

Menston Primary School

Inspection report

Unique Reference Number	107299
Local Authority	Bradford
Inspection number	324559
Inspection dates	29–30 April 2009
Reporting inspector	David Halford

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	326
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Richard Twigg
Headteacher	Mr Iain Jones
Date of previous school inspection	25 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Menston Ilkley West Yorkshire LS29 6LF
Telephone number	01943 873180
Fax number	01943 874094

Age group	5–11
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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 a community extending beyond its immediate locality. Reflecting demographic change, pupil numbers have been in decline since the previous inspection. Pupils are taught in three buildings on the same site. The vast majority are from White British backgrounds. The Early Years Foundation Stage consists of two Reception classes. The percentage of pupils eligible for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is average, but on a rising trend. The school operates a Care Club managed by the governing body for out-of-school care.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. It is emerging successfully from a period of significant change and has worked effectively to make the improvements required from the previous inspection. The headteacher and senior leaders have driven change and development well. They are fully supported by the very knowledgeable governing body. Outstanding personal development and good quality care, guidance and support, both in the school and in the daily Care Club, are central to the improvements being made. This results in pupils' evident joy in learning and in their exemplary behaviour and good attendance. The establishment of some mixed-age classes has resulted in a revision to the school's curricular provision which the school is managing well. Parents are overwhelmingly supportive of the school and their views are encompassed in the following comment, 'A very friendly, organised school, with the needs of all the pupils at its heart.'

Most children start with skills that are broadly expected for their age. Children make good progress in Reception and this provides them with a secure grounding for later learning. All pupils, including those with learning difficulties and/or disabilities and the small number who speak English as an additional language, continue to make good progress and achieve well throughout both Key Stages 1 and 2. This results in pupils attaining significantly above average standards by the end of Key Stage 2. Good relationships between staff and pupils encourage pupils to develop very positive attitudes to their learning. Pupils clearly enjoy the way in which the school links subjects together, providing interesting lessons and supplementing these with a varied programme of sporting activities, visits, visitors and residential experiences.

The quality of teaching is good throughout the school and this has a positive impact on pupils' learning. Good quality care ensures that pupils feel safe in school and they know that the adults around them care for them. Detailed records of pupils' academic progress are fully and accurately maintained. All are reviewed regularly and frequently. Appropriate support is provided for pupils who need additional help with their learning. Good systems are in place to inform pupils of how to improve their work. This is an improvement on the position reported when the school was last inspected. However, when teachers mark pupils' work, not all provide enough guidance on how pupils can improve.

The school works well in partnership with governors and the community. It makes a good contribution to community cohesion, the promotion of equal opportunities and the elimination of discrimination. It has effective links with a range of local partners and the wider community. It is well placed to further these developments nationally and internationally. Governance is a strength. The school provides good value for money and it has an effective capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start school with skills which are broadly typical for their age. The good links with parents, the village playgroup and other providers help children to settle quickly into the Reception classes. Children are warmly welcomed into the setting in the morning and quickly start to investigate the activities set out for them. Welfare requirements are fully met. Staff provide a secure environment in which relationships are good and the children are cared for well. Good teaching and a well-planned range of practical activities fully capture the children's

interest and enable them to make good progress in their learning. This is seen well in the current activities about Dinosaurs. A good range of enrichment activities, including walks around the local area, visits to the park and visitors into school, extend children's learning experience. However, the school is aware that the outdoor area needs some further development. Speaking and listening skills are well developed and children's language and vocabulary are being extended effectively as they learn many new words in connection with their topic. Personal and social development is good with children quickly becoming confident and independent learners as they self-register, choose their own snack time and work and play happily at activities they have set up themselves. Behaviour is consistently good because children are keen to learn and concentrate well during all activities. Leadership and management are good. Assessment systems are rigorous and information is generally used well to plan activities to closely match children's needs. Parents are very supportive of the experiences provided and this also contributes well to the children's good progress to meet expected learning goals and some exceed them. Parents feel that they are kept well informed of curriculum issues and attend workshops on phonic development, and reading and mathematics evenings to complement at home what is done in school.

What the school should do to improve further

- Promote greater consistency in teachers' marking to enable pupils to clearly understand how they can improve their work.

Achievement and standards

Grade: 2

Pupils enter Year 1 with skills that are at least securely within the expectations for their age overall and sometimes above. They make good progress through Key Stage 1 in reading, writing and mathematics and standards are above average. This good progress continues through Years 3 to 6 and, while there are some variations over time, pupils' standards are significantly above average overall by the end of Year 6. This represents good achievement. Pupils with learning difficulties and/or disabilities and the small number who speak English as an additional language also make good progress in their learning. All are supported well and respond positively to the good teaching and high quality assistance which underpins this sustained good achievement. The school regularly sets very challenging targets and pupils work successfully to achieve them.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Spiritual and moral development is outstanding due to the importance placed on valuing the skills of pupils and celebrating their successes. Pupils show considerable concern and respect for others and for cultural and social diversity. Pupils enjoy and are enthusiastic about all their experiences both in school and in the Care Club. They form excellent relationships and demonstrate high levels of self-confidence. They make a strong contribution to the school community with their positive attitudes, respect for each other and the manner in which they discharge the responsibilities they undertake. Pupils are confident that the school is a safe place and have considerable trust in the staff. They have a good understanding of healthy lifestyles. Pupils have effective basic skills and are developing into good citizens, both of which make a good contribution to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and sometimes outstanding. Lessons are well planned and meet the needs of different groups of pupils. Classroom management is good. Teachers' expectations are high and in the best lessons key factors are identified, which enable pupils to know that their learning is successful. This was observed to good effect in the Year 6 literacy and numeracy lesson observed and in a well-managed science lesson in Year 5. Pupils who need more support with their learning are well served by experienced and knowledgeable teaching assistants who work well with teachers and when teaching small groups out of the classroom. Overall, this good provision has a positive impact on all pupils' learning.

Curriculum and other activities

Grade: 2

The school successfully provides a good curriculum which places high importance on the basic skills of literacy, numeracy and pupils' personal development. The curriculum is planned well to ensure that all pupils, including those in mixed age classes, receive varied and relevant programmes of work. Links between subjects are made through themes with visits and visitors, which are carefully chosen to bring the learning to life. Pupils talk enthusiastically about the topics covered, the links between different subjects and the number of visits they experience. They appreciate the good variety of extra-curricular activities and talk excitedly about the annual residential trips in Year 4 and Year 6 which allow them to experience a wide range of outdoor pursuits.

Care, guidance and support

Grade: 2

Care, guidance and support are good. All health and safety and child protection procedures are in place and meet current guidelines. Staff, in both the school and the Care Club, ensure that pupils are safe and that they understand the importance of avoiding unnecessary risk. Early and detailed identification of pupils with learning difficulties and/or disabilities leads to prompt, well-focused support to help them make good progress. Detailed records of pupils' individual progress are maintained well and are used effectively to identify groups or individuals who need specific intervention in their learning. Good progress has been made since the last inspection in improving the quality of teachers' marking. Nevertheless, a minority of teachers still do not provide sufficient guidance to pupils on how they can improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher sets a very clear direction for the school, ably supported by the experienced deputy headteacher. There is a strong focus on promoting improvement, on maintaining the excellent personal development and well-being of pupils and on providing good support for them. The senior leadership team has a good understanding of the areas that the school needs to develop further. The overall analysis of the school's strengths and areas for development is good. There are effective procedures to

set challenging targets to sustain the school's significantly above average standards and to raise them even further. The school promotes equal opportunities well for all pupils, as is evident in the good achievement of all groups of pupils, and successfully eliminates discrimination. The governors are knowledgeable and have a very clear and accurate overview of the school. They make considerable effort to elicit the views of pupils and these contribute particularly well to governors' impressive knowledge of the school. They are very well-placed to hold the school to account with appropriate rigour. The school's promotion of community cohesion is good. A good quality policy is in place and implemented well both in the school and in the local community. Community cohesion is less well developed at a national and international level.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Menston Primary School, Ilkley, LS29 6LF

My colleagues and I really enjoyed our recent inspection of your school. Thank you very much for your warm welcome and for looking after us so well. You were very helpful in lessons and also very friendly around the school. Particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy school so much.

Menston Primary School is a good school. The staff care for you all well and make sure you feel safe and secure. Your behaviour is excellent. The range of sports you undertake is very impressive and I shall remember particularly the adverts Year 6 were writing to broadcast on the radio. There are also some pleasing aspects to the way your school is run and we were very impressed that you go to speak with the governors about your school. We saw a lot of really interesting lessons.

When we inspect schools we look for things that we feel will help each school to get even better. At the last inspection, your teachers were asked to ensure that when marking your work they helped you to know what to do to improve it. Some of them do this well. I am asking them to be sure that they all mark your work as well as this.

Thank you once again for all your help with the inspection. I hope that you continue to enjoy learning as much as you do at the moment.

With my very best wishes for the future.