



Menston Primary School

Inspection Report

Unique Reference Number 107299
LEA Bradford
Inspection number 277741
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector Mrs Brenda McIntosh CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Main Street
School category	Community		Menston
Age range of pupils	5 to 11		Ilkley, West Yorkshire LS29 6LF
Gender of pupils	Mixed	Telephone number	01943 873180
Number on roll	344	Fax number	01943 874094
Appropriate authority	The governing body	Chair of governors	Mr D Smith
Date of previous inspection	27 November 2000	Headteacher	Mr I Jones

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Menston is a larger than average sized school. It serves an advantaged community in social and economic terms. Pupils are taught in three buildings on the same site. The vast majority are from a white British background. When children enter the school in the Reception class, they have skills above those expected for their age. The percentage of pupils eligible for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is below average. A very small proportion of pupils are in the care of the local authority. The school has experienced disrupted leadership with three headteachers in as many years. The current headteacher was appointed in January 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges its effectiveness as satisfactory and the inspectors agree. Within this are a number of strengths, especially in the pupils' personal development and the care they receive. Pupils behave well and develop into mature, responsible individuals. Parents are generally pleased with the education their children receive, but a few expressed concerns about standards and progress in mathematics. In recent years pupils have made better progress in English and science than in mathematics and have reached higher than average standards by the end of Year 6. Standards in mathematics are not high enough because pupils are insufficiently challenged in their learning and their progress is too slow. The quality of teaching and learning is satisfactory, as is the curriculum. The move from specialist subject teaching in Key Stage 2 to teachers teaching all subjects is beginning to give increased flexibility for developing pupils' skills in other subjects and provide greater opportunities for enrichment activities. Although assessment information is used to set targets for individual pupils, these are not always challenging enough, especially in mathematics. Pupils are insufficiently involved in assessing their own learning and the tracking of their progress is not rigorous enough. Leadership and management are satisfactory. The school is well placed to improve further because the headteacher is clear about the priorities for its development and is introducing systems to evaluate the school's performance more effectively. The quality of provision in the Foundation Stage is good and the children get a good start to their education. Pupils with learning difficulties and/or disabilities are supported well and make good progress. Improvement since the last inspection is satisfactory. The school provides satisfactory value for money.

What the school should do to improve further

Raise standards and achievement in all subjects and particularly in mathematics by:

- using assessment information to set challenging targets and make better use of the tracking procedures to improve pupils' progress
- ensuring that all teaching helps pupils to learn as well as they should
- involving pupils in assessing their own work in all subjects to help them gain a better understanding of what they need to do to improve
- providing more opportunities to enrich pupils' learning and develop basic skills in all subjects.

Achievement and standards

Grade: 3

Inspectors agree with the school that achievement is satisfactory. Children enter the Reception class with skills that are above those expected for their age. They make good progress and the majority meet the expected goals at the end of the Reception year. A good proportion of the children exceed them. Through Years 1 and 2 pupils make good progress overall and reach higher than average standards by the end of Year 2. Standards in reading are particularly high. However, the school recognises that

the more able pupils are insufficiently challenged in mathematics. In Years 3 to 6 pupils make good progress in English and science. Progress in mathematics is barely satisfactory in some years because pupils are insufficiently challenged and do not achieve well enough. There are early signs that pupils' progress in mathematics is picking up in some classes but this is not consistent. At the end of Year 6, pupils' test results in 2005 were significantly above average in English and science. Standards in mathematics were average, and too few pupils attained the higher levels expected of them. Targets were met in English but not in mathematics. Pupils with learning difficulties and/or disabilities make good progress towards their individual targets.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral social and cultural development is good. This is better than the school's judgement. Pupils enjoy coming to school and say that it is a friendly, healthy place. Attendance levels are consistently good and an indication of pupils' keenness to learn. Pupils' behaviour in lessons and around school is good. Bullying is not perceived to be a problem and pupils quickly agree that if problems arise they are soon dealt with. Pupils are polite, welcoming to visitors and readily engage in conversation. They eagerly accept opportunities to take on a range of responsibilities and carry out their duties with a good level of maturity. Pupils voice their opinions through the school council and enjoy contributing to the development of the school. The 'Fruit Tuck' shop is run by pupils and was introduced at their request. Pupils work safely and adopt healthy lifestyles, and participate in a good range of sporting and physical opportunities offered. They speak enthusiastically about the extra sporting activities introduced recently. Good communication and social skills form a secure base for pupils' future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory; this does not match with the school's judgement of good because pupils make insufficient progress in mathematics. All lessons are planned and structured well. They have a clear focus that is shared with pupils. Behaviour is well managed and teachers use praise to create a positive learning environment. The best teaching provides interesting activities, motivates pupils well and stimulates learning at a good pace. In lessons, mainly in mathematics, where teaching is satisfactory, the pace is usually too slow and pupils are insufficiently challenged in their learning and therefore do not progress as fast as they should. Teaching assistants are deployed well and pupils benefit from the extra support.

Teachers assess the pupils' work regularly and identify targets for individual pupils. These are usually challenging in English and science, and pupils achieve well in these subjects. However, the targets for mathematics are not sufficiently challenging, and

expectations of where they ought to be are not high enough. The pupils are becoming familiar with their targets but are unclear about what they need to do to reach them. This is because marking is not always helpful in identifying what the pupils should do to improve their work. The school has identified the need for mathematical problem solving and calculation to be taught more effectively and inspectors agree with this evaluation.

Curriculum and other activities

Grade: 3

The inspectors agree with the school that the quality of the curriculum is satisfactory. It meets statutory requirements and provides satisfactorily for pupils' different learning needs. Pupils are taught how to lead healthy lives and to keep themselves safe. Links between subjects are being developed. For example in a successful Year 2 lesson, pupils used 'The Fire of London' to develop their literacy and computer skills. The school agrees that much more needs to be done to develop pupils' knowledge, understanding and skills across different subjects. The Foundation Stage provides a good curriculum for the children. The Reception classrooms are attractive and stimulating learning environments. Activities for children in Reception are carefully planned to meet their learning needs, in particular to promote their personal, social and emotional development, helping them to gain confidence and develop independence. Pupils benefit from varied opportunities planned to enrich their learning. They are able to take part in a range of sporting and non-sporting activities, enjoy the skills and qualities brought by visitors to the school and take part in educational visits.

Care, guidance and support

Grade: 2

Care, support and guidance are good. This is better than the school's judgement. The level of support for all pupils is reflected in their good personal development. Pupils are confident and feel there is always someone they can turn to for help. Child protection and health and safety arrangements are monitored regularly and applied rigorously. There are good induction arrangements for the children starting the Reception class and they settle quickly into school life. Similarly, Year 6 pupils are helped to make the transfer to the next stage of their education as smooth as possible. Pupils with learning difficulties and/or disabilities are well supported. Their individual targets are clearly defined and help them to build effectively on their learning. The arrangements for assessing pupils' attainment, tracking their progress and setting targets are beginning to provide more detail about each pupil's progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school's judgement is that it is good but there is more to be done to improve the school's provision and raise pupils' achievement to support this judgement. The school has had three headteachers in

three years and this has made it difficult to promote the school's vision effectively and to implement long term development planning. The headteacher has just come to the end of his first year at the school and is developing systems to take the school forward. He has rightly identified many appropriate areas for development and has a clear view of the most pressing priorities, such as raising attainment and achievement in mathematics. Some action has been taken to tackle this issue but more needs to be done to ensure pupils' progress picks up evenly in all classes. The headteacher is ably supported by the deputy headteacher and other members of the leadership team in the development of the school. He has initiated some major changes to the way the teaching of subjects is organised to allow an increased flexibility for developing the curriculum to help raise pupils' achievement. Pupils feel the changes are for the better because they are finding lessons more interesting and fun. A reasonable start has been made on self-evaluation but it is still at the early stages of development particularly in the tracking of pupils' performance. Teachers who have not taught literacy or numeracy for several years due to the specialist teaching arrangement are gaining good support in the teaching of these subjects through the school's involvement in the Primary Leadership Programme. The governors support the school well through a network of committees and by actively challenging decisions. Their involvement in monitoring the schools performance is not rigorous enough but they are keen to develop their monitoring role and become more involved in the development of the school. Parents and pupils are actively involved in decision-making. The school has the capacity to make further improvements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us to your school - we really enjoyed talking to you! We would like to share with you some of the things we thought were good about the school and those things we felt could be done better.

What we liked about your school

- Your good behaviour in lessons and around school.
- Your achievements in English and science.
- The way the staff look after you well and make sure you have a safe place in which to learn.
- How your headteacher has introduced more extra-curricular activities for you and how he is making changes to the curriculum to add interest and enjoyment to your learning.
- How you are encouraged to do things in a safe and healthy way.

To make things even better we have asked your headteacher and teachers to:

- make learning more challenging in mathematics to help you improve your standards and progress
- check the progress you are making in your work more closely and give you more information about how you can improve your work
- give you opportunities to tell your teachers how well you think you are doing in your learning
- help you develop your skills in other subjects and provide further exciting activities to make learning more fun.