

# New Monument School

## Inspection report

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<b>Unique Reference Number</b>	125082
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328283
<b>Inspection dates</b>	9–10 July 2009
<b>Reporting inspector</b>	Bernice Magson

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.

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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 (total)	295
Government funded early education provision for children aged 3 to the end of the EYFS	54
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Owen
<b>Headteacher</b>	Mrs Patricia Cahillane
<b>Date of previous school inspection</b>	19 June 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Alpha Road Maybury Woking GU22 8HA
<b>Telephone number</b>	01483 769 302
<b>Fax number</b>	01483 715 664

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large primary school in which the majority of pupils are from a Pakistani background, and the remainder are of Indian, Black African, White British or Eastern European heritage. Most pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average. These include physical, behavioural and emotional needs, communication and language problems, and moderate learning difficulties. The school has provision for children in the Early Years Foundation Stage through the Nursery and Reception classes. High numbers of pupils join or leave the school at other than the customary times of the year. Pupils from a neighbouring infant school join the school at seven years of age. Following a period of considerable instability in leadership and management, an executive headteacher and an assistant executive headteacher were appointed early in 2009.

## 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, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all other circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising standards and accelerating pupils' achievement.

New Monument School provides an inadequate quality of education, as pupils' achievements are unsatisfactory and standards are too low. Nevertheless, it is an improving school, because recent efforts to improve the quality of teaching and to develop comprehensive systems of assessment are proving successful. Teachers have a greater knowledge of how well pupils are achieving in lessons and, as a result, they plan learning which is better matched to individual needs. Professional training and the use of new resources have increased staff's expertise and confidence in the teaching of literacy and numeracy, where programmes are now well structured and pupils are challenged more effectively. Year 6 pupils are now taught in smaller ability groups, where they benefit from additional adult support. Because of the good improvement in pupils' progress, particularly the more able pupils, plans are in place to extend the arrangement next term to Years 3 to 5.

Senior managers have introduced regular and rigorous assessment of progress, including some use of pupils' targets in writing, which help pupils understand the next steps they should take to improve. As a result, there is evidence of better progress in all classes in the last two terms, and a greater number of Year 6 pupils have reached the higher Level 5 in English, mathematics and science in the 2009 national tests. However, initiatives to raise standards are still at an early stage and are not yet having sufficient impact on the progress of all pupils over time. Moreover, pupils' books show that the challenge is not yet consistent in lessons. Pupils do not understand well enough how they are learning, or the next steps to take to improve.

Teaching is monitored each term by senior managers. It has improved markedly and is now satisfactory. Teachers have a better understanding of strategies which will help pupils to learn more rapidly. Behaviour management is good. Lessons have a suitable pace, learning intentions are made clear to pupils, and an improved range of practical activities is providing greater motivation. For example, Year 4 showed good levels of concentration when they took on the role of archaeologists researching Anglo-Saxon artefacts, and pupils made good progress in speaking, listening and writing as they considered the factual evidence. In some lessons, the final plenary session is not used well enough to help pupils to review their learning or to develop new concepts.

Pupils' personal development and well-being are satisfactory. Pupils exhibit a satisfactory enjoyment of school, although they are frustrated by the lack of challenge in some aspects of the curriculum and in out-of-school clubs. Attendance is below average and a number of pupils are persistently absent, which limits their rates of progress. On the playground, pupils play together well. They say that bullying is limited and they are confident that staff will address any of their concerns well. Relationships and racial harmony are satisfactory. Pupils say that it is difficult to build lasting relationships because of the high level of movement in and out of school. The school council has a satisfactory role in school improvement but would like to do more. 'Year 6 could be monitors', said a member of the council. A good initiative of the council was the installation of a cycle rack so that more pupils could cycle to school. Currently, council

members are surveying parents and pupils in order to understand better their views for school improvement.

The executive headteacher and assistant headteacher have an excellent understanding of the inadequacies in the school's performance and the steps that are needed to bring about improvement. A short-term strategic plan is in place, with well-defined and challenging targets to raise standards. Safeguarding of children and other statutory duties are fulfilled satisfactorily, and pupils are safe and secure. The monitoring of outcomes is now rigorous and involves the governing body. The recent improvements in pupils' progress in literacy and numeracy, teaching and learning, assessment, and provision for children in the Early Years Foundation Stage indicate that the school has a satisfactory capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enjoy school because staff provide a warm and friendly welcome and cater well for their individual needs. Children settle quickly on entry to the Nursery or Reception because of a good induction programme. In a bright and spacious environment, children are introduced to an interesting range of activities, which are well planned to maximise their learning. For example, a topic on animals enthused Nursery children as they made backpacks and binoculars from junk materials, before embarking on an imaginary exploration in the jungle. There is a good balance between adult-led and child-initiated activities. Often, members of the community such as firemen and the police are invited into school to enrich learning. Out-of-school visits are popular and have a good impact on learning.

Links with parents are good and are used well to extend learning in the home, such as in reading, writing or number tasks. Staff observe and track progress regularly, so that children are challenged in all areas of learning. High numbers of adults ensure that children are supported successfully as they play alone or in small groups. As a result, children make good progress from their very low starting points, including those with learning difficulties and/or disabilities and those speaking English as an additional language. However, by the end of the Reception Year, few children reach the goals expected for their age, and communication and language skills remain very much lower than national expectations. Recent improvement has been achieved in the planning for differing abilities in independent play and in an extensive development of outdoor facilities. However, these changes are not yet fully embedded and the challenge in learning is inconsistent.

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

- Raise standards and accelerate progress in English and mathematics by consistently engaging and challenging pupils in their learning.
- Provide pupils with greater guidance about their learning and the next steps they need to take in order to progress.
- Work more effectively with parents to reduce the number of persistent absentees.

## **Achievement and standards**

### **Grade: 4**

On entry to the Early Years Foundation Stage, and in other cohorts, pupils have extremely low starting points. Inconsistent and slow progress over time has resulted in standards being exceptionally low in English, mathematics and science. While it is now possible to identify some

good progress in reading, writing and calculation for all pupils, this progress is not consistent enough, and underachievement is still evident among most groups of pupils. In national tests, results are variable but overall are too low at the end of both key stages. Vulnerable pupils, such as those joining and leaving the school, the well above average number of pupils with learning difficulties and/or disabilities, and those pupils with poor attendance make inadequate progress. The very few pupils who remain in school from the normal time of admission are making better progress because their learning is more consistent and they are benefitting well from the intensive support.

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

### **Grade: 3**

Pupils' personal development is satisfactory. Many pupils have positive attitudes to learning, enjoy school and are improving their attendance levels. Year 5 pupils spoke of their enjoyment of learning 'times tables' and were proud to demonstrate their skills. Pupils are developing an understanding of healthy lifestyles and of safe practices. They say that they feel safe on the playground because staff care for them well and potential incidents are dealt with effectively. The school council is improving their citizenship skills by representing the views of others. Spiritual, moral, social and cultural development is satisfactory because it is supported by a sound curriculum. Many pupils leave the school with low standards of basic skills in numeracy and literacy and do not understand well enough how to improve their learning. As a result, they are not adequately prepared for the next stage in their education and or for their later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is showing good signs of improvement, although monitoring by senior managers and a scrutiny of pupils' books show that there are inconsistencies in its quality across the school. Many pupils are eager to learn and take pride in their achievements. Where learning is rapid, pupils are engaged in a good range of tasks that have been well planned to meet their needs. Activities are now suitably structured to build effectively on their prior knowledge and skills and involve opportunities for independent study. Year 6 pupils enjoyed a field study of Basingstoke canal, which included a good range of practical tasks as well as opportunities for independent learning. In some less successful lessons, teachers' expectations are too low and pupils spend too long sitting on the carpet, so that there is insufficient time for their independent work. In a few lessons, pupils are effectively engaged in assessing their rates of learning. Teachers' marking and target setting are beginning to offer guidance to pupils on how to improve their work. A high number of adults are available to help pupils with learning needs and/or disabilities and those speaking English as an additional language. Some pupils receive good support from teaching assistants, although not yet in all classes, as some adults need further guidance about their roles.

### **Curriculum and other activities**

#### **Grade: 3**

Senior managers and subject coordinators are working to extend the curriculum to include a greater range of opportunities for practical and independent learning and to meet the challenging and diverse needs of pupils. 'Enjoying learning and having fun is what it is all about',

commented one parent, expressing the positive views of others about recent improvements. Across the school, pupils are now involved in intensive learning programmes to improve their reading and writing skills. In these sessions, activities are tightly structured and progress is tracked robustly. Often, to increase skills of cooperation and confidence in speaking and listening activities, activities are planned to encourage pupils to work in pairs. Smaller working groups are established for Year 6 pupils of a similar ability in mathematics, with a focus on activities to improve their calculation skills. Pupils say that mathematics is now more fun and they enjoy manipulating numbers. A range of activities develops pupils' knowledge and understanding of personal safety and hygiene. While out-of-school activities are available each term those that attend say that they would welcome more.

## **Care, guidance and support**

### **Grade: 3**

Good pastoral and emotional support ensures that staff provide well for the individual needs of pupils, including those with additional learning needs. Recent enhancement of security of the premises ensures that pupils are safe. Although the proportion of persistent absentees remains too high, parents receive good information about the importance of regular attendance for their children. Rigorous monitoring has led to a recent decrease in the number of persistent absentees. The school has introduced a wide range of procedures to assess pupils' progress, including robust tracking of the impact on learning of poor attendance, pupil mobility, and of pupils' social and emotional needs. Teaching staff and subject coordinators are starting to use this information more effectively to improve levels of academic support and guidance and there are early signs of good improvement. For example, the intensive support given to more able Year 6 pupils improved their performance considerably in national tests in English, mathematics and science. Currently, there is a marked lack of involvement of pupils in evaluating their performance and identifying their next steps in learning.

## **Leadership and management**

### **Grade: 3**

Instability in leadership at all levels has led to inconsistencies in the development of the school's policies and procedures, and to a failure to deliver consistent improvement. Key recommendations from the previous inspection have not been sufficiently addressed. The current leadership team has accurately identified inadequacies and a focused, comprehensive and short-term strategic plan is bringing about rapid improvement. Professional training for staff and governors has ensured that all adults are more accountable because they have a greater understanding of their roles and responsibilities. Governance is satisfactory. Governors have undertaken recent training to help them understand their role in monitoring the performance of the school. There are clear signs of improved learning by pupils and of better provision. Leadership of the provision for pupils speaking English as an additional language is developing well, particularly through the introduction of a comprehensive system for tracking pupils' progress. Support for pupils with learning difficulties and/or disabilities is also improving, because there are now regular meetings in which senior managers and the coordinator discuss the impact of provision. Other coordinators have improving subject expertise and are beginning to monitor and influence their subjects better. However, after two terms, this more rigorous approach is not yet consistently embedded. Nevertheless, the school's ability to analyse its performance is improving and it has set challenging targets for improvement.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### 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?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

<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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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?	Yes

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

16 September 2009

Dear Pupils

Inspection of New Monument School, Woking, GU22 8HA

You may recall that three inspectors visited your school recently. We would like to thank you all for being so friendly and welcoming. We enjoyed talking to you and finding out about the interesting things you are doing. We were pleased that you are trying to improve your standards in reading, writing and mathematics, although they are not yet as good as they should be. Because of this, we have given your school a notice to improve. Inspectors will visit again soon to see if your learning is getting better.

Here are the best things about your school.

- You enjoy lessons and are proud of your achievements.
- Visits out of school sound exciting, for example, to Chessington Zoo and Basingstoke canal.
- There are some good activities for you to join out of school, such as the cycling club.
- Your school council is making good efforts to find out about how you would like to improve the school.
- Your parents and carers are very glad that you go to this school.
- Your headteacher and governors are working hard to make your school even better.

There are three things that we would like your school to do get better.

- We would like the teachers to make sure that learning tasks are the right ones for you, so that you can learn more quickly in English and mathematics.
- We have asked the teachers to explain to you how well you are learning and the next steps you can take to improve.
- We would like some of you to attend school more regularly so that you can learn better.

Thank you again for your help and best wishes for the future.

Yours faithfully

Bernice Magson

Lead Inspector