

Monken Hadley CofE Primary School

Inspection report

Unique Reference Number	101318
Local Authority	Barnet
Inspection number	323448
Inspection date	13 July 2009
Reporting inspector	David Scott

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	142
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
Appropriate authority	The governing body
Chair	Mrs Barbara Taylor
Headteacher	Mr Steve Adams
Date of previous school inspection	4 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Camlet Way Monken Hadley Barnet EN4 0NJ

Age group	4–11
Inspection date	13 July 2009
Inspection number	323448

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Age group 4-11

Inspection date 13 July 2009

Inspection number 323448

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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- How well do children in the Early Years Foundation Stage make progress?
- Do all groups of pupils achieve equally well?
- How effectively do the curriculum, assessment and learning support promote the pupils' personal development as well as their academic success?

Evidence was gathered from the school's self-evaluation document (SEF), by observing lessons, scrutinising the school's records of pupils' standards and achievement and other documentation, and by discussions with pupils and staff. Parents' responses to questionnaires also informed judgements. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own evidence, as given in the SEF, were other than justified. These have been included where appropriate in this report.

Description of the school

At Monken Hadley CofE Primary School the proportion of pupils eligible for a free school meal is much lower than in most schools. The proportion of learners having learning difficulties and/or disabilities is below average. Many of these have specific speech, language and communication difficulties. Compared with the national picture, a slightly higher proportion of pupils come from minority ethnic backgrounds. However, the proportion who have a home language other than English is much lower than that found nationally. The school has provision for the Early Years Foundation Stage through the Reception class. The school has achieved the national Healthy School and Investors in People awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Monken Hadley CofE Primary School provides a good standard of education for its pupils. It has made good progress since the last inspection and is in a highly favourable position to improve further. This is reflected in the positive views of the very large majority of parents, typified by one who wrote that 'staff are fantastic at working in partnership with parents so that all children feel confident and valued'.

Overall standards are above average and pupils achieve well from their low starting points in the Reception class. In Years 1 and 2 pupils maintain good progress from the Reception class to reach above average standards in writing, reading and mathematics. They do particularly well in reading because of the school's strong emphasis on literature and drama. They continue to make good progress at Key Stage 2. They achieve well in English, mathematics and science and, by the end of Year 6, standards are above average. This is because of good teaching. Staff engage pupils' interest and enthusiasm by providing problem-solving activities related to real-life situations, such as designing packaging for a food product, which enables pupils to achieve at the highest level. The school has in place a good range of strategies to improve pupils' achievement. Records of current progress indicate that pupils in Year 6 have met their challenging targets. All groups of learners make good progress. Pupils at the early stages of learning English make rapid gains in fluency because of the carefully targeted support they receive.

The sustained improvements over three years owe much to the focused and caring leadership of the headteacher and the very committed staff. Good leadership and management have ensured that each staff member is afforded many opportunities for professional development. This has been recognised by the school gaining the Investors in People Award on three successive occasions. Teachers and support staff create a lively learning environment in which children can thrive, whatever their starting points. Pupils know their challenging targets which encourage their learning. Governors, too, take their responsibilities seriously and play a full part in the school's development. They provide good challenge and share their knowledge and expertise freely. Self-evaluation is honest, reflective and accurate. The school has successfully evaluated its contribution to community cohesion, which is good. This has been achieved by developing and promoting a clear and detailed understanding of its own community and the different faiths, ethnicities and cultures that exist within and beyond it.

At the heart of the school's good care, guidance and support for pupils is the way it involves parents and other external agencies in their nurture. As one parent commented, 'Monken Hadley is a lovely school where parents are encouraged to be involved in their children's education.' This is central to the school's provision which is built on its shared values which permeate all areas of school life. Dance, drama and music are used successfully, not only to build pupils' confidence but also to allow children the space to explore and manage their feelings. As a result, pupils' personal development is good. Academic guidance for pupils is good and teachers use assessment information to plan work that matches pupils' needs. Some teachers are good at explaining to pupils how they can improve their work, both through explanations in class and in marking. However, this good practice is not consistently shared across the school.

The school lays great store on maintaining a secure and safe environment and has comprehensive and robust systems for safeguarding pupils and for risk assessment. Pupils are well prepared

for their future education and economic well-being because of their good basic skills and through the school's strong links with secondary partners. Pupils thoroughly enjoy school and one said, 'I really love my school because it's friendly, it's like a big family and we respect each other.' Another said, 'I love learning and you do lots of learning here!' These positive attitudes lead to good attendance and punctuality. Members of the school council are enthusiastic about their roles and are convinced they make a difference to others, accurately reflecting their opinions and suggestions. They are justly proud of their influence on the environment. For example, in partnership with parents and the local community, pupils were able to design and plant their own sustainable garden, which brought to life their understanding of ecological issues. The school has been recognised nationally for its work in this area. Pupils' views are greatly valued and they are encouraged to participate in the interview process for the appointment of new staff.

Monken Hadley prides itself on being an inclusive school. Pupils report that they feel safe within the school community. Relationships are harmonious and pupils' behaviour is good, as is their spiritual, moral, social and cultural development. They are tremendously knowledgeable as to what constitutes a healthy lifestyle and are totally committed to keeping fit. This has been recognised by the school achieving the Healthy School award. Pupils of all ages are keen to take on a range of responsibilities to assist with the smooth running of the school. For example, they take on leadership roles such as the school magazine enterprise, which funds the education of three pupils in Ghana. They delight in singing, have many opportunities for performance through the school productions and are involved in music-making and drama for local and national events.

The well-orchestrated curriculum is enriched by a good number out-of-hours activities, and underpins the pupils' success in learning. Almost two thirds of all pupils learn to play a musical instrument. Good teaching enables pupils to engage very purposefully in learning because teachers ensure they have interesting tasks to hold their attention. The school has accurately identified that, in some lessons, pupils do not have enough opportunity to develop links with other subject areas. Classrooms are lively and colourful with celebratory and thought-provoking displays.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start in the Early Years Foundation Stage because of the excellent relationships between staff and parents that help children to settle quickly. Children's profiles provide up-to-date information on their progress and are used well to keep parents informed about their child's development. Children join the school with a range of skills which are generally similar to those of others of the same age, but below expectations in some aspects of literacy and numeracy and their social and emotional development. A careful focus on developing these weaker areas ensures that children enter Year 1 having made good progress. Children learn to share and work together, as they did in a mathematics 'treasure hunt' during the inspection. A stimulating curriculum extends all areas of learning both in the classroom and in the outside learning area. Nevertheless, on balance children do not have enough opportunities to play and learn in the outside area. There is a good blend of adult-led activities and opportunities for children to choose for themselves. The Reception staff are well led and managed and work as an efficient and caring team. As a result, by the time children leave Reception, they reach standards that are above average for their age.

What the school should do to improve further

- Share existing good practice in assessment through greater clarity in teachers' marking and explanations to ensure that all groups of learners receive precise advice on how to improve their work.
- Develop better links between subjects in order enrich and extend learning for all pupils.

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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 ¹ 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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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**

21 July 2009

Dear Pupils

Inspection of Monken Hadley CofE Primary School, Barnet, EN4 0NJ

Thank you very much for welcoming us so warmly when we visited your school recently. We thoroughly enjoyed our visit. We were very pleased to hear from you how much you enjoyed school, and to see how well you worked in lessons.

You go to a good school that helps you to learn, and that looks after you well. We were impressed by the way you get on together.

You and your parents are rightly proud of Monken Hadley Primary. You all think that it is a good school and we agree with you. Your headteacher, staff and governors want the best for you and are determined that you make as much progress as you can in lessons and in your personal development. Because you enjoy school so much, your attendance is good.

Staff know you all individually and look after you very well. You also help to look after others, particularly those younger than you. You told us that you feel really comfortable in school and that there is always someone to help you if you are distressed. You eat healthily and keep fit through your physical education lessons and clubs. You express your views clearly but at the same time you are very ready to listen to others. You understand the importance of helping those outside your community and are ready to support children less fortunate than yourselves.

Before we left, we talked to your teachers about how the school could do even better. They agree with us that they need to use what they know about the progress you are making to explain clearly to you how you can improve your work. We have also asked them to make better links between different subjects in your lessons so that learning is even more interesting for you.

I am sure you will continue to do your level best to cooperate with your teachers and continue to help support those in need of extra help. Good luck with your forthcoming production of Jack and the Beanstalk.

I wish you a very happy future at Monken Hadley.

Yours faithfully

David Scott

Lead Inspector