

## National Society Statutory Inspection of Anglican Schools Report

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

Camlet Way

Barnet

EN4 0NJ

#### **Diocese of London**

LEA: London Borough of Barnet

Date of inspection: 13<sup>th</sup> July 2006

Date of last inspection: 8<sup>th</sup> – 11<sup>th</sup> May 2000

School's Unique reference number: 101318

Name of Headteacher: Mr Steve Adams

SIAS Inspector NS Mr Patrick Regan

#### **Context**

Monken Hadley school, on the very edge of the London Borough of Barnet was founded by monks in the 13<sup>th</sup> century and a school was built by the Church authorities in 1833. It has 5 classes and 140 pupils on roll. Most pupils are of White British origin but there are a range of other ethnic groups represented.

#### **Summary Judgement**

Monken Hadley is an outstanding church school where there is a clear Christian ethos that permeates through the life of the school. The headteacher's strong personal Christian values and example are very effective and valued by the whole school community.

#### **Established strengths**

- The way the Christian ethos supports the spiritual, moral, social and cultural development of all learners.
- The strong links that exist between the school and the church.
- The relationships that exist between all members of the school community.
- The way that learners are involved in decision making.

#### **Focus for development**

- Formalise the monitoring of collective worship by foundation governors.

#### **How well does the school, through its distinctive Christian character, meet the needs of all learners?**

The school is outstanding in meeting the needs of all learners through its distinctive Christian character. Christian values are very evident in the school particularly in the quality of care. All pupils feel valued and special; they have very positive attitudes about their school and learning. They are very polite and courteous and their behaviour is excellent. They are consulted, through the school council, on the behaviour management policy. Pupils value the way they are involved in the decision making process. There are very strong links with the local church, the Rector visits weekly to celebrate collective worship and provide pastoral support. Foundation governors provide very good support at every level, checking and evaluating the school's progress as a church school. The chair of governors is also involved in the monitoring cycle of RE and Worship. The school environment is outstanding in the way it encourages spiritual development.

**What is the impact of collective worship on the school community?**

Worship has an outstanding impact on the school community. It is meticulously planned and assessed. Pupils participate enthusiastically and are introduced to a variety of prayers, songs and Christian affirmations that reflect the distinctive Anglican tradition. The Rector's weekly visit ensures that worship in the school reflects the worship in the parish church. Major festivals in the church year are celebrated in special acts of worship in school and in church. There is a termly Eucharist for years 5 and 6 in the Church of St Mary the Virgin. This took place at the time of inspection when the pupils participated in the readings and wrote very thoughtful prayers and behaved in a very devout manner. Parents valued the impact of this on their children. Other faiths are recognised and respected through major festivals and visits take place to other places of worship. The quality and impact of worship is monitored informally by foundation governors on a termly basis.

**How effective is the religious education?**

Religious education is outstanding. It has a very high profile in the curriculum and standards are very high. The headteacher as RE co-ordinator gives the subject high status in the school and ensures that planning, monitoring and assessment of the subject is rigorous. There is an annual RE focus week. All pupils observed and spoken with enjoy religious education and see its relevance to their own lives and to the schools values. The quality of teaching was extremely high. In all lessons observed tasks were differentiated, there were clear learning objectives that were communicated very effectively to the pupils and there was time for reflection. Pupils were on task and had high expectations of their work. Pupils work scrutinised showed high quality and positive attitudes. Resources were well prepared and ICT was used as an integral part of teaching and learning to ensure lively, interactive lessons that ensured pupil interest and motivation.

**How effective are the leadership and management of the school as a church school?**

The leadership and management of the school are outstanding. The headteacher's strong personal Christian values and example are very effective and valued by the whole school community. There is excellent communication with the Rector of the local church and with the Chair of governors who both give strong support to the headteacher in his role as spiritual leader. Very good support is given to newly appointed members of staff and to trainee teachers by the school mentor – this enables them to understand the distinctive nature of a church school. There is a strong pupil voice through the school council who are involved in decision making and staff appointments. Parents are very supportive and speak highly of the headteacher as a spiritual leader. They are also very generous in fundraising activities organised by the school. There is real Christian concern in the way the school links with schools in Ghana. There is regular feedback given by these schools about how funds raised improve their standards.