

Menston Primary School

Address: St. Peters Way, Menston, Ilkley, West Yorkshire, LS29 6NY

Unique reference number (URN): 149938

Inspection report: 9 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders place a high priority on attendance and promote its importance consistently. They know pupils and families well and work closely with them to overcome barriers to regular attendance. Leaders review attendance information carefully and act quickly when concerns arise. They provide timely support and make appropriate adaptations for pupils who need additional help. As a result, leaders can demonstrate how attendance is improving for pupils and groups who have been the focus of their work. This includes disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and those who face significant barriers to regular attendance. Pupils value their education and want to attend school.

Behaviour reflects the school's caring and inclusive culture. Pupils understand the school's motto, 'Making the world a better place', and this shapes how they treat one another. From the start of Reception, pupils learn clear routines and expectations. They behave well because they understand the importance of respect, kindness and consideration for others. Positive relationships help to create a calm and purposeful environment where pupils can focus on their learning. Pupils learn how to manage their emotions and resolve difficulties positively. Older pupils willingly support younger pupils and act as positive role models. Staff successfully make thoughtful adaptations for pupils who need additional support. Bullying is rare and staff deal with concerns quickly and effectively.

Early years

Strong standard ●

Leaders place a high priority on early years and ensure that children have a successful start to their education. They have a strong understanding of how young children learn. Staff invest time in getting to know children and their families. This helps them identify children's starting points, interests and needs and provide appropriate support from the outset. Transition into Reception is carefully planned and helps children settle quickly and confidently into school life.

Leaders have designed an ambitious and well-sequenced curriculum across all areas of learning. Every aspect of the curriculum is purposeful and carefully considered. Staff are clear about the knowledge, skills and vocabulary that children need to learn and the order in which they should be taught. There is a sharp focus on communication, language and early reading. Phonics teaching begins promptly and children quickly learn important routines, expectations and vocabulary.

Teaching is highly responsive to children's needs. Staff make the most of opportunities throughout the day to develop children's language, extend their thinking and deepen their learning. Their interactions are skilled and purposeful. Warm and nurturing relationships help children feel safe, secure and ready to learn. Children, including disadvantaged children and children with special educational needs and/or disabilities (SEND), achieve well from their starting points. A high proportion reach a good level of development by the end of the Reception Year and are very well prepared for the demands of Year 1.

Leaders prioritise pupils' personal development and wellbeing. They have established a comprehensive programme that prepares pupils well for life beyond school. Pupils develop a secure understanding of relationships, health and wellbeing. They learn how to keep themselves safe online and offline and can discuss these topics confidently. Pupils learn about different people, families and communities and the importance of treating everyone with respect. They demonstrate these through the respect, kindness and inclusion they show towards others. Leaders place a strong emphasis on developing pupils' character. Pupils understand the school's values and can explain how these, such as honesty and nurture, influence their actions and decisions.

Leaders know pupils and families exceptionally well. They adapt the personal development curriculum and wider opportunities carefully to meet pupils' needs, interests and aspirations. Pupils benefit from a wide range of visits, residential experiences, leadership opportunities and extra-curricular activities that develop their confidence, resilience and independence. Staff track participation closely and take effective action to ensure that disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and other pupils facing barriers take part fully. Leaders are highly responsive when pupils need additional support. They create bespoke opportunities and remove barriers so that pupils can succeed and thrive.

Pupils embrace opportunities to contribute to school and community life. Through citizenship awards, environmental work, litter picking, fundraising and caring for the food they grow, pupils learn the importance of responsibility and service to others. Older pupils are proud of supporting younger children and value opportunities to act as buddies and role models. Pastoral support is highly effective. Pupils learn strategies to manage their emotions, build positive relationships and develop resilience. As a result, pupils are confident, reflective and responsible. They actively contribute to school life, support others and are very well prepared for the next stage of their education.

Expected standard

Achievement

Expected standard

Pupils generally achieve well from their starting points. They develop appropriate knowledge and skills across the curriculum. Pupils can usually explain what they have learned across a range of subjects.

Leaders place a clear focus on helping pupils gain the essential knowledge and skills they need. Pupils develop confidence in reading, writing and mathematics. The skilful teaching of phonics helps pupils gain the skills they need to become successful readers. Leaders have taken action to improve writing. Older pupils who have gaps in their learning receive additional help to build the knowledge and skills they need.

Published outcomes are generally in line with, and sometimes above, national averages. In particular, outcomes in reading compare favourably with national figures. Pupils with SEND

generally make suitable progress from their starting points. Disadvantaged pupils mostly achieve well and are supported to develop the knowledge and skills they need for future learning. Overall, pupils are well prepared for the next stage of their education.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of curriculum and teaching across the school. They identify strengths within the school's learning offer as well as the areas for improvement. They take appropriate action when this is needed.

The curriculum is well planned and sequenced. Typically, pupils build their knowledge over time through carefully structured learning. Leaders have designed a broad curriculum that helps pupils learn and remember important knowledge across subjects. The curriculum makes effective use of outdoor learning and first-hand experiences to bring learning to life and make it memorable for pupils.

The school places a strong focus on securing pupils' foundational knowledge and skills. The teaching of early reading is consistent and effective. Staff teach phonics well and ensure that pupils develop as confident readers. Leaders also give careful attention to communication and language, writing, spelling, handwriting and mathematics. Recent work to strengthen writing is helping pupils improve their work.

On the whole, teaching is effective. Teachers usually use assessment to check what pupils know and understand. However, this is not consistent across all classes and subjects. At times, some staff do not identify gaps in learning or misconceptions precisely enough. As a result, learning is not always matched closely enough to all pupils' next steps and some pupils spend too long practising knowledge they have already secured. Provision for pupils with additional needs is generally appropriate and supports pupils to access the curriculum. However, in some instances, support staff are not guided effectively enough to ensure that learning is adapted appropriately for all pupils.

Inclusion

Expected standard 

Leaders have established a highly inclusive culture where pupils and families feel welcome, valued and well supported. They are ambitious for vulnerable pupils and work tirelessly to ensure that barriers to learning and wellbeing are identified and addressed quickly. Staff build positive relationships with pupils and families. As a result, leaders know vulnerable pupils well and act swiftly when concerns arise. They work effectively with external agencies to secure additional support that some pupils may need.

Pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known or previously known to social care receive carefully considered support. Leaders use individual plans to implement targeted interventions to address identified barriers. They review provision regularly and check its impact. Additional funding, including pupil premium funding, is used thoughtfully to improve attendance, achievement, participation and access to wider opportunities. Leaders also make effective use of alternative provision when this is in pupils' best interests and maintain clear oversight of their education and welfare.

Most pupils with SEND access learning alongside their peers and make appropriate progress from their starting points. While targeted support and interventions are generally effective, the quality of support in lessons can be inconsistent. At times, adaptations to learning and adult support do not help pupils to develop their knowledge and understanding as effectively as they could. Leaders recognise this and are taking steps to develop staff expertise further.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school's strengths and areas for development. They know the school community exceptionally well and identify appropriate priorities for improvement. Leaders are ambitious for all pupils and are deeply committed to providing the best possible education and care. They work thoughtfully to ensure that decisions are made in pupils' best interests. This includes disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and those who may face barriers to learning or wellbeing. Leaders respond carefully to changing needs and adapt support and provision accordingly.

Governors and trust leaders share leaders' commitment to the school and its pupils. They fulfil their statutory responsibilities effectively and provide an appropriate balance of support and challenge. They know the school well and work closely with leaders to support ongoing improvement. Together, leaders and governors ensure that resources are used well and remain focused on improving pupils' experiences and outcomes.

Leaders invest in professional learning and provide staff with regular opportunities to develop their expertise. Staff value the training and support they receive and appreciate the consideration leaders give to their wellbeing and workload. Parents and carers speak very highly of the school and value the care, guidance and support that leaders and staff provide. Leaders work effectively with other schools, organisations and professionals to strengthen provision, share expertise and meet pupils' needs.

What it's like to be a pupil at this school

Pupils are happy, safe and proud to belong to this welcoming school community. They enjoy positive relationships with staff, who know them well and help them feel valued and included. Children in Reception settle quickly because staff help them feel secure and confident from the start.

Throughout school, pupils enjoy learning and benefit from a curriculum that brings learning to life through outdoor learning and first-hand experiences. They develop the knowledge and skills they need for the next stage of their education and achieve well from their individual starting points. Pupils are proud of what they know and can do. Reading is a particular strength. Pupils with special educational needs and/or disabilities (SEND) and those who need additional support receive the help they need to succeed and take a full part in school life.

Pupils value the many opportunities available to them. They take part in clubs, visits, residential experiences and leadership roles that broaden their experiences and develop their interests. Older pupils are proud to support younger children and take their roles as buddies seriously. Pupils contribute positively to school and community life through activities such as fundraising, environmental projects, litter picking and citizenship awards. They are proud of the difference they make and actively look for ways to help others.

Pupils behave well and demonstrate the school's SHINE values through their actions. They show kindness, respect and consideration towards others. Bullying is rare and pupils are confident that adults deal with any concerns quickly and effectively. Pupils know how to keep themselves safe and trust staff to help them when needed. They enjoy coming to school and attendance is improving for pupils who have previously faced barriers to regular attendance. As a result, pupils thrive socially, emotionally and academically.

Next steps

- Leaders should ensure that all staff identify pupils' misconceptions and gaps in knowledge consistently through effective checking of what they know and remember.
 - Leaders should ensure that all staff adapt teaching effectively to support pupils develop secure knowledge from their starting points.
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About this inspection

This school is part of Moorlands Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Williams, and overseen by a board of trustees, chaired by David Alan Halsall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 9 September 2026 and 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school and trust leaders, a trustee and several members of the local governing body, pupils, staff and parents during the inspection.

Headteacher: Marie Wilson

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

Andy Taylor, Ofsted Inspector

Karen Butler, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

398

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

3.77%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.02%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

11.81%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	74%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	90%	75%	Above
2023/24 (final)	89%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	88%	73%	Above
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.4%	5.2%	Below
2023/24 (3 term)	3.6%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	13.0%	Below
2023/24 (3 term)	6.2%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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