

New Monument Primary School

Inspection report

Unique Reference Number	125082
Local Authority	Surrey
Inspection number	343789
Inspection dates	15–16 September 2010
Reporting inspector	Brian Evans

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Mrs Sue Owen
Headteacher	Ms Patricia Cahillane
Date of previous school inspection	9 July 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 20 lessons and parts of lessons and observed all teachers at least once. Meetings took place with the vice-chair of the governing body and staff, parents and carers and groups of pupils. The inspection team observed the school's work and looked at documentation, which included assessment information, safeguarding documentation, curricular planning and samples of pupils' work. Inspectors analysed the results of 71 questionnaires completed by parents and carers and took account of the views expressed in pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The level of progress made by pupils who speak English as an additional language.
- The impact of the new leadership and management structure.
- How far assessment methods promote independent learning.
- Attendance.

Information about the school

This is a larger than average 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. A high proportion of pupils speak English as an additional language. The proportion of pupils with special educational needs 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 mobility is much reduced across the school following the reduction of the planned admission number to 30 in 2009. In September 2010 the school federated with a neighbouring primary school under one governing body and one executive headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

At its last inspection in July 2009 the school was given a notice to improve because significant improvement was required in relation to raising standards and accelerating pupils' achievement. The evidence from this re-inspection is that these issues have been addressed effectively. Pupils make good progress and achievement is satisfactory. The school is providing a satisfactory quality of education. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Pupils' attainment on entry is exceptionally low. Most speak little or no English when they start school. Attainment by the time they leave is still low but there is a strong upward trend over the last two years based on evidence from lesson observations, external data and discussions with pupils and parents and carers. The headteacher has successfully introduced a 'no excuses' policy for learning and progress, which is supported by all staff and parents and carers. As a result, most pupils have made good progress and this accelerates through the school as their English language improves. A parent commented, 'The school has completely turned itself around after some turbulent years with the main focus being on the children and their learning ' they now know what they have to do to improve their work.'

Most progress has been in reading and writing and senior staff recognise that the next priority for the school is to raise attainment further in mathematics. In a good Year 5 lesson, the use of talk partners identified ambitious vocabulary in preparing an exercise for character description. Assessment was used well by teacher and pupils to focus the task to individual needs and develop independence. The plenary session for this lesson was outstanding. It provided excellent consolidation and confirmed high levels of independent learning. It finished with the teacher taking on board pupils' suggestions as to how the subsequent lesson could be improved. Overall, the needs of pupils with special educational needs and/or disabilities are met well but provision for the more able is not always as effective. Targets are well used across the school to match work to ability but occasionally lessons do not sufficiently build on previous knowledge so that some pupils are not sufficiently challenged. Middle managers are also aware that there is more scope for pupils to use and develop their basic skills across a wider range of themes in a more creative curriculum.

Behaviour throughout the school is good and pupils feel very safe. A new team of staff from both schools in the federation is developing satisfactory care, guidance and support strategies. However, the school has had great success in improving the attendance from well below average two years ago to it now being in line with the national average. Together with most pupils now making good progress, it illustrates

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well how, under the strong leadership of senior and middle managers, the school has a good capacity to sustain current improvements in learning and progress. One governing body for both schools in the federation will be elected in October 2010 to support and monitor further progress.

What does the school need to do to improve further?

- Extend the challenge for more able pupils through raising teacher expectations.
- Implement the strategies for raising achievement in mathematics.
- Extend the curriculum so that pupils have greater opportunity to use and develop their basic skills in a wider range of themes and topics.

Outcomes for individuals and groups of pupils

3

The school's focus on reading, writing and numeracy is raising significantly the level of basic skills in all classes. Local authority data for 2009'10 confirm that a higher than average proportion of pupils made good progress between the Early Years Foundation Stage and Year 6. In a Year 5 literacy lesson, pupils used a thesaurus to extend their language skills and made good progress through their independent learning. Pupils who speak English as an additional language make good progress due to the additional support they receive. Teachers are now placing a greater emphasis on raising expectations in reading and writing by focusing on extended writing skills. Pupils make good progress overall but teachers are sometimes inconsistent in challenging the more able. Pupils with special educational needs and/or disabilities make good progress because their needs are met well by a range of adults and specialist support. Pupils are eager learners and respond well to teachers.

Pupils make satisfactory gains in their personal development. All groups of pupils work and play well with each other. Policies on anti-bullying and race equality are implemented well so that pupils feel safe in school. Extra-curricular activities are limited and participation rates are not high. Nevertheless the school has an award-winning garden and a thriving rhythmic dance class. Pupils are clear about what constitutes a healthy lifestyle and diet but do not always adhere to the principles as, for example, in their packed lunches. Older pupils take full advantage of opportunities to take up posts of responsibility in the school community whether it is through the school council or, for example, as role models for younger pupils as prefects. Their preparation for the world of work is improving as their attainment in basic skills improves.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In spite of the good progress made by pupils there remains some inconsistency in the quality of teaching. Tasks are usually planned and prepared well. Nearly all lessons observed were satisfactory with a few that were good. The headteacher and senior managers have a good professional development programme in place which is gradually helping all teachers to improve their practice. In a good handwriting lesson in Year 6, groups of pupils were given clear learning objectives. The activity both challenged and enthused pupils and the lesson moved at a rapid pace. With the teacher's further encouragement, they improved their understanding and produced work of real quality. Assessment data and pupils' knowledge of their attainment levels and how they can improve their work are mostly good. Opportunities for pupils to focus on the next appropriate stage of learning are sometimes missed, particularly for more able pupils. The curriculum includes good opportunities to expand the vision of pupils beyond the school with visits to London and elsewhere in the region. The school is continuing to tackle underachievement through enhancing pupils' basic skills but it is aware that there is scope now for developing learning within a more creative curriculum.

The Family Liaison Officer and bi-lingual staff in the school contribute vital roles alongside teachers in providing satisfactory care, guidance and support. Pupils with special educational needs and/or disabilities are identified early and given satisfactory additional support where appropriate. Good assistance is in place for pupils who speak English as an additional language. It is underpinned by a satisfactory range of resources which promotes good learning opportunities. Child protection policies and procedures are rigorously followed through. In the new federation, a new group of adults will

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oversee the pastoral element in the school and the three inclusion staff have already begun to make satisfactory arrangements at this early stage.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The cooperation between the two schools in the federation in terms of sharing expertise and value for money is developing well under the very strong leadership of the executive headteacher and deputy headteacher. Discussion with staff, pupils and parents and carers indicate that morale is good in New Monument Primary School. Since her appointment nearly two years ago, the executive headteacher has been effective in building on the strengths of her staff so that all share in the running of the school. Middle managers are developing well and have been successful in enabling pupils to learn more effectively and make good progress. The good tracking and assessment of pupils' progress is analysed well to identify and bridge gaps in pupils' learning. Senior and middle managers have identified where there are weaknesses in the use of assessment information. They are currently working alongside teachers to share the best practice in using this information effectively in all classrooms. Professional support and in-service training days are linked closely to the school's action plan and regularly used to raise awareness on child protection and teaching and curriculum issues.

The governing body has supported the executive headteacher satisfactorily since she took over leadership of the two schools. All leaders promote equality of opportunity satisfactorily and celebrate diversity both in and out of school. Close attention is paid to ensuring that good safeguarding procedures are in place and that statutory duties are reviewed regularly and meet requirements. Clear documentation, risk assessments and detailed records ensure that the pupils are safe. Policies and procedures and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by staff. There are strong links with local religious communities and all pupils have opportunities to visit places of worship. Links internationally and in the wider United Kingdom for more extensive community cohesion are at an early stage. Partnership with parents is good. The school has good strategies to communicate with all parents, for example in developing an internet website and with regular meetings to enable them to support their children's progress.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. Children join with considerably less knowledge and skills than commonly found, particularly in communication, language and literacy skills. Many speak little or no English at all. Children are helped to settle very quickly because of the care and understanding of staff. Children are very well known as individuals and their learning and welfare needs are met well. Teaching is well planned and provides good opportunities to develop the skills children need to become independent learners. In the Nursery, children enthusiastically enjoy a wide range of well-planned activities. They move between indoors and outdoors and are encouraged by adults to develop independence. These include, for example, rolling modelling clay, using the sensory table linked to storytelling and cutting out. Children enter confidently into the daily routines. Friendships are developing well even at this early stage of the new term and children are starting to play imaginatively in pairs and sometimes larger groups. Good assessment notes are kept on children that are linked to Early Years Foundation Stage records.

The staff in the Nursery and in Reception classes work closely together, and with parents and carers, to provide high levels of care. Children are safe and secure and have a stimulating spread of play experiences and activities. Resources are good and support independent learning in language. Planning is good, with all areas of learning considered and based on the assessment of individual needs. In one lesson in the Reception area children worked with whiteboards to develop writing techniques. In the Nursery, the teacher used her expertise on the piano and the children sang, helping to develop their language skills. The Early Years Foundation Stage leader is new to the role and is being closely supported by the headteacher. Nevertheless all staff work well together to

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ensure a good quality of provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

In their responses, the majority of parents and carers were positive about the school and its improvement over the last two years. The quality of care and support for pupils who have specific learning or emotional needs and who speak English as an additional language was highly praised by parents and carers. A few parents and carers commented that they found it difficult to make a judgment on some aspects so near to the start of the school year. Parents' and carers' views generally reflect the inspection findings. Inspectors found that pupils' behaviour was good. The overwhelming majority of parents and carers felt that their children enjoyed school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Monument Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	51	33	46	1	1	0	0
The school keeps my child safe	34	48	36	51	0	0	0	0
The school informs me about my child's progress	30	42	34	48	4	6	0	0
My child is making enough progress at this school	21	30	41	58	6	8	1	1
The teaching is good at this school	26	37	38	54	4	6	0	0
The school helps me to support my child's learning	26	37	41	58	3	4	1	1
The school helps my child to have a healthy lifestyle	23	32	45	63	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	23	48	68	3	4	0	0
The school meets my child's particular needs	22	31	44	62	4	6	1	1
The school deals effectively with unacceptable behaviour	18	25	45	63	3	4	3	4
The school takes account of my suggestions and concerns	19	27	41	58	5	7	0	0
The school is led and managed effectively	19	27	43	61	3	4	1	1
Overall, I am happy with my child's experience at this school	27	38	41	58	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 September 2010

Dear Pupils

Inspection of New Monument Primary School, Woking GU22 8HA

Thank you very much to all of you who spoke to us in lessons, around the school and in the special meetings we had. Yours is a satisfactory school with a number of good features including an award-winning garden. You are a very friendly community. These are some of the other things that we found.

- You are making good progress in your literacy and numeracy skills.
- All the adults in school work hard to care for you and ensure you are safe.
- You enjoy learning, know what you have to do to improve your work and are making good progress.
- You help one another as, for example, when older pupils help younger ones in the playground.

Your headteacher and her staff are determined to make New Monument Primary a good school. They will need your help to achieve the following objectives which we are very sure you will give. We discussed with them the most important things they need to do and we have said that they should:

- improve your mathematics skills
- raise teacher expectations of more able pupils
- apply your improving basic skills in reading, writing and mathematics across a wider range of topics in the curriculum.

Thank you again for your welcome and the excellent support you gave us on our visit.

Yours sincerely

Brian Evans

Lead inspector

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