

# Monkfrith Primary School

## Inspection report

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<b>Unique Reference Number</b>	101293
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	276490
<b>Inspection dates</b>	17–18 May 2006
<b>Reporting inspector</b>	Mike Thompson

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Frost Mrs Janette Adak
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Knoll Drive London N14 5NG
<b>Telephone number</b>	02083686020
<b>Fax number</b>	02083614115

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<b>Age group</b>	5–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Monkfrith is an average-sized primary school. Although less than half the pupils are of White British heritage, there are very few in the early stages of learning to communicate in English. Their home circumstances are generally more advantaged than those of pupils in most other schools. The proportion with learning difficulties or disabilities is below average, but the number with statements of special educational need is above average for a school of this size.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade:**

### What the school should do to improve further

- \* Provide clearer guidance against which pupils' achievement can be assessed and targets for future improvement set.
- \* Enable subject leaders to improve their skills in monitoring standards and achievement in their areas of responsibility.

## Achievement and standards

**Grade:**

### Personal development and well-being

**Grade:**

### Quality of provision

### Teaching and learning

**Grade:**

Teaching and learning are good, with some pockets of very effective practice. Throughout the school, teachers are good at making their lessons interesting and enjoyable. Skilled learning support assistants work closely in partnership with the teachers and provide good quality help for pupils with specific learning difficulties and those for whom English is an additional language. Teachers manage their pupils' behaviour well and create a really positive atmosphere for learning to take place. They use questions skilfully, particularly when introducing a new idea. This enables them to keep all pupils involved and check on how well they have understood. They use this knowledge well to ensure that achievable challenges are set for their pupils at different levels of difficulty according to their needs.

The school is currently reviewing its curriculum, but is yet to restructure its assessment systems to complement this development. Experienced and highly skilled teachers compensate for this, and are able to judge their pupils' next stage in learning accurately. However, less experienced members of staff are not fully equipped to do this.

### Curriculum and other activities

**Grade:**

The school provides a good range of activities to interest and excite its pupils. There are outstanding learning opportunities for pupils in ICT and music. As a result pupils achieve very highly in these areas, with gifted and talented pupils given every opportunity to excel. In addition, there are many out-of-class activities, such as African drumming, singing, and a range of sports which help pupils to develop skills of teamwork.

The way in which the school has planned the curriculum in Years 1 and 2, by linking subjects, helps to make learning more enjoyable. For instance, a literacy lesson in Year 1 was used to teach the importance of healthy eating. The session helped develop pupils' skills in reading and writing by requiring them to read a recipe as they made apple cakes, and challenged them to plan and write a healthy menu. The school recognises that it needs to improve its curriculum

for Years 3 to 6 with a view to improving opportunities for pupils to develop their skills in writing, and is currently developing its planning along the same integrated lines.

The curriculum for pupils with learning difficulties and disabilities is very good. Their clear individual education plans ensure that the school fully meets their needs, both in lessons and through extra help.

### **Care, guidance and support**

#### **Grade:**

The school is very good at making sure that its pupils are safe and well looked after. The overwhelming majority of parents praise the school in this respect and are happy with their children's progress. Pupils also believe they are very well cared for and feel safe and secure.

The school liaises very closely with a range of service providers to ensure good care and support for all pupils. Health and safety routines and risk assessments are carried out regularly. Child protection procedures are clear and are used very effectively to support all pupils.

The school's academic support and guidance for its pupils is satisfactory. The school uses the results of periodic testing to check on the progress being made by pupils and to identify those who may need extra help. However, the framework for assessing pupils' attainments is not linked closely enough to the step-by-step development of skills, knowledge and understanding set out in the curriculum. As a result, pupils are not always clear about precisely what they have to do to move on to the next level of attainment.

### **Leadership and management**

#### **Grade:**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

Following the inspectors' visit to your school we would like to tell you what we think about how well you are getting on and how well your school is helping you to learn.

There are lots of things that we like about your school. Some of them are: \* You make good progress and achieve well. \* Your school is friendly and welcoming. You get on really well with each other, and your behaviour is usually excellent. \* You listen carefully to what your teachers have to say and learn a lot in lessons. \* You are taught well, and when you find work hard you are given the right sort of help. \* The school is good at organising lots of extra things for you to do. \* All of the adults in your school make sure that you are well looked after. \* Your headteacher, and all of the other people who help run your school, are good at making sure that you get the best education.

We think that you go to a good school. All of the adults in your school want it to be even better. To help them to do this we think that there are two things in particular that need to be done next, these are: \* Improve the ways that teachers check on how well you are doing and decide what you need to do next, so that they can help you make your work even better. \* Help the teachers in charge of the different subjects to become even better at managing their subjects by finding out more about how well you are doing.

With best wishes

Mike Thompson

Lead Inspector