

INSPECTION REPORT

MENSTON PRIMARY SCHOOL

Menston, West Yorkshire

LEA area: Bradford

Unique reference number: 107299

Headteacher: Mr D. T. W. Sleightholme

Reporting inspector: Mr A. C. Matthews
19410

Dates of inspection: 27th – 29th November 2000

Inspection number: 225392

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Cllr Dale Smith
Date of previous inspection:	16 th September 1996

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-PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Menston Primary School is situated in the village of Menston and is in the Rombalds ward. The school was formed in 1987 by an amalgamation of an infant and junior school that shared the same site. The great majority of pupils come from the local area. The school roll has grown considerably since 1995 and is now larger than that of other primary schools with 374 pupils: 183 boys and 191 girls. Pupils come from a wide range of social backgrounds, but most are of above average ability on entry to the school. The percentage of ethnic minority pupils and those receiving free school meals is well below average, and there are no pupils with English as an additional language. There are 51 pupils on the school's register of special educational needs. This represents 14 per cent and, again, is below the national average. There are 17 pupils with statements of special needs which, at five per cent, is much higher than the national average.

HOW GOOD THE SCHOOL IS

Menston Primary School is an effective school. Good quality teaching enables pupils to make above average progress and to achieve high standards. Pupils respond very well to the positive and caring ethos of the school; pupils are very well behaved and enthusiastic about their learning. The school is well led by the headteacher and deputy headteacher and this contributes to the school's good standards. The school receives an above-average income per pupil as a result of the extra financial support from the local authority for its statemented pupils. Overall, the school gives good value for money.

What the school does well

- The teaching is good overall and consistently very good in Years 5 and 6, where standards are well above average in English and mathematics by the end of Key Stage 2.
- The school makes good provision for the increasing number of pupils with special educational needs.
- The school's provision for pupils' spiritual, moral, social and cultural development is good overall and very good for their moral and social development.
- Pupils have very good relationships and attitudes to work and behave very well.
- The school has good relationships with parents, who are very satisfied with the standards that pupils achieve.

What could be improved

- The standards of information and communication technology at the end of Key Stage 2.
- The role of the co-ordinators needs developing further to have a more positive impact on pupils' attainment and progress.
- The strategies for the promotion of a whole-school ethos.
- The development of extra-curricular activities.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked hard since the last inspection in September 1996 and has made satisfactory progress in addressing the identified areas of weakness from the last report. Owing to good in-service training, teachers now have enough subject expertise in information and communication technology (ICT) to teach the subject effectively and integrate it into the curriculum. The computer suite enables the whole-class teaching of ICT to take place on a regular basis. These skills are successfully reinforced in the classroom during the rest of the week. Standards are unsatisfactory, however, because a significant minority of the computers in the computer suite and classrooms are not powerful enough to run the programs needed for all aspects of the curriculum. The school has been disadvantaged by its good test results, which have meant it has been placed low down on the list to receive money from the National Grid for Learning initiative. Some computers have been bought from the school's own budget but many have been donated, and some staff have brought their own computers into the classrooms for their pupils to work on. In music, pupils' attainment has been raised as a result of the development of teachers' expertise. The pupils sing very well in assembly, and a significant number of pupils benefit from the weekly peripatetic music tuition. Teaching in Key Stage 1 has improved, and the lessons observed were of an appropriate length, and had a satisfactory pace and appropriately planned activities.

STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A*	A	C	very high A* well above average A average above average B average C below average D well below average E
Mathematics	A	A*	A	C	
Science	B	A*	B	C	

As they start school, children's attainment is above average. They make satisfactory progress overall in the Key Stage 1 classes and, by the time they are seven, standards are usually above average in reading, writing and mathematics. However, this year, because of the very high proportion of pupils with statements of special educational needs, the percentage of pupils achieving the expected level is below average. Building on this sound start, pupils' progress accelerates as they move through the Key Stage 2 classes so that, by the time they leave the school, they attain well above average results in English and mathematics and above average results in science. When compared to similar schools, the results are average in English, mathematics and science. Results in the National Curriculum tests for eleven year olds over the past three years indicate that pupils have been ahead by about two and a half terms in relation to pupils nationally.

Individual progress is carefully tracked and the targets set for each year group are appropriate, containing a sufficient element of challenge. Inspection evidence indicates that attainment of the present Year 6 group of pupils is above average in English and science and

well above average in mathematics. Good standards of work were also seen in religious education, art, ICT, physical education and music. The use of literacy in other subjects, particularly in Key Stage 2, has a positive impact on the development of their writing and presentation, with pupils showing good development of spelling, punctuation and paragraphing skills. Pupils' depth of understanding in mathematics is shown by their recall of facts, their confidence in suggesting strategies for solving problems and in their use of mathematical terminology. Attainment of pupils in Year 2 is average in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils thoroughly enjoy school, are keen and enthusiastic and have very good attitudes to work.
Behaviour, in and out of classrooms	Behaviour is very good and sometimes excellent in lessons. Pupils behave very well at playtimes and lunchtimes with no aggression or overbearing behaviour.
Personal development and relationships	Relationships through the school are very good and this directly impacts on the quality of pupils' learning.
Attendance	Above average.

Pupils' attitudes and values exert a positive influence on their learning. Classrooms have a purposeful atmosphere, and teachers are able to concentrate on the learning objectives without dwelling on pupils' behaviour.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall the teaching in the school is good, and all lessons observed during the inspection were at least satisfactory. This shows an improvement on the last inspection, when almost one in five lessons was unsatisfactory. Thirty-five per cent of lessons seen were good and 26 per cent were very good. The quality of the teaching in the Key Stage 2 classes is particularly strong, with 11 out of the 14 lessons seen being good or better and five lessons being very good. The teaching of literacy and numeracy is effective, with the most consistently good teaching seen at the end of Key Stage 2. Here teachers explain things clearly, generate enthusiasm and create a purposeful working environment where pupils feel confident and want to do their best. Teachers understand these two subjects very well and use questioning skilfully to build on and extend pupils' existing knowledge. Because of the good quality teaching, pupils show very good enthusiasm and interest and try hard. As they move through the school, they develop increasing independence, with the oldest pupils showing a good degree of maturity. Their high level of commitment means that they take full advantage of the high quality teaching and get the most out of the lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Residential visits and the use of setting by ability in Key Stage 2 make a good contribution to pupils' learning. The school has a narrow range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils who need extra support are identified early, with the school carefully tracking their progress. The special educational needs co-ordinator oversees this work well and works closely with classroom teachers and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall and very good for pupils' moral and social development. There has been a good improvement in pupils' cultural development, with art and music playing an important role.
How well the school cares for its pupils	Child protection procedures are well established, and the school has due regard for pupils' health and safety. The formal assessment of the youngest pupils' progress is inconsistent.

The Year 4 and Year 6 residential visits provide very good opportunities, not only for the development of pupils' learning in such areas as ICT, history, geography and adventurous activities but also for pupils' social development. For a school of this size, there is a small number of regular extra-curricular activities. The school makes good provision for pupils with special educational needs, who benefit from the well-planned work and the commitment and skill of their support assistants. Some classes have several pupils who have statements of special educational needs, and these pupils often have specialist help from learning support assistants. Observations showed that the work of these assistants and the classroom teacher was consistently effective in supporting the pupils' learning. Assemblies and some lessons play an important part in pupils' spiritual development, although there is sometimes a lack of opportunities for pupils to reflect about what they have seen or learnt. Pupils' moral and social development is promoted very well, with older pupils having good opportunities to take on extra responsibilities and to play an active part in helping with day-to-day routines. The school has good overall procedures for assessing pupils' progress, but there are some inconsistencies in the early years in the way in which the assessments are carried out. As a result, the statistics that the school uses to judge children's progress at the end of the year are not always accurate.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Satisfactory overall. The headteacher has a clear vision for the school and provides good leadership. Whilst the literacy and

headteacher and other key staff	numeracy co-ordinators are very effective, the role of the other co-ordinators is not well developed in some areas.
How well the governors fulfil their responsibilities	Governors are very supportive of the school with some visiting the school very regularly. They have a good awareness of the school's main strengths and weaknesses and fulfil their statutory duties well.
The school's evaluation of its performance	There is regular monitoring of teaching, with clear targets for improvement set. Pupils' progress is tracked carefully through the year, recorded and shared with parents in pupils' annual reports.
The strategic use of resources	Resources are used well, and the school makes particularly good use of the individual strengths of the teachers in Years 5 and 6 for certain subjects.

Whilst co-ordinators have a clear understanding of their role, few have regular opportunities to monitor the standards of teaching and learning in their subject. This is particularly the case with the Key Stage 1 co-ordinator who, historically, has not had time to regularly work alongside and support less experienced colleagues. Similarly, the new Foundation Stage co-ordinator does not have a clear mandate to modify the curriculum to reflect more accurately the results of children's assessments. Governors were instrumental in helping to set up the successfully established Care Club after a request from parents for early-morning and after-school supervision of children. The school applies the principles of best value satisfactorily overall but well when buying new resources and when comparing the school's results with local and national statistics.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, behave well and make good progress. • Teachers are effective and expect pupils 	<ul style="list-style-type: none"> • The number and range of extra-curricular clubs and competitive sporting fixtures.

<p>to work hard.</p> <ul style="list-style-type: none"> • Any concerns or worries are dealt with quickly by the school. • The openness in asking parents their views before the setting of the school improvement plan. • The way that pupils with special educational needs are integrated into the school. 	<ul style="list-style-type: none"> • The impersonal nature of the school reports. • Follow-up of areas for development highlighted in parent questionnaires.
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The inspection team endorses parents' positive views of the school and agrees that the number and range of extra-curricular clubs that the school organises is much lower than in most schools. The school does have some competitive matches but does not have regular competitions against other schools. The team felt that the reports were very detailed and also gave a clear understanding of pupils' attainment in comparison to national standards but did not consistently say what pupils needed to do to improve in the core subjects of English, mathematics and science. A sub-committee of governors analyses the parental questionnaires and studies the answers and comments. However, recent parental concerns about competitive school matches and the number of extra-curricular activities are not included on the parental questionnaire and, as a result, governors are not aware of the strength of feeling on these two matters.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The teaching is good and consistently very good in Years 5 and 6, and this leads to standards that are well above average in English and mathematics by the end of Key Stage 2.

1. The two teachers in Reception provide a broad range of activities which interest the young children. They build successfully on children's existing knowledge and understanding. For example, children make their own list of words beginning with the letter 'i' and then are challenged further to find words that begin with 'f' in their own dictionaries. Teachers plan their work carefully, taking into account what children have already learnt. Teachers have good classroom management skills and provide a calm and encouraging atmosphere which promotes good behaviour. This has enabled the children to settle quickly in their first term at school. Teachers successfully promote children's moral and social development in lessons. For example, during a lesson about Noah and the flood, one child remarked that it was important to be "nice to each other because God made the flood because people were behaving badly".
2. Questioning is used effectively by teachers to challenge pupils and, in a Year 1 class, pupils were very keen to demonstrate how to partition a set. These pupils were very well motivated and made good progress in their work, with higher-achieving pupils being successful in partitioning a set into three subsets. Pupils quickly settle to work because the work is interesting, challenging and clearly explained. However, in another of the Year 1 classes, the teacher was not able to take full advantage of individual pupils' answers because a small minority of pupils called out the answers before they were asked. Teachers in Year 2 have a good understanding of the literacy strategy and pupils in their classes made good progress during the inspection because the teachers planned well for the different abilities of pupils in the class. Pupils are encouraged to express themselves clearly, such as when they explain why they like a particular line from a poem. However, teachers depend too much on photocopied work sheets, and this decreases the opportunities that pupils have to develop their own writing skills. However, when given the chance, pupils show that they can use words effectively. This was shown in their work on Florence Nightingale and when writing the following bonfire poem.

Poor old guy
Feet in the bonfire
Head in the sky.

3. The quality of teaching in Key Stage 2 is consistently good and often very good and means that pupils' rate of progress begins to accelerate as they move through the key stage, with pupils in the top two years making very good progress. Pupils in Year 3 were highly motivated by the enthusiasm of their teacher and the interesting insights they were given about the artists they were studying and whose styles they were copying. In another Year 3 lesson on music, the teacher used her good subject knowledge well to plan the lesson. However, the pupils did not reap all the benefit of this expertise as there were not enough opportunities for them to use their own initiative in their follow-up composition work, such as in the selection of their musical instruments.

4. In the great majority of lessons seen, teachers had good subject knowledge, and this was particularly the case in the two Year 4 ICT lessons which were observed. In one of these lessons, the pupils developed above average standards in using an art program to create an underwater scene. The very good relationships encouraged pupils to ask for help when their understanding of the process was not clear and this enabled them to make very good progress. Pupils were highly motivated and enjoyed describing their work in detail. "I'm checking there are no gaps before I flood fill" explained one pupil who had zoomed in on a fish's fin. In this lesson, pupils collaborated really well, with higher-achieving pupils giving sensitive support to pupils with special educational needs, enabling them to achieve appropriately.
5. In Years 5 and 6, the use of teachers' expertise for specialist teaching is having a very positive impact on pupils' progress, their attitudes to work and the standards of work achieved. Pupils work very hard and produce large amounts of good quality work. They appear to have an almost insatiable appetite for technical subject language, such as when Year 6 pupils in the lower set discuss whether the imperative word 'come' is preferable to 'welcome' to start a brochure for a local visitor attraction. Pupils' interest in this particular lesson was also galvanised by the teacher describing her thoughts and feelings as she was writing and also by the very good provision of a range of challenging resources. Similarly, a numeracy lesson about graph work in the second quadrant very successfully reinforced pupils' knowledge of the x and y axes. The high quality questioning enabled pupils not only to write the co-ordinates in this quadrant successfully but also to hypothesise correctly what the co-ordinates would be if they were reflected into the third quadrant. However, because of the low-powered computer in the classroom it was not possible for these pupils to take advantage of data handling programs which would have further consolidated and extended their learning.
6. Teachers' high expectation of work output and presentation from the pupils in Years 4, 5 and 6 develops a clear understanding of the standards they are capable of. These standards are very rigorously reinforced by good quality and supportive marking that clearly identifies what pupils have to do to improve their work even further.

The school makes good provision for the increasing number of pupils with special educational needs.

7. Since the last inspection, the number of pupils on the special educational needs register has risen steadily, and there has been a marked increase in the number of pupils who have statements of special educational need. The school is fortunate to have an experienced and knowledgeable special educational needs co-ordinator, who works closely with the teachers, particularly on the drawing up of pupils' individual education plans, and with the learning support assistants who are employed specifically to work with certain pupils. In some years, such as in Years 2 and 3, there is a much higher than average proportion of pupils with statements. So that the teachers understand the complexity of some of these pupils' needs, visits have been arranged to other schools to observe teachers working with similar pupils. Likewise, the learning support assistants regularly attend courses that the local authority arranges to improve their confidence and understanding when working with these pupils.

As a result, pupils' needs are well met, they are fully engaged in the lessons' activities and they make good progress towards their personal targets. This was clearly seen in a Year 4 ICT lesson where a learning support assistant worked on a one-to-one basis with an

individual pupil, whose work was carefully tailored to ensure that the learning objectives were covered at the appropriate level.

8. The school has invested heavily in classroom assistants, and these too work closely with groups of pupils, some of whom will have special educational needs. As a result of the teachers' carefully planning with the classroom assistants, the work that the pupils do is challenging and well matched to the needs of the pupils. Both learning support assistants and classroom assistants make careful notes of pupils' progress so that future planning takes direct account of their needs. For example, a Year 6 pupil made good progress in a mathematics lesson on co-ordinates. As a result of the learning support assistant's evaluation of her work, more challenging work was set to consolidate and extend the pupil's learning in the next lesson.
9. Some parents expressed concern at the meeting that the high concentration of pupils with special educational needs in some classrooms resulted in too many adults and that this was confusing for the pupils. The team's observation showed that teachers plan work carefully for the classroom assistants, who follow the planning carefully when working with individuals or small groups of pupils.
10. To help pupils with severe learning and behavioural difficulties, the school has built up very effective links with outside agencies, which give good support to the school when needed and play an important part in the annual reviews for individual pupils. As a result, these pupils benefit from expert advice that is used effectively to inform pupils' individual education plans and teachers' daily planning.
11. The special educational needs co-ordinator is released for one day per week from her class-teaching role. Although the school has taken away the responsibility of the more routine administration, the co-ordinator still has to spend much of her time in both more specialised administration and meetings with outside agencies. There is not, at present, enough time to monitor the role of the assistants who work with the special educational needs pupils or to judge first hand how the pupils are doing in relation to their individual education plans. The school has recently appointed a teacher whose role is to help colleagues identify and monitor the progress of gifted and talented pupils. It is too early to evaluate the effectiveness of this development, but the identification procedure has highlighted the necessity for teachers to monitor these pupils' progress carefully and ensure that the work set is challenging.

The school's provision for pupils spiritual, moral, social and cultural development is good overall and very good for their moral and social development.

12. Menston pupils are happy, enthusiastic and caring. Much of this is due to the school's planned provision in this area. Assemblies play an important part in the pupils' spiritual and moral development. For example, the whole-school assembly on *The Good Samaritan* taken by the headteacher was carefully planned so that all pupils could relate to it at their own level. The good use of open-ended questions allowed pupils of all ages to relate anecdotes about who had been kind to them recently. Pupils' well-developed social skills meant that all pupils were listened to carefully and their comments were valued.

The good quality two-part singing at the end of the assembly made an important contribution to pupils' spiritual development, as did the pause for reflection before the final prayer. The other key stage assemblies build on pupils' spiritual development and also consistently

reinforce the school's strong moral and social code. There are missed opportunities in some lessons for pupils to have a short time of reflection on what they have learnt.

13. Pupils' social development is well planned for during lessons, when the good relationships that pupils have built up are used effectively in collaborative situations to enhance their learning. For example, as a result of peer feedback, Year 6 pupils were able to improve their final piece of work on movement in an art lesson. The school ensures that pupils gain a good knowledge and understanding of religious beliefs and customs of a variety of cultures. Good use is made of the beliefs of teachers to promote pupils' interest in cultures other than their own. The school celebrates the Chinese New Year, Diwali and other festivals with pupils and parents. Art and music lessons make a strong contribution to pupils' understanding of their own and other cultures.

Pupils have very good relationships and attitudes to work and behave very well.

14. Relationships throughout the school are very good, although the physical divide between the Key Stage 1 and Key Stage 2 buildings means that opportunities for these pupils to meet informally are limited. Very good relationships are evident at break and lunch times. Year groups play happily together. Older pupils show great maturity as monitors when they carry out their dining room responsibilities. As a result, lunchtime is an orderly occasion, with pupils showing good manners and an awareness of others. They show good respect for their midday supervisors.
15. The school is a harmonious community with a happy atmosphere. In lessons, the vast majority of pupils are attentive, eager and co-operative. Pupils make perceptive and thoughtful comments in class discussions and respect each other's views and opinions. Pupils benefit from growing up in this supportive environment. This was clearly evident in a Year 5 music lesson in which pupils sensitively appraised their peers' performances and made suggestions for improvement. The school has a purposeful atmosphere, with pupils in some classes showing a genuine sense of excitement about the new learning that is going to be introduced to them. They respond by producing quality work and by taking great pride in its presentation, some of which is of outstanding quality in the older classes.

The school has good relationships with parents, who are very satisfied with the quality of education that the school provides.

16. The school gives high regard to its relationship with parents. Parents are interested in the school. The high number of returned questionnaires and wide-ranging debate at the parents' meeting clearly demonstrated this. Parents now feel that there is a closer relationship with school and talk positively of the annual questionnaires to seek their opinions. These are analysed carefully by governors, and subsequent action is included in the school improvement plan. For example, a booklet for parents of children in Year 2 has been successful in improving the transition to Key Stage 2. The partnership with parents has been further improved through two-way dialogue recorded in the pupils' homework diaries and reading record books.

The half-termly meeting for the parents of pupils with statements of special educational needs to listen to a visiting speaker is a very good initiative and has been very helpful to all those concerned. It also allows time for parents to raise any concerns and share successful strategies. The parents appreciate the school's open policy but, because of the geographical layout of the school, find informal contact easier with Key Stage 1 teachers than with their Key Stage 2 counterparts. Parents are very positive about their children's attitude to school,

the quality of teaching and the way in which the school is led and managed. Some parents are, however, concerned that the school does not always act on issues which are raised in the annual questionnaire. Lack of regular competitive fixtures and of more opportunities for pupils to take part in extra-curricular activities are two issues which parents feel have not been addressed by the school. However, whilst not all parents are happy about all aspects of the school, they know the school will listen to their concerns and act in the best interests of the pupils.

WHAT COULD BE IMPROVED

The standards of information and communication technology at the end of Key Stage 2.

17. The school has made good progress in improving the provision of ICT through the school. Much of this is due to the co-ordinator and headteacher, who have worked closely together in setting up the ICT suite and in acquiring computers from local businesses and benefactors. In-service training for the teachers has successfully raised their subject knowledge, and the weekly class skills teaching sessions in the suite are leading to improved skills in Key Stage 2. This was clearly seen in a Year 4 lesson using a paint program. However, several of the school computers are not powerful enough to run certain programs that are part of the statutory curriculum. The school uses a local secondary school so that pupils experience control, monitoring and multi-media elements of the subject, but these sessions are more tasters than for the pupils to build up the skills over a length of time. Older pupils do not have regular access to the school's more powerful computers, which can run the full range of statutory programs. As a result, pupils' attainment at the end of Year 6 is not as high as it should be. ICT skills are reinforced in the Year 4 residential trip but again, because of the lack of programs, pupils' new-found knowledge cannot be systematically built on when the pupils return to school.
18. The ICT co-ordinator is knowledgeable and has a clear vision for the subject. Her plans to widen the use of the ICT suite for pupils in Years 1 and 2 is a good initiative. At present, restrictions of the school budget and the absence of the central government funding for the installation of a school network mean that for the next year there will be little finance available to purchase new hardware.

The role of the co-ordinators needs developing further to have a more positive impact on pupils' attainment and progress.

19. The numeracy and literacy strategies have been successfully introduced by experienced co-ordinators who were given regular release time to monitor curriculum planning and the implementation of the strategies in the classroom. As a result, teachers' implementation of the strategies is good, with pupils making good progress

during lessons. ICT too has benefited from carefully structured developments highlighted in the school improvement plan and from the co-ordinator's hard work. However, for ICT there is at present no non-contact time for the co-ordinator to monitor teaching and learning in the classroom, and this means that she cannot identify and support the needs of individual teachers or groups of pupils.

20. The role of the co-ordinators in the Foundation Stage and Key Stage 1 is under-developed. The present Key Stage 1 co-ordinator was absent during the inspection, so it was not possible to discuss her management role. However, historically there has been no release time for the Key Stage 1 co-ordinator to monitor standards in the key stage or to support and work alongside the new teachers. At a time when the school's standards in the National Curriculum tests are falling in the key stage, there are too few initiatives to discover why this is happening and to put into place strategies to help return standards to the previously high levels. The new, but knowledgeable, Foundation Stage co-ordinator also does not have release time to evaluate teaching and learning in the parallel classroom, nor does she have the authority to implement changes in the pace of learning that she would like to introduce as a result of recent assessments. As a result of the lack of clarification of her role, the children's progress in this key stage is sometimes not as fast as it should be.

The strategies for the promotion of a whole-school ethos.

21. Menston Primary School was created by the amalgamation of the infant and junior schools. The two original schools share the same site but the buildings are geographically separated with the headteacher's office and the main administration of the school both situated in the old junior school. Busy staff from the two buildings do not meet on a regular basis and a whole-school ethos has not been developed, despite the past efforts of senior management and governors. The school does not have a large enough room for staff to meet for social and formal occasions, and movement between the two buildings after dark is made very difficult by a lack of lighting. Comments from the parents' meeting suggested strongly that Key Stage 1 and Key Stage 2 are perceived to operate differently, particularly in their approach to parents and in their response to parental ideas. The senior management team has not established a regular pattern of visits to the Key Stage 1 department to meet the staff during their breaks and lunchtimes or to visit the classrooms. As a result, the school has been unsuccessful in establishing a common ethos to unite the two schools.

The development of extra-curricular activities.

22. During the inspection, there were two lunchtime recorder clubs and a lunchtime chess club which was taken by a parent. The physical education co-ordinator also takes a range of after-school clubs, often to prepare teams for sporting competitions. However, there are no clubs that meet regularly to develop pupils' skills in the major sports. The range of extra-curricular clubs is very limited in comparison with most primary schools, and valuable opportunities are missed for pupils of different ages to mix together and develop their talents and skills. At present, there is no one with

responsibility for facilitating a range of extra-curricular activities to take place after school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to raise standards further, the governing body, headteacher and staff should:
- (1) improve the standards in ICT at the end of Key Stage 2 by:
 - continuing to develop the use of the ICT suite when it is not timetabled for class lessons;
 - ensuring that pupils have regular access to all statutory elements of the ICT curriculum;
 - ensuring that older pupils have the more powerful computers in their classrooms so that the skills learnt in whole-class sessions can be practised and built upon;
 - continuing to update and improve the hardware when resources allow.
 - (2) develop the role of the co-ordinators so that they have greater influence on the standards of pupils' attainment by:
 - clarifying the role of the Foundation Stage and Key Stage 1 co-ordinators;
 - planning a rota for co-ordinators to be released at regular intervals;
 - training the co-ordinators so that they are able to monitor standards of teaching and learning in the classroom;
 - ensuring that scrutiny of pupils' books, alongside teachers' planning, is part of the monitoring process;
 - feeding findings of monitoring visits back at staff meetings and setting targets for improvement;
 - monitoring to ensure improvements are in place.
 - (3) implement strategies for the promotion of a whole-school ethos by:
 - ensuring members of the senior management have a greater presence in the Key Stage 1 department;
 - looking for opportunities for pupils in the two key stages to meet together on a more regular basis;
 - ensuring that the pathways between the two buildings are adequately lit for safe movement.
 - (4) further develop the range of extra-curricular activities by:
 - seeking the views of parents as to what activities they would support;
 - facilitating opportunities for some of the more popular activities to take place on a regular basis.

OTHER SPECIFIED FEATURES

24. The school asked that inspectors should look carefully at the Care Club, which operates from 8 am to the start of school and from the end of school until 6 pm. As the Care Club is self-financing and totally independent of the school, it did not come

within the inspectors' remit. However, short visits to the Club showed that it was well organised and that children enjoyed the experiences organised for them by the staff.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	35	39	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		374
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		17
Number of pupils on the school's special educational needs register		51

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	25	30	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	29	29	28
	Total	47	47	46
Percentage of pupils at NC level 2 or above	School	84 (93)	85 (95)	84 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	20
	Girls	29	28	30
	Total	46	46	50
Percentage of pupils at NC level 2 or above	School	84 (93)	83 (95)	91 (95)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	14	25	39
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	23	22	23
	Total	34	34	35
Percentage of pupils at NC level 4 or above	School	87 (100)	88 (98)	90 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	23	21	21
	Total	34	33	33
Percentage of pupils at NC level 4 or above	School	87 (98)	85 (93)	84 (96)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	302
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	25
Average class size	27

Education support staff: YR – Y7

Total number of education support staff	26
Total aggregate hours worked per week	628

Financial information

Financial year	1999
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	£
Total income	611244
Total expenditure	612518
Expenditure per pupil	1741
Balance brought forward from previous year	-20163
Balance carried forward to next year	-21437

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	35	6	1	0
My child is making good progress in school.	43	51	5	1	0
Behaviour in the school is good.	41	47	6	0	6
My child gets the right amount of work to do at home.	30	48	11	3	8
The teaching is good.	53	33	4	2	8
I am kept well informed about how my child is getting on.	32	47	15	4	2
I would feel comfortable about approaching the school with questions or a problem.	61	29	9	1	0
The school expects my child to work hard and achieve his or her best.	57	32	5	4	2
The school works closely with parents.	22	60	9	7	2
The school is well led and managed.	49	43	4	3	1
The school is helping my child become mature and responsible.	48	40	7	3	2
The school provides an interesting range of activities outside lessons.	10	31	23	19	17