

Inspection of Monksmoor Park Church of England Primary School

Croxden Way, Daventry, Northamptonshire NN11 2PD

Inspection dates: 28 and 29 March 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?

The school's ethos of 'nurturing all to flourish and aspire' helps to ensure that pupils receive the care and help they need. This inclusive approach means that pupils with special educational needs and/or disabilities (SEND) get the individual support they need. Consequently, many pupils thrive.

Pupils are enthusiastic and confident. They have positive attitudes towards school. Pupils feel comfortable and secure in their surroundings. One pupil summed it up by saying, 'Everyone and everything gets looked after here and that makes me feel safe.'

Pupils get on well with each other. A pupil explained it best when they said, 'There are lots of kind children here who would love to be your friend.' Pupils know what bullying is and what to do about it. They agree it would be dealt with seriously if it happened.

Being outside is an integral part of the pupils' education. Pupils love their forest school sessions. Through these sessions, pupils have the opportunity to extend their learning in other areas of the curriculum. They also appreciate the well-being benefits of looking after this natural environment.

Many parents and carers are supportive of the school. One typical comment is 'My child, their education and well-being are always put first.'

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

Leaders have put together an ambitious curriculum. There is a logical sequence of learning in all subjects. The important aspects that pupils need to know and do have been planned precisely. This is the same in the early years. Leaders have thought carefully about what children need in readiness for Year 1. Leaders have clearly set out the knowledge and skills that children need to know in each area of learning.

Teachers follow curriculum plans closely. They know how their lessons fit in with what pupils have learned before and what pupils will learn next. However, teachers sometimes move on too quickly. They do not always check well enough that all pupils have the secure understanding they need to progress. Some leaders have not monitored how well their subjects are being implemented. Therefore, they have been unable to address this issue.

Reading is at the heart of the school's curriculum. Children are immersed in a world of books from the moment they start at Monksmoor Park. Leaders ensure that all staff have the expertise they need to teach pupils to read. Staff follow the school's phonics programme precisely. There is a consistent approach to the teaching of phonics throughout the school. Pupils learn to sound out and blend letter sounds to read whole words. They practise this by reading books that are matched to the letter sounds they know. This approach means that pupils develop their fluency and

confidence. Teachers give effective support to any pupil who falls behind. Pupils have very positive attitudes to reading. It is something they enjoy. They like spending time in their school library.

Children get off to a great start in the early years. Teachers ensure that routines and expectations are clear. This helps children to be independent. Stories are central to the early years curriculum. Children love listening to their teachers read. There are many opportunities for children to write. As a result, many children in the Reception class can form letters neatly and write in sentences. There are also frequent opportunities for children to count and develop a secure understanding of numbers up to 10. Physical development is a priority. In Nursery, for example, children improve their strength and coordination during balance bike sessions.

Leaders are determined for all pupils, including those with SEND, to achieve highly and participate fully in all aspects of the curriculum. Staff who support pupils with complex needs do so with ambition, sensitivity and skill. Consequently, most pupils achieve well.

Pupils are very enthusiastic about learning. They know the school rules. They enjoy being rewarded for following them. However, staff occasionally have to remind a few pupils of the school's high expectations.

Pupils appreciate diversity and understand the importance of equality. As part of collective worship, they develop a secure understanding of British values. This is also the case for the six school values of acceptance, friendship, hope, joy, respect and well-being. For instance, Year 4 pupils said that acceptance is about 'respecting people's choices and their opinions'.

Senior leaders have managed the growth of the school well. Governors provide effective support and challenge. Leaders consider staff's workload and well-being. However, in some foundation subjects, curriculum leadership is not as effective as it is in other subjects. As a result, the curriculum in these subjects is not always implemented consistently well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained. They make sure that staff have the knowledge they need to help keep pupils safe. Staff are vigilant. They know the signs that might indicate a pupil needs help. Record-keeping is precise. Leaders ensure that swift action is taken when it is needed. They involve other agencies when they need to. They make sure that pupils get the support they need promptly.

Recruitment checks are thorough. Governors have regular safeguarding training. They check that the school's safeguarding policy is being followed. Pupils know to talk to trusted adults when they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check that all pupils have a secure grasp of the prior knowledge they need to move on to the next stage of their learning. As a result, some pupils do not build a deep understanding of the concepts they should have learned. Leaders must ensure that teachers make precise checks on all pupils' understanding, address gaps in their knowledge and introduce new content when pupils are ready to move on.
- In some foundation subjects, leaders have not monitored how well the subjects are being implemented. Where this is the case, the quality of pupils' learning can vary. Leaders must ensure that all subjects are effectively monitored to ensure that each subject is being implemented consistently well and that pupils know and remember more.

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	146371
Local authority	West Northamptonshire
Inspection number	10254753
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair of governing body	John Tippet
Headteacher	Katie Towers
Website	www.monksmoorceprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Monksmoor Park Church of England Primary School opened in September 2018. It currently has classes for children in Nursery and Reception, as well as Year 1, Year 2, Year 3 and Year 4.
- The school is a voluntary-aided Church of England school. It has not yet had a section 48 inspection. This is an inspection of the school's religious character.
- The school makes use of one registered alternative provision.
- There is a before- and after-school club managed by the school.

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.
- The inspectors carried out deep dives in reading, mathematics, physical education

and computing. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- Inspectors met with the headteacher, other members of the senior leadership team, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leaders responsible for pupils with SEND, behaviour, the early years and personal development.
- The lead inspector met with the designated safeguarding lead to discuss the actions taken to help to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to attendance and pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors, including the chair of the governing body. He also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaire.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Sally Manz

Ofsted Inspector

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