoyed speaking to you, looking at your work and finding out about the things that you most enjoyed in your school. We all noticed the lovely artwork around the school and thought the staircases were really exciting and interesting because of all the clever displays you had worked on.

Your school is giving you a good education. You told us you thought your school was good and we agree with you.

We saw how well you get on together and how much you enjoy your lessons. Everyone works hard to make sure that you are extremely well cared for and safe in school. You understand about keeping safe and know a great deal about healthy eating. Your teachers work hard to make sure that your lessons are interesting. We think that your school is well led and managed and that is why you enjoy coming to school and make good progress.

We have suggested three things that will make your school even better.

- Make your results better in English and mathematics by making sure that whichever class you are in, you always have work that is not too easy or too hard for you.
- We have asked your teachers to check to make certain that you know exactly what you have to do to improve your own work and so make even better progress.
- We would like the governors to find out more about your school so they can make certain it continues to improve, so that you can all be successful.

We know you will continue to work hard and we wish you every success for the future

Yours faithfully

Norma Ball

Lead Inspector