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Mrs Alison Tadman
Headteacher
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Dear Mrs Tadman

Short inspection of New Pasture Lane Primary School

Following my visit to the school on 17 January 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the previous inspection. You have ensured that your vision for New Pasture Lane Primary School, where 'each child should have the opportunity to shine by inspiring excellence', shapes its future direction. One parent's comments encapsulated the endorsement of many others: 'Not only are my children extremely happy, they are thriving and look forward to school every day. The progress they have made is absolutely fantastic.'

Since the previous inspection, you have ensured that your school remains at the heart of its community. There are now more opportunities for parents to actively contribute to their children's learning, particularly in the early years. You have continued to improve the quality of teaching to enable pupils, particularly those who are disadvantaged, to reach high standards in writing, mathematics and science. You responded rapidly to the dip in pupils' reading outcomes at the end of Year 6 in 2016. As a result of your actions, more pupils are now reaching higher standards in reading. In addition, you have successfully improved pupils' attendance and it is currently above the national average. You remain tenacious in exploiting every opportunity to provide high-quality learning and life experiences for all pupils by making sure that your pupils enjoy a wealth of visitors, trips and clubs from an early age. Staff and pupils are proud of their school and work together enthusiastically to create a vibrant, bright, inspiring environment throughout the building.

Governors provide a high level of support for you and your staff. They know the school well because they visit regularly. Governors take their specific responsibilities very seriously. They ensure that they carry out checks and gather information needed to help them make informed decisions, such as how specific funding for promoting sports and supporting disadvantaged pupils is allocated. Additional funding is used particularly effectively in early years to quickly identify any children who may need specific support. The arrangements for governors to meet regularly with pupils, chosen at random, ensure that effective use is made of pupil voice to deepen senior leaders' understanding of the school.

Your school is a very happy place where adults and pupils enjoy working and learning together. Staff who responded to the Ofsted online questionnaire said that they respect you and feel respected by you. They know that their views are listened to and really matter, and that they are supported in their professional development. This has contributed to the stability of staffing since the time of the last inspection, when the inspector reported on the strength of the school's teamwork. You have enhanced this even further and your enthusiastic staff team members are still keen to learn from each other, try out new initiatives, share ideas and model the most effective practice. You recognise that you have further work to do to ensure that teachers consistently challenge pupils at just the right level. You have identified correctly that, in order to help pupils to make even better progress in mathematics, teachers need some extra training to develop pupils' reasoning and problem solving. Pupils also need better access to resources to help them in mathematics on occasions when they find their work tricky.

Pupils enjoy school. Those I spoke to during the inspection were unanimous in their praise for the school. They said that they are given 'lots of rewards' but they are expected to 'work hard to earn them'. A key strength of your school is your dedication to the promotion of pupils' personal development. Pupils are given a wide range of opportunities to develop their social skills, for example through organising the school's 'Rockin' Radio' station and older pupils working with younger ones as 'ambassadors' and 'mini mentors'. As a result, pupils learn about responsibility and are exceptionally well supported in their development into caring and sensible citizens.

Safeguarding is effective.

A culture of vigilance exists across the school. You and the whole staff are highly committed to ensuring that pupils are kept safe. You ensure that all necessary checks on staff employed at the school are carried out and you double check that everything is correctly recorded so that nothing is missed. Your detailed knowledge of pupils who may be vulnerable ensures that action is taken swiftly and, by doggedly pursuing referrals to outside agencies, you ensure that appropriate and timely action is taken. Documentation seen during the inspection demonstrates that training is effective because it shows that staff know the signs to look for that may indicate that a child is at risk of harm. The school site is secure.

Pupils told me that the school is a safe place to be and parents agree that this is the case. Pupils know how to keep themselves safe, including when using technology such as the internet because this is regularly taught in school. The curriculum covers a broad range of topics about personal safety and risk. Pupils said that bullying and discriminatory behaviour is extremely rare at the school but that any incidents are dealt with very effectively by adults.

Inspection findings

- The quality of writing remains strong across the school. Outcomes in 2016 show that the proportions of pupils in key stage 1 reaching and exceeding expected standards in writing were higher than the national average. Pupils are given many opportunities to write for meaningful purposes so that their writing is of a high standard. The teaching of writing is particularly effective and excellent use is made of new technology to motivate pupils to be imaginative and creative in their work. For example, in Year 6, pupils' proficiency in the use of augmented reality enabled them to create a highly informative 'virtual museum'. Pupils enhanced their clear descriptions of a variety of artefacts by attaching 'quick response' codes to each item, providing extra layers of interesting photographic and digital information.
- You identified that in 2016, progress rates in reading were too low. Leaders rigorously analysed the reasons for this. The immediate action taken by you and your staff is having a positive impact on pupils' comprehension and understanding of complex vocabulary. The work in pupils' books and reading journals shows that they are now making strong progress in reading across the school.
- Alongside this, you have maintained a strong focus on developing a love of reading. The school is rich with books which motivate pupils and cater for a wide range of reading tastes and abilities. During the inspection, high-ability readers spoke confidently about different genres they enjoy and their favourite authors.
- You have identified the need for further staff training in the use of a mastery approach to mathematics teaching, to support stronger progress in reasoning and problem solving for the most able pupils. There is also a need to ensure that the correct resources are available in mathematics to support pupils when they find tasks difficult.
- Teachers are becoming increasingly adept at using assessment information to inform their planning. This has improved, but is not yet consistently strong across the whole school. As a result, some of the work provided does not always meet the needs of pupils with different starting points.
- Disadvantaged pupils and those who have special educational needs and/or disabilities make good progress. Leaders know each child well and talk with staff regularly about their needs and how best to meet these. You have ensured that teachers and their assistants are highly skilled in identifying pupils' additional needs. Consequently, specialist staff are used well to provide timely, intensive support for these groups of pupils.

- The proportion of children who achieved a good level of development at the end of the Reception Year has been variable since the previous inspection. Leaders identified that some children, particularly boys, did not achieve as well in literacy. As a result, opportunities for reading and writing have been developed further. For example, children are encouraged to include talk as part of their role play, which also helps to improve their self-confidence and their speaking skills. The nurture and care provided for the small number of two-year-old children are highly effective and provision for this group of children is good. Adults support learning well, asking questions and recording the progress children are making so that this can be used to plan new activities. Consequently, children in the early years are making good progress from their starting points.
- You have devised a very broad and interesting curriculum with lots of additional opportunities for learning based on current affairs such as the need for rain forests, space travel and new technologies. Pupils in Years 5 and 6 in particular demonstrate good skills in many subjects, such as science, geography and history, because they are given interesting tasks which make them think hard. Inspection evidence demonstrates that music is taught well to all pupils and a significant proportion of pupils are able to learn to play a range of instruments at no charge to their families. These, and other opportunities for extra-curricular learning, are planned carefully. Pupils are inspired to make a valuable contribution to their school and to create memorable experiences.
- Pupils' conduct is extremely positive in classes, around school and in the playground. Pupils are taught well, and from an early age, how to be very respectful towards one another and to adults. You use robust systems to monitor behaviour and the effective behaviour policy is adhered to consistently by staff. The tracking of pupils' attendance is rigorous for individuals and groups of pupils. The appointment of a parent support adviser is having a positive impact in forging positive relationships with a number of families. As a result, absence has reduced and most pupils attend well.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers make more effective use of assessment information to inform their planning, so that pupils of all abilities are consistently challenged in lessons
- staff have the skills required to enable pupils, particularly the most able, to acquire mastery of mathematics topics
- resources are more readily available to help pupils when they find tasks difficult in mathematics.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for the East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Cathy Morgan
Ofsted Inspector

Information about the inspection

During the inspection, I met with you, school leaders and a group of teachers. I also met with pupils and nine governors, including the chair of the governing body. I held a short meeting with a representative from the local authority. I heard a sample of pupils read and I scrutinised a range of documents, including information on pupils' progress, safeguarding, development planning and the school's self-evaluation. I visited all classes and evaluated pupils' work. I took account of 17 responses to Ofsted's online questionnaire, Parent View, including the free-text opinions provided. I considered the 28 staff responses to Ofsted's staff questionnaire and the 30 responses to the pupil survey.

I focused particularly on the progress made by pupils in reading, the achievement of disadvantaged pupils, the progress of the most able pupils, particularly in mathematics, the effectiveness of provision in the early years, and how the school ensures that pupils attend school and are kept safe.