

# Monkfrith Primary School

## Inspection report

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<b>Unique Reference Number</b>	101293
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	376540
<b>Inspection dates</b>	13–14 September 2011
<b>Reporting inspector</b>	Martin Beale

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Frost
<b>Headteacher</b>	Jeanette Adak
<b>Date of previous school inspection</b>	10 February 2009
<b>School address</b>	Knoll Drive London N14 5NG
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons, observing nine teachers. They held meetings with staff, groups of pupils, and members of the governing body. Informal discussions were held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and school improvement plans. Inspectors analysed responses to questionnaires from 115 parents and carers, 92 pupils and 26 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively do teachers meet the needs of all pupils in their classes?
- How successfully does the school support its more vulnerable pupils?
- How rigorously does the school use monitoring information to evaluate performance and plan for improvements?

## Information about the school

Pupil numbers have risen in this average-sized school, because it took in an extra class of Reception children in September 2010. Children in the Early Years Foundation Stage will be taught in a single Reception class this year but had not started at the time of the inspection. The majority of pupils are from a wide range of minority ethnic backgrounds although very few are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. Fewer pupils than average are identified as having special educational needs and/or disabilities, although the proportion with a statement for their special educational needs is well above average. Their needs are mostly associated with autistic spectrum disorder. The school has recently received the International Schools Award and achieved Healthy School status.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Monkfrith Primary School has been on a long and successful journey in recent years and has improved in many areas since its last inspection. It has developed into a reflective and self-critical organisation which now provides an outstanding quality of education. Parents and carers are very pleased with the school and all that it does for their children, particularly the attention paid to keeping their children safe. Pupils develop a very firm foundation for success at secondary school and beyond. Through exemplary care, guidance and support, the current proportion of good and outstanding teaching, a rich and stimulating curriculum and their determination to succeed, pupils make outstanding progress and attainment is high and rising by the end of Year 6.

Within a pattern of good teaching, some lessons have outstanding features that engage the pupils and drive learning forward rapidly through stimulating methods and interesting activities. However, questioning is not always used skilfully enough to challenge thinking, especially for the more able. Pupils have excellent attitudes to lessons and commitment to their learning. They are highly motivated, work hard, strive to meet their personal targets and respond quickly to their teachers' marking when given time to do so. The topics studied by pupils bring learning to life by linking themes across subjects and providing very interesting contexts for their writing. The outstanding development of the international dimension in the curriculum has been recognised by a national award.

Outstanding care, guidance and support generate great confidence in the pupils when facing new experiences such as moving year group or transferring to secondary school by taking account of individual needs. By knowing pupils as individuals the school very carefully pinpoints support to meet their needs. Highly effective support from skilled staff enables pupils with special educational needs and/or disabilities to participate fully in lessons alongside others and make rapid progress towards their individual targets. Very close and productive partnerships with other schools and organisations enrich the pupils' school lives, and have a direct impact on their achievement.

The pupils' great enjoyment of school is reflected in above-average attendance levels and in the sense of purpose that permeates the school. Their behaviour is exemplary in lessons and around the school. Pupils say that their behaviour is excellent because all adults consistently and fairly apply procedures. Pupils have an excellent understanding of how to stay safe and how to identify and deal with any risks they

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might face. Pupils are also very conscious of the actions they need to take to stay fit and healthy, as reflected in the achievement of Healthy School status.

The school's continual improvement has been secured through strong and decisive leadership at senior level, supported by a proactive and challenging governing body. The headteacher's vision for the school is shared by all members of the staff team, and high expectations and rigorous monitoring have promoted outstanding outcomes. Self-evaluation procedures are systematic and provide an accurate basis from which to plan actions to meet the challenging targets set by senior leaders and the governing body. A training programme is starting for subject leaders as all are aware that recent staff changes have reduced their impact in supporting the headteacher and her senior team. The headteacher's ambition to drive up standards even further and the school's improvement since the last inspection give it an outstanding capacity for further improvement.

**What does the school need to do to improve further?**

- Develop teachers' questioning skills and provide consistent opportunities for pupils to respond to guidance on how to improve their work.
- Extend further the skills of subject leaders so that they can play a pivotal role in support of the senior team's drive and ambition for the pupils.

**Outcomes for individuals and groups of pupils****1**

When learning is most effective, pupils are attentive, show interest in what they are doing and are keen to succeed. They take pride in their work, respond well to their teachers and try hard even if they find activities difficult. They greatly enjoy their learning and collaborate well particularly when sharing their ideas in discussion with others. Pupils write in a wide range of interesting and engaging contexts, often closely linked to their topics or the book they are reading. Skilled and focused support for pupils with a statement for their special educational needs and/or disabilities, including those with autistic spectrum disorder, enables them to participate fully in lessons and in many cases work at least at expected levels for their age.

Year 6 test results in both English and mathematics have risen in recent years, reflecting improvements in the pupils' progress from skills that, on entry to the school, are as expected for their age. Almost all Year 6 pupils reached and the majority exceeded levels expected for their age in 2011. There have been no significant variations in attainment by gender or ethnicity in recent years.

Pupils of all backgrounds work and play happily together and support each other. They understand the consequences of their actions and are sensitive to the needs and interests of others. This helps to make the school a harmonious environment in which they can thrive. Pupils report how safe they feel and trust adults to deal

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sensitively with any concerns they raise. They take responsibility for their own safety, and encourage each other to act with care. Pupils participate in large numbers in the wide range of physical activities made possible through the expertise of sports coaches, who also provide valuable leadership training. Pupils seize the opportunity to be creative and use their imaginations. Their contribution to school life is extensive and they have a voice in its improvement. Pupils express curiosity of other cultures and religions and they gain an insight into the lives of other people through links with schools overseas in France and Zambia.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Teachers are skilled at developing confidence in the pupils by showing how much their contributions to lessons are valued. This also helps to promote a calm and purposeful learning environment in all classrooms. The most effective teaching seen was lively, involved clear explanations, made creative use of resources including new technology, and grabbed the pupils’ interest by engaging all groups in a wide range of well-chosen activities. Marking gives pupils clear guidance on how successful they have been, but they are not always given the opportunity to respond to their teachers’ comments and so improve their work.

The themed approach to the curriculum is a major factor in the pupils’ enjoyment of learning. Pupils greatly value the role they play in shaping the work they undertake in each topic and the stimulus provided by closely linked educational visits. Programmes are adjusted carefully to meet the learning needs of the pupils and

<sup>1</sup> 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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extended for those with particular talents through science conferences and mathematics workshops. Experiences are enriched in a wide variety of ways and pupils benefit considerably from the expertise of outside providers and activities in partnership with local secondary schools. The expertise of staff from local secondary schools greatly enhances the pupils’ experiences in areas such as science and music. The developing links with schools in France enhance teaching of French and enable pupils to develop their language through communicating with native speakers.

The pupils have great confidence in staff to advise and support them. The early identification of any pupils falling behind their targets and highly effective action taken, including sharply focused programmes, help them catch up rapidly. The school is proactive in working with other agencies and partners to meet the pupils’ learning needs and development, particularly for those whose circumstances may make them vulnerable. This includes the well-run before- and after-school clubs that are greatly appreciated by the families accessing them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The highly effective headteacher, ably supported by her senior team, has high expectations and sets challenging targets to which all can aspire. There is clarity of purpose among a staff team that shares the headteacher’s commitment to ensure that each pupil can achieve high academic and personal standards while enjoying their time in school. Teachers value greatly the support they receive and the wide range of strategies adopted to improve their expertise. This includes the opportunity to observe and work alongside skilled colleagues.

Promoting equality of opportunity and tackling discrimination are at the core of the school’s values. Targets for pupils have become challenging and assessment data more frequently checked to spot potential underachievement. However, less rigour has been placed on evaluating the performance of different ethnic groups to identify if any gaps are emerging.

The well-led governing body has a good oversight of the school. It challenges the school to do better and is closely involved in self-evaluation and forward planning, although not all policies are fully up to date. The governing body rigorously fulfils its responsibilities for safeguarding by establishing robust systems to protect pupils. Staff training in implementing procedures is regular and informative and activities

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provide pupils with the chance to learn how to stay safe when using the internet.

The headteacher is strongly committed to partnership working, recognising the value of additional expertise and activities that the school would not otherwise be able to provide. The school has a very positive relationship with parents and carers. They are kept well informed about activities and their children’s development, although the school does not make the best use of new technology when communicating with home. The school makes a strong contribution to promoting greater community cohesion. It reaches out particularly well to communities locally and internationally, but has less impact nationally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding a mbition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Assessment information shows that Reception children make good progress in all areas of their learning and their attainment is above average by the time they move into Year 1. Discussions with pupils who have just started in Year 1 show they found Reception both interesting and motivating. Observations of them in lessons now show they have become committed learners who collaborate well when working with others and are able to show initiative when planning their own lines of enquiry. Regular observations are taken of the children although these are not always used effectively to identify the precise next steps in each child’s learning.

The children’s records of work, photographic evidence and teachers’ plans show the children experience a wide range of activities balanced between those led by adults and others developed by the children themselves. Relationships with adults and their peers are constructive and the children’s behaviour is exemplary. Records show that careful attention is paid to safeguarding the children’s welfare so that they feel



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secure and confident. They adopt safe practices well, as seen when two Year 1 pupils swept up some sand from the classroom floor without being prompted 'because someone might have slipped over'.

Leaders understand the strengths of the provision and have focused successfully on developing the skills of the adults. The relationship with home is productive, although parents and carers are not always fully involved in developing their children's 'learning journeys'. Records show that induction procedures help the children to settle into Reception quickly. Their entry into Year 1 is made seamless by a period of transition reflecting their Reception experiences.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	2

## Views of parents and carers

A much larger proportion of parents and carers responded to the questionnaire than in most primary schools. The level of satisfaction is above average in response to almost all of the questions. Inspection evidence endorses their very positive views about the school particularly that teaching is good, unacceptable behaviour is handled well, leadership is effective and their children are helped to adopt a safe and healthy lifestyle. Inspectors investigated through discussions with staff the concerns of a small number of parents and carers about whether the school listens to their suggestions or provides information about their children's progress. However, they concluded that the school is increasingly seeking to take account of their views and provides appropriate information about pupils' progress, as is the opinion of the large majority.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Monkfrith 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	70	29	25	2	2	3	3
The school keeps my child safe	84	73	29	25	0	0	2	2
The school informs me about my child’s progress	56	49	44	38	12	10	3	3
My child is making enough progress at this school	45	39	54	47	8	7	6	5
The teaching is good at this school	54	47	53	46	3	3	5	4
The school helps me to support my child’s learning	44	38	58	50	6	5	6	5
The school helps my child to have a healthy lifestyle	55	48	53	46	4	3	3	3
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)	46	40	57	50	5	4	4	3
The school meets my child’s particular needs	50	43	52	45	5	4	6	5
The school deals effectively with unacceptable behaviour	56	49	50	43	3	3	5	4
The school takes account of my suggestions and concerns	49	43	48	42	8	7	5	4
The school is led and managed effectively	68	59	38	33	3	3	5	4
Overall, I am happy with my child’s experience at this school	65	57	40	35	3	3	6	5

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



15 September 2011

Dear Pupils

### **Inspection of Monkfrith Primary School, London N14 5NG**

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We saw that you work very hard and are proud of the part you play in school life. Inspectors were particularly impressed by your confident answers to their questions. These are the things we liked most.

- Monkfrith Primary School is outstanding because the headteacher, staff and governors do their utmost to help you all to succeed.
- Almost all of you reach the level expected for your age by the time you go to secondary school and many of you do better than this.
- Members of staff take very good care of you and make sure you are kept safe.
- Your exceptionally positive attitudes to learning and exemplary behaviour contribute significantly to your excellent progress.
- The curriculum provides many enjoyable experiences for you through the topics you study and events such as the Year 3 trip to the Roald Dahl Museum.
- Those of you who find learning difficult are given excellent support so that you can make the same rapid progress as others in your class.
- The school works exceptionally well in partnership with others to support your learning.
- Teaching is good and in most but not all cases, effective use is made of assessment data to support your learning and progress.
- You develop an excellent understanding of how to adopt a safe and healthy lifestyle and make a huge contribution to school life.

We have asked the school to improve learning further by ensuring that teachers use questions to make you think more deeply and train subject leaders so they can support the headteacher more in improving the school. You can play your part in helping the school to get even better by continuing to work hard. Well done for showing such pride in your school and in your achievements.

Yours sincerely

Martin Beale  
Lead inspector

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