

# Monkfrith Primary School

## Inspection report

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<b>Unique Reference Number</b>	101293
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	323441
<b>Inspection date</b>	10 February 2009
<b>Reporting inspector</b>	Kathryn Burdis HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	212
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Frost
<b>Headteacher</b>	Mrs Jeanette Adak
<b>Date of previous school inspection</b>	17 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Knoll Drive London N14 5NG
<b>Telephone number</b>	020 8368 6020
<b>Fax number</b>	020 8361 4115

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<b>Age group</b>	5–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: leadership and management; standards and achievement; and equality of opportunity. Evidence was gathered from observations, discussions, the school's monitoring record and the assessments of pupils' progress. Other aspects of the school's provision were not inspected in detail, but the inspectors found no evidence to suggest that the school's own self-assessments, as given in its self-evaluation, were not broadly accurate. These have been included in this report. However, the school assesses personal development and care, guidance and support to be outstanding. Inspectors agreed in some areas but overall found them to be good.

## Description of the school

Monkfrith is an average-sized primary school. The proportion of pupils entitled to free school meals is below average. Over half of the pupils come from minority ethnic backgrounds and there is a higher proportion of pupils whose first language is not English. Most have fluent English. Attainment on entry is broadly average. The proportion of pupils with learning difficulties and/or disabilities is similar to other schools, although the number with a statement of special educational needs is above average for a school of this size. Most statements are for pupils with autistic spectrum disorder. Since the last inspection there has been a period of transition and change to the senior leadership team, including the headteacher's secondment to support another school. The school has Early Years Foundation Stage provision for pupils in the Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Pupils achieve above-average standards and reach high levels of personal development in this good school. The headteacher and the senior leadership team are effective in their aim of promoting happy, confident children who develop respect for themselves and others. Good channels of communication with parents are effective in promoting a positive partnership between home and school. An overwhelming majority of parents hold the school in high regard. One parent's comment is typical of their views: 'Monkfrith has a lovely ethos. The children care about their school and their peers. It turns out balanced, happy and well-adjusted children.'

After making good progress in the Reception class, pupils begin Year 1 with above expected levels of achievement for their age in most areas. Good progress continues as pupils move through the school and standards in Year 2 and Year 6 are currently above average. Pupils leave school well prepared for the next stage of their education. Pupils make particularly fast progress in mathematics and science. Attainment in science is very high and in the most recent validated test results, pupils' achievements were in the top 10% of schools nationally. Overall standards in English are more in line with expected levels, with fewer pupils attaining the higher level than in mathematics and science. School targets are not ambitious enough to ensure for some pupils, to ensure that they make the very good progress of which they are capable. An analysis of the dip to below-average standards in 2008 illustrates that although attainment was below the national average, pupils had made good progress from the end of Year 2 to the end of Year 6. Most pupils with learning difficulties and/or disabilities, especially those on the autistic spectrum, make good progress.

The school aims to be inclusive and is effective in promoting equality of opportunity for all of its pupils. This underpins its positive approach to promoting community cohesion. It is a harmonious and supportive community where pupils take delight in helping each other regardless of age or background. Performance data illustrate there is no difference in achievement between pupils of different ethnic backgrounds. The good balance between competitive sports, arts and music clubs after school offers pupils choice in the kind of activity they attend.

The school offers a happy and safe community where good pastoral care identifies pupils in need of additional support. Pupils clearly enjoy school and the wide range of experiences it offers. Procedures for safeguarding pupils are robust. However, academic guidance is not fully effective as pupils are not always aware of their learning targets and so are not clear what it is they have to do to improve their work. A broad and balanced curriculum, with a rich and varied range of after school clubs and activities, motivates and engages pupils, leading to good social, moral, spiritual and culture development. Pupils talk knowledgeably about the importance of diet and physical activity. The clear moral code promoted through the school rules leads to well-behaved, thoughtful pupils who act kindly and thoughtfully in the communal parts of the school. They understand the importance of keeping themselves safe and know what they should do if they had any concerns. Pupils make a good contribution to the school through the school council and not only take pride in, but are effective in, their roles as Junior Road Safety Officers and young leaders. The understanding of European culture is well promoted through the developing awareness and celebration of diversity within the school's population. Pupils learn about their place in the wider world and the cultures in it through the well-planned geography curriculum and involvement in fund-raising for a school in Zambia. Very well-developed social skills, confidence and high self-esteem, coupled with good standards of literacy, numeracy and information and communication technology (ICT) skills, prepare pupils well for their future.

The recently introduced breakfast and after school club, opened in response to parents' requests, provides good-quality care both before and after school, which pupils thoroughly enjoy.

Pupils approach their learning eagerly and know teachers and support staff will help them. Very positive relationships between teachers and pupils underpin the overall good-quality teaching. In most lessons, well-planned and organised teaching has a positive impact in creating an atmosphere where learning is fun. Pupils are usually attentive in lessons because learning is interesting and teachers use resources, including ICT, to engage them. Positive attitudes to learning are reflected in the good behaviour across the school. The well-planned curriculum contributes considerably to pupils' achievement and enjoyment. Teaching assistants provide purposeful support for pupils who find learning hard and those with learning difficulties and/or disabilities. Most lessons are planned to reflect the different abilities of pupils in the class, although some lessons observed did not reflect the pace and challenge needed to help pupils make more than adequate progress. Although teachers' marking often identifies how well pupils have done, there are inconsistencies in identifying and sharing with pupils what they need to do next to improve their work.

Overall leadership and management are good with positive developments in the role of subject leaders. The new leadership team is addressing the need to more rigorously monitor and evaluate the work of the school. Performance information is analysed well to illustrate how individuals and different groups of pupils are doing. A recently introduced system for tracking pupils' progress is proving effective in identifying where pupils are underachieving and informing priorities for school improvement. The school is in a good position to maintain its strengths and develop further. However, staff changes at a senior level have limited the pace of change since the last inspection, especially in evaluating the school's work. While the self-assessment rightly describes the school's many strengths, it over-estimates its success in some areas. The provision for promoting community cohesion is effective, but there is no written policy or approach to evaluating the impact on pupils' learning. The governors effectively balance their roles of support and holding the school to account.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children receive a good education in the Reception class. They join the school with attainment and skills that are generally typical for their age, with strengths in their personal, social and emotional development. Individual records show the children make brisk progress and by the end of the Reception Year most are achieving above expected levels in many of the areas of learning. They make good progress because of good teaching. The teacher is calm and purposeful, and has good relationships with the children. Children enjoy starting school because their days are well organised and they experience a good range of practical activities. A good balance of free choice and adult-led tasks leads to children growing in independence. However, teaching assistants could be used to better effect, particularly during whole-class teaching. Support for children with learning difficulties and/or disabilities is usually good and they make similar progress to their peers. Children's personal development is good and they flourish in the caring environment. They are good at working together and maintain high levels of concentration. Leadership and management are good. The Foundation Stage leader is an enthusiastic and knowledgeable practitioner. Together with the experienced and dedicated teacher, they have well-founded plans for future development of high-quality continuous provision and a strong determination for further improvement.

### **What the school should do to improve further**

- Introduce more rigour, challenge and frequency into the arrangements for monitoring and evaluating the school's provision.
- Improve academic guidance so pupils are aware of their targets, know what they have to do to improve their work further and are challenged to achieve the highest standards of which they are capable.
- Agree a policy to reflect the school's arrangements for promoting community cohesion and identify how the school's work in this area is to be evaluated.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

02 March 2009

Dear Pupils

Inspection of Monkfrith Primary School, London, N14 5NG

Thank you for the warm welcome you gave us when we spent the day at your school. It was lovely to talk to you and to see how much you enjoy school. We could see why your parents are pleased that you go to Monkfrith because it is a good school.

We have thought hard about all the things we saw and I am writing to tell you about the school's good features, as well as some things we think need to improve.

- Your learning gets off to a good start in the Reception class.
- You behave well in class and around the school. We saw many of you playing happily and saw how kind you can be in helping one another.
- You know how to stay safe and be healthy. You have many good opportunities to go to clubs that help keep you fit and active. I enjoyed my lunch and thought the school cook makes you very fresh and healthy food.
- All the adults in the school are working very hard to make sure you enjoy coming to school.
- You make a real contribution to your school and local community. (I was glad the Young Road Safety Officers didn't need to put a notice on my car for bad parking).
- Your attendance is good.

To make the school even better, we have asked the governors and your teachers to:

- set you targets so that you can rise to the challenge of achieving even higher standards by the time you leave school and make sure you know what it is you have to do to make your work even better, especially in writing
- look closely at what goes on in classrooms to make sure you are helped to make the best possible progress
- make sure they know how well they are doing in helping you to learn about and understand different people's lives in your local community and the wider world.

Keep on enjoying school and helping the adults to make your school an even better place to be.

Yours faithfully

Kathryn Burdis

Her Majesty's Inspector