

Inspection of Monk Fryston Church of England Primary School

Chestnut Green, Monk Fryston, Leeds, West Yorkshire LS25 5PN

Inspection dates: 12 and 13 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Monk Fryston Church of England Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils thrive at Monk Fryston Church of England Primary School. Children make a strong start in the Reception Year. Staff in the early years seize opportunities to develop children's curiosity and empathy. Pupils build successfully on this firm foundation. Leaders have ensured that a well-planned curriculum enables pupils to go on to achieve well in a range of subjects across the school.

Leaders have created a calm environment where pupils are encouraged to talk and to listen to each other. Pupils have a strong sense of community responsibility. Year 6 'buddies' mentor Reception Year children and help them to join in with games and activities at break time. Pupils act when they see injustice in their community or in the world. Some pupils were struck recently by the hardships that children were facing due to the conflict in Ukraine. Pupils presented an assembly to the school and raised funds to help families in need.

Staff have high expectations of pupils' behaviour. Pupils are respectful to adults as well as their peers. They are thoughtful and polite. Pupils support each other and are kind. They play well together. Bullying is rare. Pupils know that if they have any worries they can talk to a trusted adult. Staff deal with any concerns quickly.

What does the school do well and what does it need to do better?

Pupils can access a wide range of books in classrooms and the school library. Staff are well trained to teach early reading through phonics. They teach new sounds accurately. Teachers use regular assessment to quickly identify pupils who have fallen behind. Any pupils who need extra help receive it from skilled adults. As a result, pupils learn to read with fluency. They develop a love reading. Pupils enjoy discussing the books they read with their friends and teachers.

Leaders have created a curriculum in the early years that focuses on building relationships and developing the individual child. A well-planned curriculum, which is rich in storytelling, supports children to develop communication skills. Children follow well-practised routines to move from whole-class activities to individual learning. Children work well together. They talk about their work and ask questions. They are well supported by adults to undertake tasks that take them outside their comfort zones.

Leaders have identified the knowledge that pupils should learn in each subject as they move through school. In many subjects, teachers are expert at planning the right sequences of lessons to help pupils learn the subject knowledge set out in the curriculum. For example, in science, inspectors saw pupils working out how to solve the water crisis in the mountains of Peru by harvesting water from fog. In some subjects, teachers are less confident in their subject knowledge. Where this is the case, some teachers do not make the best choice of teaching activities to help pupils to learn and remember the required subject knowledge.

Most teachers regularly revisit prior learning. They use questioning to identify gaps in pupils' understanding. However, occasionally, some teachers do not check that pupils have remembered the key knowledge that is identified in curriculum plans. As a result, some pupils have gaps in their knowledge. For example, in history, pupils are not clear about the chronology of some historical events.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders create achievable targets based on pupils' needs, including those identified on education, health and care plans. Teachers adapt their teaching and the learning environment to help pupils achieve their targets. For example, some pupils have visual prompts to help them to manage the transition between activities. Pupils with SEND access the same effective curriculum as their classmates.

Pupils learn about spirituality and carefully debate the morals and ethics in different faiths. As a result, they have a true sense of right and wrong. They understand that society is diverse and that differences should be celebrated. Pupils understand the meaning of equality. They are passionate advocates for people less fortunate than themselves.

Leaders have created an enrichment programme that allows all pupils to learn new skills and develop talents. Leaders have ensured that the most disadvantaged pupils and those with SEND benefit from this programme. Pupils have access to a wealth of opportunities, including theatre trips or working with a resident artist. Pupils can attend activities such as the history club, eco warriors, or a wide range of sports and arts clubs.

Trustees work closely with the local governing body to check standards in the school. Staff are valued. They feel that trustees and leaders have prioritised their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Trustees ensure that keeping pupils safe is a priority. School leaders carry out the appropriate checks when recruiting new staff. Staff receive regular safeguarding updates as well as formal training sessions. As a result, staff recognise when a pupil may need help and report it quickly. Leaders work closely with external agencies to support families and to keep pupils safe.

Pupils learn how to be safe online. They know to report any concern they might have to a trusted adult. Leaders adjust the pupils' personal, social and health education programme as new risks emerge.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not use assessment consistently well to check pupils' knowledge and understanding. Where this is the case, teachers do not identify gaps in pupils' knowledge well. Leaders should work to establish an effective and well-implemented system to check that pupils remember the knowledge set out in curriculum plans.
- In a few subjects, some teachers are not confident in their subject knowledge. As a result, some pupils are not given the opportunity to deepen their understanding. Leaders should ensure that staff receive the appropriate subject training in order to teach the school's curriculum with confidence.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145778
Local authority	North Yorkshire
Inspection number	10228918
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	Board of trustees
Chair of trust	Clare Thornton-Eckford
Headteacher	Rick Weights
Website	www.mf.starmat.uk
Date of previous inspection	Not previously inspected

Information about this school

- Monk Fryston Church of England Primary School converted to become an academy in May 2018. When its predecessor school, Monk Fryston Church of England Primary School, was last inspected by Ofsted, it was judged to be outstanding.
- The school does not use any alternative provision.
- The headteacher is the executive headteacher in this school and Saxton Church of England Primary School in the same multi-academy trust. Both schools have the same local governing body.
- The school is a Church of England primary school. The last statutory inspection of Anglican and Methodist Schools under section 48 of the Education Act 2005 took place in June 2018.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of the school leadership team, including the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed curriculum plans and books in other subjects.
- Inspectors heard pupils read to a familiar adult.
- Inspectors talked to pupils about their school.
- Inspectors observed pupils' behaviour throughout the school day, including at lunch and breaktime.
- Inspectors met with representatives from the trust board and the chief education officer for the trust.
- Inspectors met with members of the local governing body and a representative from the diocese.
- Inspectors considered the responses received from Ofsted's staff questionnaire. There were no responses to the pupil survey.
- Inspectors reviewed the responses that were received through Ofsted's online survey, Parent View, which included free-text comments. Inspectors also spoke informally to parents in the school playground.

Inspection team

Christine Durand, lead inspector

Ofsted Inspector

Nichola Irving

Ofsted Inspector

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