

New Monument Primary Academy

Alpha Road, Maybury, Woking, Surrey GU22 8HA

Inspection dates

9–10 March 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- School leaders and governors do not have an accurate view of the quality of teaching and learning, leading to over-generous self-evaluation.
- Senior leaders are aware of the areas that need to be improved, but their actions are not bringing about the rapid improvement required to make this a good or better school.
- Middle leadership is underdeveloped. Middle leaders do not have enough impact on improving the quality of teaching, learning and assessment.
- Teachers sometimes miss chances to deepen understanding or extend learning, leading to a lack of engagement from pupils and missed opportunities for progress.
- Because teachers do not have high enough expectations, pupils do not make the progress of which they are capable.
- Pupils who are capable of achieving at higher levels do not do so because the level of challenge is not high enough.
- Outcomes in reading, writing and mathematics are not as good as they could be because not enough pupils make the progress of which they are capable.
- Children in the early years do not make as much progress as they could. Systems for assessing their learning are not fully developed and staff do not plan next steps in learning well enough.

The school has the following strengths

- The school caters well for the social and emotional needs of pupils. The curriculum is well matched to their needs.
- Pupils enjoy coming to the school. Their attendance is good and they behave very well.

Full report

What does the school need to do to improve further?

- Ensure that senior leaders and governors:
 - have a more accurate understanding of the school's strengths and areas that need to be improved, particularly when judging the quality of teaching and its impact on learning
 - further develop the role of middle leaders, so that they have greater influence on improving the quality of teaching and the impact this has on outcomes for pupils.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers have consistently high expectations of the progress pupils of all abilities are capable of making
 - pupils who are capable of achieving at higher levels are challenged appropriately so they make much better progress.
- Improve the procedures for assessing and recording progress in the early years phase so that staff are clear about the next steps in learning for each child, ensuring opportunities for progress are maximised.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leadership and management require improvement because, despite high aspirations, leaders have not made enough impact on teaching, so that not enough teaching is consistently good or better. This has a direct impact on the progress pupils make, especially those who are capable of achieving at higher levels.
 - Senior leaders have an over-generous view of the quality of teaching and learning. They are aware of some of the weaknesses that need to be improved. However, they have not ensured that teaching is improving quickly enough in order for pupils to make the progress required for them to achieve their full potential.
 - Middle leaders are enthusiastic and keen to play their part in improving the school. The executive principal is aware that their expertise and skills should be put to better use in order to improve the quality of teaching, while creating capacity for senior leaders to focus on wider school issues.
 - The recent introduction of an inclusion and pastoral leader for each of the two partner schools in the multi-academy trust is to be welcomed. This role, effectively introducing a dedicated, non-class-based senior teacher into the school, has added to leadership capacity, although the impact of this role on improving standards is yet to be seen.
 - Staff have benefited from a range of internal and externally sourced training. As a result, the teaching of phonics (the sounds that letters make), reading and writing is beginning to improve across the school. Most training is based on priorities for improvement identified in the school development plan and linked closely to teachers' individual targets identified during the performance management process.
 - The school's topic-based curriculum is well suited to its pupils. Senior leaders have ensured that it has evolved over time, while ensuring that breadth and balance are not lost. Pupils are given opportunities to widen their horizons and fully develop their potential in a number of ways. Girls in particular have benefited from participation in a national project for schools, encouraging them to make early links between their education and future career aspirations.
 - During the inspection, pupils were able to demonstrate how the school's nurturing, values-based culture supports them with learning, as well as developing their social skills. One Year 6 pupil was able to talk very clearly about the benefits of 'unity' and working as a team. Tolerance and respect for the cultural differences of others are strong features of the school.
 - Additional funding to support disadvantaged pupils is used effectively. Pupils from this group now make better progress than in the past. The school is acutely aware of the need for these pupils to achieve as well as other pupils in the school and nationally.
 - Physical education and sports funding is used effectively. The school employs specialist sports leaders from a local football club to deliver training to pupils and staff alike. As a result, the quality and range of sporting activities on offer to pupils have improved, with participation in local sporting competitions and tournaments a key feature in the school's calendar.
- **The governance of the school**
- The governing body is undergoing a transformation in the way it operates. Governors are beginning to address the recommendations made as a result of the recent review of governance of the multi-academy trust.
 - Governors take their roles and responsibilities seriously and are about to restructure the way they operate in order for the governing body to better monitor the progress the school is making.
 - Governors are aware of some of the key priorities that need improving in the school. However, they do not have a clear enough picture of the overall quality of teaching and have not made clear links between the progress pupils make and the quality of teaching over time.
- The arrangements for safeguarding are effective. Staff are vigilant and very aware of their individual and collective responsibilities. Appropriate training has been delivered, and routines and day-to-day practice observed by inspectors during the inspection, including risk assessments for an educational visit into the local community, are very thorough. Parents told the lead inspector that they feel their children are well cared for and very safe in the school.

Quality of teaching, learning and assessment requires improvement

- Not enough teaching is consistently good enough to secure good outcomes for pupils. However, the quality of teaching is improving.
- Teachers' expectations of the progress pupils can make are not high enough. This means the level of challenge they offer does not always match the abilities of pupils closely enough. This is particularly the case for pupils who are capable of achieving at higher levels.
- Across all phases of the school, teachers often miss opportunities to deepen pupils' understanding or move learning on. Pupils benefit from high levels of acknowledgement and praise for getting things right, but are not challenged enough to move their learning on at a quicker pace.
- When teaching is strong and expectations are high, pupils work hard and enjoy the challenges set for them. However, the quality of teaching is too inconsistent and the level of work is sometimes not appropriate for different groups of pupils. Pupils capable of working at higher levels are sometimes set work that is less challenging than that being tackled by their classmates.
- School leaders have recently refreshed and relaunched the school's approach to the teaching of phonics, as well as restructuring the timetable to allow teachers to link the teaching of reading and writing more easily. Early indications are that this more joined-up approach is having a positive impact on the way pupils engage with learning.
- Teaching staff provide well for disadvantaged pupils and those who have special educational needs or disability. Because of this, outcomes for these groups are improving, or, in some cases, are better than those of other pupils in the school.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school is a happy place where individuals are nurtured and a high degree of importance is afforded to building relationships and ensuring children feel that they belong.
- The pastoral care of pupils is very good. Pupils come from a diverse range of backgrounds and staff ensure that the rich cultural heritage represented across the school is respected and celebrated. Because of this, pupils are respectful to each other and enjoy their time at the school.
- Pupils told inspectors that they feel safe and well cared for in the school. They are aware of the potential dangers when using the internet and social media and talked knowledgeably about 'cyber-safety' and the need to protect their identities online. They also benefit from a range of other training, including in road safety.

Behaviour

- The behaviour of pupils is very good. Throughout the inspection, inspectors witnessed very high levels of respect and cooperation between pupils. They are kind to each other and considerate of the needs of those pupils who are new to the school or have little grasp of the English language.
- Classrooms are orderly places. Although playtimes are lively, a calm atmosphere pervades the school. Pupils understand the consequences of poor behaviour and disapprove of behaviour that disrupts learning.
- The school works hard to ensure pupils' attendance is regular. The role of the home link worker is key to ensuring that parents understand their children must attend school regularly and on time. Because of this, levels of attendance are good for all pupils.

Outcomes for pupils

require improvement

- Outcomes require improvement because not enough pupils make the progress of which they are capable. This is especially the case for those pupils capable of achieving at higher levels.
- The proportion of children achieving at expected levels by the end of their Reception Year is improving, but remains well below that seen nationally. This is partly due to the number of children with English as

an additional language, or those who join the school with levels of development below those typical for their age. However, progress could be better if learning opportunities more closely met children's needs.

- Phonics provision has improved over time. Recent training for staff has increased the focus on this key aspect of teaching pupils to read and write. The school predicts that pupils' outcomes will be much closer to national averages this year, including for pupils who are still catching up in Year 2.
- By the end of Year 2, outcomes for pupils in reading, writing and mathematics have historically been below those seen nationally. The school predicts that outcomes will more closely match those seen nationally this year, although the number of pupils achieving at higher levels is still predicted to be low.
- By the end of Year 6, outcomes for pupils have also been below those seen nationally, particularly in reading and writing. The progress pupils make in mathematics is better than that for reading and writing, although not enough pupils make the progress required to achieve at higher levels. The school's own pupil progress information clearly shows that pupils across different phases and year groups are beginning to make the progress expected of them. However, it is clear that more of them need to make the rapid progress required for them to catch up with pupils nationally, especially those that are capable of achieving at higher levels by the end of both key stages 1 and 2.
- The progress of disadvantaged pupils and those who have special educational needs or disability is improving and often matches or exceeds that of other pupils in the school. This is especially the case in the early years, for phonics in Years 1 and 2, and outcomes at the end of Year 2, where disadvantaged pupils achieve better results than other pupils in the school.

Early years provision

requires improvement

- The early years provision has undergone a number of changes in staffing in recent times. The early years leader has been in place for a relatively short period of time and is responsible for early years provision across the multi-academy trust.
- The number of children achieving a good level of development at the end of the early years foundation stage is improving, but not quickly enough. The newly appointed early years leader is aware of this.
- Because assessment procedures are not developed enough, staff often do not plan learning activities that closely match the different needs of individual children. Because of this, children do not make the progress of which they are capable and their needs are not fully met.
- The progress of boys has been a particular focus in the early years after the school realised that boys were much less likely to match the good progress made by girls. Because of this, a more 'boy-friendly' learning environment has been created, with activities planned that interest and stimulate, while providing opportunities for staff to develop children's language skills. Early indications are that this has had a good impact on the progress boys make.
- The school's provision for the social and emotional development of its pupils is strong. This is also the case in the early years phase. The environment is very nurturing and staff cater well for the different emotional needs of children in their care. Because of this, children's attitudes to learning and behaviour are good.
- The small number of children registered as coming from disadvantaged backgrounds do increasingly well in the early years, as do those who have special educational needs or disability.
- Parents spoke positively about the early years provision. They appreciate the care their children receive, and increasing numbers are benefiting from the school's bespoke sessions to inform parents about their child's early development.

School details

Unique reference number	139890
Local authority	Surrey
Inspection number	10011100

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair	Julie Patterson
Principal	Judy Hall
Telephone number	01483 769302
Website	www.newmonument.surrey.sch.uk
Email address	info@newmonument.surrey.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- New Monument Primary Academy is slightly smaller than the average-sized primary school and has been part of the Broadmere and New Monument Multi-Academy Trust since February 2013.
- The school has an executive principal who leads both schools in the multi-academy trust.
- The school meets the government's floor standards, which are the minimum expectation for pupils' attainment and progress.
- The school has a much larger than average proportion of pupils who come from minority ethnic groups or who speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding) is higher than the national average.
- Children in the school's Reception Year attend full time.

Information about this inspection

- The lead inspector conducted a learning walk around the school, visiting all classrooms, accompanied by the executive principal and the executive deputy principal.
- Inspectors observed nine lessons across the school, one jointly with the leader of the early years phase.
- Meetings were held with pupils, parents, the executive principal and the executive deputy principal, middle leaders, and governors, including the chair of the governing body.
- A telephone conversation was held with a school improvement adviser.
- Inspectors looked at a range of pupils' work, heard pupils read aloud, and observed pupils' behaviour in lessons and around the school at break- and lunchtimes.
- Inspectors attended an assembly.
- Inspectors considered the views of parents, taking into account one response to the online parent questionnaire, Parent View. The inspectors also considered one free-text response submitted by a parent. Inspectors considered the school's own parent questionnaire information.
- Inspectors scrutinised a range of documents, including those to do with safeguarding, attendance, minutes of meetings of the governing body, records of visits by improvement advisers, information about pupils' outcomes provided by the school, the school's self-evaluation of its own performance and the school's development plan.

Inspection team

Clive Close, lead inspector	Her Majesty's Inspector
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Christopher Crouch	Ofsted Inspector
Caroline Walshe	Ofsted Inspector

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