

New Monument Primary School

Alpha Road, Woking, Surrey GU22 8HA

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders have improved the quality of education for pupils since the last inspection. Pupils achieve well and make good, and occasionally outstanding, progress in both their personal and academic development.
- Standards in English and mathematics have improved rapidly over recent years and are now broadly average.
- Teaching is consistently good. Teachers have high expectations and lessons are usually well planned to meet the needs of all pupils.
- Pupils enjoy school and they behave well in lessons and around the school. They feel safe in school because they know that adults care for them.
- The curriculum is well planned and has a strong focus on developing pupils' literacy and numeracy skills. Staff plan activities that inspire pupils and this makes a good contribution to their spiritual, moral, social and cultural development.
- School leaders and governors have an accurate understanding of the school's strengths and areas for improvement. They have tackled previous weaknesses in the quality of teaching and instilled a sense of pride amongst staff and pupils in their school.
- School leaders have successfully addressed the issues from the previous inspection, demonstrating that the school has the capacity to improve further.

It is not yet an outstanding school because

- A few teachers do not provide enough opportunities for pupils to make independent choices about their work.
- Occasionally, teachers do not give pupils time to correct and improve their work.
- Although attendance is average for the vast majority of pupils, this is not the case for all. Not all parents ensure that their children attend regularly and arrive on time to school.

Information about this inspection

- Inspectors visited 14 lessons or parts of lessons, five of which were jointly observed with the headteacher. They listened to pupils read and they scrutinised work in their books.
- They took account of the views of parents and carers through the eight responses to Parent View (the on-line survey) as well as through informal meetings with parents during the inspection. The inspectors also considered 12 staff questionnaire responses.
- Discussions were held with senior leaders, governors, pupils and a local authority adviser.
- Inspectors reviewed a number of documents including the school development plan, pupils' assessment and tracking information, minutes from governors' meetings and documents relating to the safeguarding of pupils.
- Inspectors attended an assembly and observed pupils' behaviour in the playground.

Inspection team

Joy Considine, Lead inspector	Additional Inspector
Penny Orme	Additional Inspector
Richard Blackmore	Additional Inspector

Full report

Information about this school

- The school is an average-size primary school.
- Most pupils are from minority ethnic groups and speak English as an additional language.
- The proportion of pupils who are known to be eligible for the pupil premium (additional funding to support pupils who are known to be eligible for free school meals, looked after children and children from service families) is about average.
- The proportions of disabled pupils and those who have special educational needs supported through school action, or through school action plus or with a statement of special educational needs, are broadly average.
- The school meets the current floor standard, which sets the government's minimum expectations for pupils' attainment and progress.
- There have been significant changes to the staff team in recent years.
- The proportion of pupils who join and leave the school part way through the year is higher than usual.
- The school is federated with a nearby primary school and shares senior leaders and a governing body.

What does the school need to do to improve further?

- Improve the quality of teaching so that a higher proportion is outstanding by:
 - providing more opportunities for pupils to develop independent learning skills and to make choices about how they record their work
 - making sure that pupils respond to teachers' comments about their work and are given time to correct and improve the quality of their work.
- Work more closely with parents to improve pupils' attendance and punctuality to school.

Inspection judgements

The achievement of pupils is good

- Pupils start school with skills that are well below those expected for their age. They make good progress across the school and, by the end of Year 6, standards in reading, writing and mathematics are broadly average. Standards in writing are better than in reading and mathematics. Pupils' achievement has improved rapidly over recent years as a result of better teaching.
- Many children start in the Nursery speaking little or no English. Staff provide rich experiences within a stimulating environment so they make good gains in their language development. They develop confidence throughout the Early Years Foundation Stage so that, by the time they enter Year 1, many read simple books and write words and phrases to express their ideas. They confidently count to 10 and know their colours and shapes.
- Pupils, including those known to be eligible for pupil premium funding, and disabled pupils and those who have special educational needs, make similar progress to that of other groups of pupils. Good use has been made of the pupil premium funding to provide additional classroom support so that more pupils benefit from individual help, often on a one-to-one basis.
- Staff provide rich language experiences for pupils so they improve their speaking and listening skills as they move up through the school. By the end of Year 2, most speak clearly and they confidently talk about their learning, and share ideas with each other.
- Pupils enjoy reading books. By the end of Year 2 they read with understanding and use punctuation accurately to read with expression. Throughout the school pupils read regularly in lessons and with adults. This enables them to make good progress so that, by the end of Year 6, they read confidently and fluently and choose books to read for both information and for pleasure.
- Pupils make good and occasionally outstanding progress in writing. This is because staff set them clear targets so that they know what they need to do to improve their writing. Pupils write fluently, legibly and with a wide range of interesting vocabulary to engage the interest of the reader.
- Due to the strong focus on developing early skills in number and counting, pupils make good progress in mathematics across the school. By the end of Year 6, they use number skills to solve complex problems involving fractions and decimals. They have very positive attitudes to mathematics and this is shown in the good quality of work in their books.

The quality of teaching is good

- Pupils enjoy their lively and engaging lessons. One pupil said, 'Our teacher loves teaching us.' Teaching has improved in recent years and is consistently good, with some that is outstanding.
- Teachers use assessment information effectively to plan work that meets the learning needs of all pupils, including those eligible for pupil premium funding. Lessons have clear learning intentions so that pupils understand what they are expected to learn. Pupils refer to their targets to check how well they have done.
- A feature of most lessons is the high quality dialogue between adults and pupils and this helps pupils, particularly those who speak English as an additional language, to make good progress in lessons. Teachers' subject knowledge is good and they ask demanding questions that make pupils work hard. Teachers frequently check pupils' understanding and adapt their lessons accordingly.
- Disabled pupils and those who have special educational needs make good progress. Teaching assistants provide skilled support for those pupils at risk of falling behind. In one lesson, the teaching assistant sensitively questioned a pupil to develop his understanding of the properties of shape.
- In lessons, teachers link subjects together and this helps to deepen pupils' understanding. In

Year 5, pupils used their knowledge of mathematics, science and information and communication technology (ICT) to construct bridges. Occasionally, pupils do not have enough independence to make choices about how they record and present their work, for example by selecting appropriate computer programs.

- Teachers mark pupils' work regularly and although they identify errors and misconceptions, they do not always provide opportunities for pupils to correct or to improve their work, which slows their learning. Although most work in pupils' books is neat and tidy, in a very few classes, poor presentation is not corrected.
- Children in the Early Years Foundation Stage benefit from well-planned activities that focus on their needs. There is a good balance of activities that children select for themselves as well as those that are led by adults. All adults are involved in observing children and recording their development and use this to plan further learning experiences.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. They have very positive attitudes to school and this is reflected in their improved rates of attendance. However, there remains a small minority of pupils who do not attend regularly. This is due to parents taking extended holidays overseas and this slows the rates of progress for these pupils. Although most pupils are on time for school, a few are occasionally late and miss the start of lessons.
- Staff have high expectations of pupils' behaviour. There are consistent systems in place to promote good behaviour and pupils understand and respond well to these. They are courteous and well mannered and they show respect towards each other and adults. Parents, staff and pupils agree that behaviour is good.
- Pupils understand about different forms of bullying such as cyber-bullying and name-calling. They say there is no bullying in school, although very occasionally minor disagreements arise. Pupils are confident that adults are on hand to sort out problems. School records show very few reported incidents and there have been no exclusions in recent years.
- Pupils feel safe in school because they know that adults care for them. The curriculum promotes pupils' safety by including lessons on personal safety. They understand dangers associated with the nearby railway and they feel well prepared to cope with peer pressure associated with risks such as tobacco and substance abuse.
- Pupils are very proud of their school and they enjoy the opportunities they have to work and play with those from other backgrounds. They speak warmly about different faith groups and their respective celebrations, reflecting the school's good provision for pupils' spiritual, moral, social and cultural development.

The leadership and management are good

- The headteacher has created a culture of high expectations in which pupils' achievement underpins all aspects of the school's work. She has established a strong team of teachers who share a determination that all pupils are entitled to receive a high quality of education. Senior leaders and governors have an accurate understanding of the school's strengths and what needs to be improved. The actions for improvement from the last inspection have been addressed successfully.
- Previously weak teaching has been tackled through a rigorous programme of training. Senior leaders regularly check teaching; as a result it is consistently good. Performance management is embedded across the school, with staff having clear targets linked to pupils' progress. There are clear links between the quality of teaching and salary progression.
- School leaders have capitalised on the strengths of the federation by sharing good practice amongst staff from both schools. Staff in year groups plan together and phase leaders are developing their management skills by sharing lesson observations. The school has responded positively to the support provided by local authority staff.

- Pupils' achievement is tracked regularly so that senior leaders can arrange support for those pupils at risk of falling behind. They have used part of the pupil premium funding to provide additional classroom support for these pupils and this has improved their achievement, demonstrating the school's commitment to equality of opportunity. Discrimination on any grounds is not tolerated.
- The well-planned curriculum is underpinned by literacy and numeracy. Subjects are taught through topics which link subjects together so that pupils read and write when learning other subjects. Part of the pupil premium funding is also used to support some pupils to take part in visits to places such as Hampton Court Palace, and this makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Procedures for safeguarding pupils are effective. All adults are checked and arrangements for protecting pupils are robust.
- **The governance of the school:**
 - Governors visit the school regularly and they know it well. They are fully involved in setting priorities for improvement and they provide good support and challenge to school leaders. They regularly attend training to keep their skills and knowledge up to date. They know about the quality of teaching and ensure that performance management systems contribute to improving teaching and raising pupils' achievement. They ensure that finances are managed well and that the pupil premium is spent wisely, for example on extra staffing and resources to support pupils to overcome barriers to their learning.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125082
Local authority	Surrey
Inspection number	406287

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	230
Appropriate authority	The governing body
Chair	Julie Patterson
Headteacher	Patricia Cahillane (Executive)
Date of previous school inspection	15 September 2010
Telephone number	01483 769302
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