

# Monken Hadley CofE Primary School

Inspection report

---

<b>Unique Reference Number</b>	101318
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	276497
<b>Inspection dates</b>	4–5 July 2006
<b>Reporting inspector</b>	Jeffrey White

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Barbara Taylor Mr Steve Adams
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Camlet Way Monken Hadley Barnet EN4 0NJ
<b>Telephone number</b>	02084490989
<b>Fax number</b>	02084408140

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	4–5 July 2006
<b>Inspection number</b>	276497

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Most pupils are of White British origin. About a third are from other ethnic groups or of mixed ethnicity. A few pupils do not have English as their first language although none is at a very early stage of learning the language. Free school meals eligibility is well below average. The percentage of pupils with learning difficulties or disabilities is also well below average. Attainment on entry to the school is broadly above average.

## 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**

Assess children more thoroughly on entry to the Reception class and improve their achievement especially in writing and mathematical development.

## **Achievement and standards**

**Grade:**

## **Personal development and well-being**

**Grade:**

## **Quality of provision**

### **Teaching and learning**

**Grade:**

Good teaching ensures that pupils achieve well and attain high standards. Teaching has significant strengths in fostering pupils' personal development and this ensures that the climate for learning is very positive. Pupils' oral skills are developed very well from the time they enter the school because they are encouraged to express their views and explain their thinking. High challenge and brisk pace are key features of the excellent teaching, for example, in the Year 5 and Year 6 class. Very effective teaching in Year 2 has helped pupils to improve their story writing significantly.

The range of pupils' needs is generally met well. Teachers and teaching assistants work productively together to make sure that pupils are fully engaged in lessons and make good progress. Assessment findings are mainly used well to help plan pupils' work.

Teaching in the Foundation Stage is good in developing children's oral skills and their personal, social and emotional development. However, the teaching is not consistently challenging enough in fostering writing and mathematical development.

## **Curriculum and other activities**

**Grade:**

The curriculum meets statutory requirements. Pupils enjoy the curriculum, especially where links are made between subjects such as history, ICT, mathematics and English. Music is a good feature and pupils enhance their performing skills by taking part in festivals of music and dance. Older pupils' environmental awareness is very well developed by work they have done on energy. The curriculum meets the range of most pupils' needs. Specific provision is made for the gifted and talented, for example, in mathematics in Year 2. Pupils with learning difficulties and disabilities have good access to the curriculum and make good progress. Particularly strong features include opportunities for pupils to take responsibility and to develop their early enterprise skills. A wide range of clubs, visits and visitors to the school including poets and authors enhances the curriculum very well. Pupils in Years 1 to 6 have good opportunities to take responsibility for their own learning. The curriculum in the Foundation Stage is satisfactory with good features, especially in developing children's oral skills and personal development.

## **Care, guidance and support**

### **Grade:**

A shared commitment to valuing and supporting pupils is very evident. Pastoral care is given a very high priority. Peer and 'buddy' systems work well and help new pupils to settle quickly. Procedures to ensure child protection and health and safety are thorough. Teachers and teaching assistants work well together to ensure that pupils are making progress and are sustaining their concentration, especially in the case of pupils with severe disabilities. Pupils talk well about the need to keep healthy. Links with outside agencies are effective including those with a special school that has helped raise awareness of autism. In a good lesson, two pupils with autism were given effective and sensitive support to ensure they were well involved in the lesson. Targets for pupils with learning difficulties or disabilities are very clear and achievable. In Years 1 to 6, assessment findings are used well to promote pupils' achievement. Assessment of children when they join the Reception class is not thorough enough to identify pupils' differing needs which, in particular, limits the progress they make in writing and mathematics.

## **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**

Children

Thank you very much for your help on my visit to your school. You told me that your school is good and I agree with you. I know that you very much enjoy your life at school and you all get on very well together.

You make good progress and your behaviour and attitudes are extremely good. Your headteacher and the school staff lead you well and help you to develop excellent attitudes and to care for others. I especially enjoyed talking to you and hearing how you contribute to improving the school.

In order to improve the school more I have asked the headteacher and teachers to help the children in the reception class improve their writing and mathematical development.

With best wishes

Jeff White

Lead Inspector