

Inspection of Monks Orchard Primary School

The Glade, Shirley, Croydon, Surrey CR0 7UF

Inspection dates: 10 and 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders aim for pupils to be confident, resilient and independent learners, and this is what the pupils at Monks Orchard strive to be. They become keen learners and love coming to school. The school's values 'ACE the three Rs' are routinely woven into school activities. Pupils know and understand what the values mean. They very much enjoy being rewarded with house points when staff see them using these values in lessons and around school.

All adults have high expectations for behaviour and for what pupils can achieve, including for pupils with special educational needs and/or disabilities (SEND). As a result, classrooms are calm and orderly, and pupils learn well across the curriculum. On the rare occasion that low-level disruption occurs, adults deal with it swiftly. Because of this, pupils can get on with their learning without interruption.

Pupils said that they feel safe and trust adults to deal with any worries they have. Adults act quickly and successfully to resolve any instances of bullying.

Pupils enjoy the many different wider opportunities offered. There are a range of clubs that they can attend, as well as plentiful school trips. Pupils also like the opportunities to perform in music concerts and compete in events with other pupils across the trust.

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

Leaders have created a curriculum that reflects the expectations of the national curriculum. Leaders make deliberate and aspirational choices about what pupils study, with a focus on making sure that the needs of all pupils are met. Leaders also design the curriculum so that pupils' backgrounds and experiences are represented in the ambitious subject content that is taught.

In many subjects, including English and mathematics, leaders' curriculum thinking is well developed and established. Starting from the early years, leaders are clear about the knowledge and skills that they want pupils to learn. They have also set out the order in which this should be taught. In these subjects, teaching successfully helps pupils to remember what they have been taught. Pupils readily recall prior learning. They can use what they already know to help them with the study of new subject content.

However, in a few subjects, leaders have not thought through as comprehensively how their curriculum goals should be broken into small and manageable steps. This includes identifying the key vocabulary that pupils should understand and use as they progress through the curriculum. In these subjects, some teaching does not help pupils to secure and recall the knowledge that is needed to be successful in their future learning.

Teachers have good subject knowledge and explain concepts and ideas clearly. They

check on pupils' understanding and address any gaps in their learning as soon as they are identified. Lessons provide pupils with many opportunities to revisit and recap what they have been previously taught and make links across their learning. This helps pupils build their knowledge of subjects over time.

Leaders have effective systems in place to identify the specific needs of pupils with SEND. Staff receive helpful training on how to meet pupils' needs, and as a result, pupils with SEND are well supported. Lessons are adapted effectively to enable these pupils to access the full curriculum.

The teaching of early reading is a priority for leaders. This starts as soon as children join in the early years. Comprehensive training is provided for staff, and this means that they have the expertise to deliver the early reading curriculum, including phonics.

Pupils practise the phonics that they have been taught through reading books that are well matched to their phonic knowledge. Pupils are quickly identified if they need extra support, and this is put in place to help them to become fluent readers.

Leaders are passionate about promoting a love of reading. This enthusiasm is clearly shared by pupils. Through many aspects of school life, leaders ensure that pupils experience a diverse and wide range of high-quality authors and texts. For example, pupils enjoy their weekly reading assembly and daily story time sessions. Year 6 'reading leaders' get involved in promoting reading. For example, they produce a reading magazine which is then shared with the whole-school community.

Leaders' work to support pupils' wider development is extensive and of high quality. Staff help pupils to develop positive attitudes toward their learning. They teach them about what they can do to stay focused in lessons. Pupils are also supported to conduct themselves in a sensible and responsible way and learn about how everyone has the right to equal and fair treatment. Older pupils have opportunities to build on this by taking on roles of responsibility, such as being a prefect or house captain. Pupils are taught to understand how to keep physically and mentally healthy.

Staff are proud to work here. They feel that leaders take into account and support their workload and well-being. Trustees and governors understand their roles and provide an effective balance of challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained so that they are able to identify when pupils may be at risk of harm. Effective systems and processes are in place for staff to report any concerns that they have. Leaders use these systems to ensure the right support is put in place for pupils and their families. Leaders also work with external agencies to provide additional support for families where needed.

Pupils are taught and know how to keep themselves safe, including when online. They know there are trusted adults in school they can talk to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, curriculum thinking does not explicitly set out the small sequential steps needed to help pupils achieve the identified curriculum end goals. This includes the key vocabulary needed in a subject. This affects how well teaching enables pupils to build up and remember knowledge in these subjects. Leaders should refine their curriculum thinking to make clear the small steps in learning that pupils need to take in order to progress successfully through the curriculum. They should ensure that staff receive the guidance they need to apply leaders' curriculum thinking to their teaching.

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.

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	146225
Local authority	Croydon
Inspection number	10255272
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	248
Appropriate authority	Board of trustees
Chair of trust	RoseAnne Ellis
Headteacher	Guy Fairbairn
Website	www.monksorchard.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Monks Orchard Primary School converted to become an academy school in September 2018. When its predecessor school, Monks Orchard School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school is part of Fairchildes Academy Community Trust.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 carried out deep dives in these subjects: early reading, mathematics, history and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

They listened to pupils read. Other subjects were also considered as part of this inspection, including music, art and geography.

- Inspectors met with the chair of trustees, the chief executive officer, the local authority adviser, the headteacher, the deputy headteacher and members of the governing body.
- Inspectors spoke with leaders, staff and pupils about safeguarding. Inspectors also checked safeguarding records and documentation.
- Inspectors considered the responses to the Ofsted Parent View survey and spoke to a number of parents informally during the inspection. Inspectors also considered staff survey responses.
- Inspectors observed pupils' behaviour in the playground and lessons.

Inspection team

Julie Wright, lead inspector

His Majesty's Inspector

Sacha Husnu-Beresford

His Majesty's Inspector

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