



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Monken Hadley Church of England Voluntary Aided Primary School

Camlet Way, Barnet,  
Hertfordshire,  
EN4 0NJ

**Previous SIAMS grade:** Outstanding

**Current inspection grade:** Good

**Diocese:** London

Local authority: Barnet

Date of inspection: 23 June 2015

Date of last inspection: October 2009

School's unique reference number: 101318

Headteacher: Caroline Froud

Inspector's name and number: Pamela Draycott 161

#### School context

Monken Hadley is a small voluntary aided primary school. Its pupils are taught in mixed aged classes and school life is well organised on a two year rolling programme. The headteacher and her deputy are new in post. A significant number come from practising Christian homes. The school population reflects the area's growing ethnic and cultural diversity. The percentage of pupils with special educational needs is around average. Those for whom the school receives pupil premium funding due to social disadvantage is well below average. The school has close links with its parish church.

#### The distinctiveness and effectiveness of Monken Hadley as a Church of England school are good

- The strategic leadership provided by the new headteacher and supported by her deputy is a strength. A focus on improving the progress of all pupils based on the school's Christian foundation of service to its community guides school improvement procedures
- The long-standing relationships with the parish church continues to positively influence life in this caring and compassionate school

#### Areas to improve

- Refine the school's motto and Christian values so that the Christian underpinning is explicitly linked to biblical/Christian teaching
- Ensure more effective monitoring and evaluation of the worship programme so that its impact on school life continues to develop
- Improve standards of teaching and learning in religious education (RE) by planning for a greater range and depth in pupils' written, oral and creative work, and ensuring pupils know how well they are achieving and the steps needed to improve

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Standards are good and mainly above average. However, some pupils, especially from Reception to the end of Year 2, have not always made good enough progress. The headteacher identified this and has worked swiftly to address it. Data, externally moderated, indicates that pupils in Key Stage 1 are making better progress currently as are pupils in Key Stage 2. The leadership team, including governors, rightly recognise that the high achievement and progress of pupils is a key expression of the school's Christian mission as a church school. Consequently, it strives to develop each child to their full potential within an inclusive Christian ethos. Parents report that their children are happy and feel safe in school and that they are well cared for. Attendance is slightly above average. Pupils' wellbeing is central to school life based on its motto which focuses on pupils growing in 'faith, hope and love'. This leads to a school that is a happy and supportive place. This expresses its Christian values of, for example, 'compassion'. Pupils readily demonstrate compassion not only towards each other but also, for example, in their response to charitable fundraising. Pupils recognise that giving to charity is a key way in which the school expresses its Christian ethos and values. As one pupil said, 'We help others because Jesus wants us to'. Very good, respectful behaviour within class and around school exemplifies the school's Christian ethos well. Pupils respond well to the good opportunities for spiritual, moral, social and cultural development provided through worship, in RE and more widely across the school. They recognise that Christian teaching helps them to know right and wrong and behave accordingly. The school's values are reinforced very well through worship and well in RE, through its content and the approaches to learning used. In RE pupils appropriately address the diversity of religious beliefs and practices in God's world.

### **The impact of collective worship on the school community is good.**

Worship takes place daily with good links made between worship, RE and school life. For example, in the lead in to Sports Day, a good act of worship, led by the headteacher, linked the sporting values of determination, discipline and teamwork effectively with biblical teaching. Recently there has been a change to the timing of worship which now takes place at the beginning of each school day. This has impacted positively on the importance with which worship is viewed and in setting a calm and purposeful start to each day. Pupils are attentive and respectful during worship. Pupils and parents have positive attitudes towards worship which is valued and enjoyed. As one Year 5 pupil reflected, 'Worship is important because it makes me remember that God is here'. Through worship pupils are given good opportunities to focus on the school's values. There is an appropriate focus on Jesus' life and teaching. Pupils are developing an age-appropriate understanding of complex Christian beliefs such as that of God as Father, Son and Holy Spirit. Elements of Anglican worship such as an opening sentence with a response, lighting candles, singing hymns and saying prayers are well established. Pupils know and say the Lord's Prayer during the weekly act of worship in church. However, the Lord's Prayer does not form part of regular worship otherwise. Prayer is given some importance within the life of this church school. Grace is said before lunch and a prayer is said at the end of the school day. Pupils are encouraged to write their own prayers and to use the reflection area in classrooms. Displays in the school hall focusing on biblical stories enhance the environment for worship and demonstrate links with RE well. Worship is specifically Christian. It is presented sensitively and is inclusive of those of other faiths and none. Basic monitoring and evaluation of worship by senior leaders and governors takes place. Pupils take some responsibility for leading and evaluating worship. Their role in planning worship is less developed.

### **The effectiveness of the religious education is satisfactory**

The current RE co-ordinator, who is the headteacher, took on her responsibilities in January 2015. She has correctly identified key issues for improving the quality of teaching and learning in RE. The quality and quantity of written work in RE has improved somewhat since September 2014. However, the standards pupils achieve in RE are not high enough. Consequently the progress pupils make is not as good as in other 'core' subjects (literacy and mathematics). Pupils generally enjoy RE finding it 'interesting'. They particularly enjoy the discussion element which is present in many lessons. The depth

of their discussion work in lessons is of a higher standard than that displayed through written tasks in their RE books. They see learning about Christianity as central to being a church school. They also recognise the importance of learning about a range of faiths because it 'helps you know about the world in which you live' (Year 6 pupil). The RE curriculum provides a good balance in helping pupils develop knowledge and understanding and between reflecting on the significance of religion in the world today. Pupils enjoy comparing and contrasting different religious beliefs and practices. This is demonstrated through the upper junior curriculum, for example, when the Five Pillars of Islam are addressed and similarities and differences with Christianity are discussed sensitively. Teachers mark pupils work regularly but the assessments made are not rigorous enough. These assessments often refer to improving literacy and presentation rather than to addressing achievement in RE. Consequently, pupils do not know how well they are doing and what they need to do in order to improve their work and make further progress in RE. Opportunities for pupils assessing their own work or that of their classmates as a way of helping them improve their understanding and application of their work are underdeveloped.

**The effectiveness of the leadership and management of the school as a church school is good.**

The school is in a period of change under the strong leadership of the headteacher. Her leadership, well supported by her deputy, has already impacted positively on the progress pupils are making across the school. It is strategically focused and underpinned by the school's Christian ethos. A purposeful and calm learning environment has developed which supports pupils' learning well. Governors are supportive and challenging of the school's work as appropriate. A recent governor 'away day' has already impacted positively on governor thinking about future developments. Parents rightly value the school as a caring and Christian community which is inclusive of all. They appreciate the helpfulness and approachability of the headteacher and deputy headteacher. They recognised that links with the parish church provide an important underpinning to the 'atmosphere' in which their children are educated. Diocesan support is appreciated and effective use is made of training opportunities for staff and governors within the context of church school education. The school is in a period of significant staffing change. The headteacher and governors rightly identify the need to review its motto and values as part of these developments. There are firm plans in place for doing this. There are long-standing and positive links enjoyed with the parish church and with other Christian groups in the area. An expression of this is the good involvement of the parish priest as a governor and in leading school worship in church weekly. The issue for improvement linked to RE and assessment practice identified in the previous denominational inspection has been addressed but still further development is required. Arrangements for worship and RE meet statutory requirements.

SIAMS report June 2015. Monken Hadley Church of England Voluntary Aided Primary School, Camlet Way, Barnet, Hertfordshire, EN4 0NJ