

Inspection of Monega Primary School

Monega Road, Manor Park, London E12 6TT

Inspection dates: 25 and 26 January 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils at Monega get an exceptional deal and have the best start to their educational journey. They are rightly proud to be part of this school. Relationships between adults and pupils are especially strong. Bullying is rare and staff deal with any incidents seriously. Pupils do not experience any disrespectful language or behaviour. They are happy and safe here.

Staff have high expectations of all pupils from the moment they join the school. Pupils' learning experiences are first class. Children in early years become confident readers, writers and explorers of the world around them. Most pupils speak English as an additional language. Staff make sure that pupils quickly become fluent in English. Pupils also enjoy learning Mandarin and are aware that it could help them with future employment.

Leaders make sure that all pupils have access to a broad and ambitious curriculum. They also provide them with a wealth of extra experiences. The community comes together to celebrate events such as Asian Heritage Week through music, dance and poetry. Pupils are inspired by British Asian visitors, including women who have achieved distinction in professional life. Pupils organised a whole-school event about climate change. They enjoy a range of trips, including a residential trip in Essex.

What does the school do well and what does it need to do better?

Leaders provide a truly aspirational curriculum that goes beyond the core knowledge and skills that need to be taught. Staff receive regular high-quality training and are confident in teaching all subjects. Expectations of all pupils are consistently high. Staff routinely check pupils' prior knowledge. They build on this learning, making the links clear. As a result, pupils understand how previous learning is relevant to what they are learning now. For example, in geography, pupils used prior learning about continents to compare different regions of the Lake District and the Andes.

Teachers ensure that pupils' mathematical knowledge is secure before they move on to more advanced work. For example, Year 6 pupils could identify the relationship between fractions and percentages because they had recently revisited place value. Pupils in Year 4 were quick to use the column method of addition when moving on to addition of money. In Reception, children learn to use resources to ensure that they understand the meaning of simple number sentences. In science, pupils discuss about material properties and how to test ideas.

Leaders have made sure that the curriculum is designed sequentially to help ensure that pupils learn key knowledge. In art, pupils enjoy well-known artists' work. They also appreciate the work of a more culturally diverse group of artists. Sketchbooks in all year groups show how pupils' skills develop from early years through to Year 6. In Reception, pupils remember practising Monet's stippling brush strokes.

In religious education, pupils appreciate their own religious traditions and those of others. Work on Chinese New Year builds on previous work done on festivals such as Diwali, Holi and Christmas. Pupils reflect on these lessons and compare what they have learned to their own experiences. Teachers assess pupils regularly in all subjects and use this information to precisely identify gaps in pupils' knowledge.

Leaders have made reading the top priority. It is taught consistently well. Teachers help to extend the more confident pupils and support those who have fallen behind. Where necessary, pupils receive regular one-to-one or small-group interventions. These help to make sure that they quickly catch up with their peers. Pupils are supported to read with books that match their reading level. Teachers across the school promote the love of reading. Pupils eagerly talk about their favourite books and authors.

All pupils with special educational needs and/or disabilities (SEND) are supported and challenged. Teaching assistants help to do this well. Leaders engage with outside agencies to ensure that all pupils with SEND have an appropriate, tailored programme. Staff keep parents regularly informed about their children's targets and progress.

Pupils behave exceptionally well in class. They are highly motivated in lessons and demonstrate positive attitudes to their education. When moving around the school and in the playground, pupils consistently show great self-discipline. Pupils know that they are listened to by adults. They contribute to the school vision. School leaders go beyond the expected to prepare pupils for life in modern Britain. Their work on developing pupils' character is exemplary.

Leaders have developed strong links with parents that are built on mutual trust. Professional, meaningful interactions take place with staff at all levels. All staff feel supported by leaders. They find the workload manageable and are proud to work at the school. Governors and trustees are also proud of the school. They hold leaders to account while remaining supportive.

Safeguarding

The arrangements for safeguarding are effective.

A strong safeguarding culture is embedded throughout the school. Rigorous systems are in place. Leaders are quick to identify pupils who need early help. Staff receive regular training and have a good understanding of how to raise concerns.

Strong links exist with the local authority and external agencies. These ensure that help is available, supported well by the school's own 'early help' panel.

Leaders and governors thoroughly manage the safe recruitment of staff. Procedures are rigorous and are checked regularly.

Pupils are aware of how to keep safe, including online. They are taught about appropriate, positive relationships.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145235
Local authority	Newham
Inspection number	10212309
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	615
Appropriate authority	Board of trustees
Chair of governing body	Sikander Riaz
Headteacher	Elizabeth Harris
Website	www.monega.boleyntrust.org
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Boleyn Trust on 1 November 2017.
- There has been a complete change in leadership since the school converted to an academy.
- The proportion of pupils who speak English as an additional language is above average.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders from the school. They met with six members of the governing body, including the chair of governors. A virtual

meeting was held with the school improvement partner. A meeting was held with the trust's CEO.

- Inspectors met pupils to understand their views on the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, geography, science, art and religious education. As part of the deep dives, inspectors met with leaders to discuss curriculum plans, visited lessons with senior leaders, met with teachers and looked at pupils' work. They also looked at documents and work in physical education, music and modern foreign languages.
- Inspectors considered the well-being and behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to most of the staff about their workload and well-being. They also looked at the parent surveys and talked to a number of parents at the school gate.
- Inspectors reviewed a wide range of documents provided by the school. These included the school improvement plan, school evaluation, curriculum documents and school policies.

Inspection team

Aliki Constantopoulou, lead inspector	Her Majesty's Inspector
Brian Oppenheim	Her Majesty's Inspector
Jo Jones	Ofsted Inspector
Phil Garnham	Her Majesty's Inspector

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