

New Pasture Lane Primary School

Inspection report

Unique Reference Number	117909
Local authority	East Riding of Yorkshire
Inspection number	379494
Inspection dates	10–11 January 2012
Lead inspector	Lesley Clark

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Andrew Clegg
Headteacher	Alison Tadman
Date of previous school inspection	1 July 2009
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Introduction

Inspection team

Lesley Clark

Additional inspector

Bobbi Mothersdale

Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 12 lessons taught by eight teachers as well as intervention sessions for individual pupils taught by teaching assistants. Meetings were held with parents, six groups of pupils, governors and staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at a range of documentation including: the tracking and assessment of pupils' progress; the Early Years Foundation Stage children's 'learning journals' (individual records of their learning and development); attendance data and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils and 23 questionnaires from parents and carers.

Information about the school

This school is smaller than the average-sized primary school. Almost all pupils are of White British heritage. A high proportion are known to be eligible for free school meals. An above-average proportion of pupils have special educational needs and/or disabilities. The proportion with a statement of special educational needs is above average. The headteacher became full-time in September 2011 after a two-year period of shared headship. There have been several staffing changes within the past two years. The school has met government floor standards for the past three years.

The nurture unit, Kaleidoscope, is inspected separately. The report can be found on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Pupils achieve well. They make good progress from below expected starting points. Almost all pupils reach nationally expected levels in English and mathematics by the end of Year 6. An increasing proportion of more-able pupils reach the higher levels in writing and mathematics each year. However, more-able pupils, especially girls, do not read as well as they write. Pupils with significant special educational needs and those who are known to be eligible for free school meals outperform similar groups nationally.
- Teaching is lively and engaging and often uses up-to-date technology very effectively to enthuse pupils. Lessons capture and retain pupils' interest and enable them to learn at a good rate. Pupils have frequent opportunities to discuss, ask questions and write.
- Pupils behave well in lessons and around school. Disruption to lessons is rare because the school has very effective systems to support individual pupils who have behavioural difficulties. Pupils are typically polite, friendly and kind, both to adults and to each other. They have very positive attitudes to learning. They are keen to do well and thoroughly enjoy school.
- The senior leadership team, fully supported by the governing body, sets high standards and ambitious targets. They accurately identify the strengths and weaknesses of the school and use this information effectively to improve achievement each year. Together they work hard to promote the confidence and engagement of parents and carers in supporting their children's learning but more remains to be done. The school provides an interesting curriculum that promotes pupils' spiritual, moral, social and cultural development well.

What does the school need to do to improve further?

- Raise the attainment in reading of more-able pupils, especially girls, by:

- ensuring pupils have sufficient time to read to themselves and to others each day
 - extending the range of challenging books that engage more proficient readers and develop their comprehension
 - involving pupils in selecting reading materials
 - involving pupils in learning challenges that require them to read and research information independently.
- Engage parents and carers as active partners in supporting their children's learning by:
- increasing the opportunities for parents and carers to 'stay and play' with their children in the Early Years Foundation Stage and contribute to their 'learning journals'
 - raising the understanding of a small minority parents and carers of the importance of regular attendance
 - giving parents and carers more regular information about what their children are learning and the ways in which they can help them.

Main Report

Achievement of pupils

Attainment is broadly average in English and mathematics. Parents and carers have an accurate view that their children are making good progress. Children in the Early Years Foundation Stage quickly learn to make independent choices and to concentrate for increasing periods of time. They make good progress in learning letters and sounds and in early number skills.

Pupils in Years 1 to 6 make good progress in lessons because they are attentive and work hard. They answer questions readily and explain their views clearly and articulately, often starting by saying 'I agree/disagree with this but also think that...'. They acquire an extensive written and spoken vocabulary because they practise these key skills daily. Year 6 pupils explained how using personification and alliteration enriched their writing. Similarly, in mathematics pupils acquire and use new knowledge quickly and securely. More-able pupils work at challenging mathematical tasks that stretch their understanding. A few are working at well beyond the level expected of their age.

Pupils read competently for their age. Most reach expected levels by the end of Key Stages 1 and 2. However, a smaller proportion of more-able pupils, especially girls, reach the higher levels at the end of these key stages than in writing and mathematics. Proficient readers have access to a dwindling range of challenging books. This limits the development of their reading stamina and comprehension skills. Typically, more-able girls have read most of the books available to them by the time they are part way through Year 5. The many non-fiction, action stories, comics and humorous books tend to appeal more to boys. Pupils have an expedient approach to reading, choosing short books so they appear to have read widely. They do not have enough time to read to themselves or to others during the course of the

school day because guided reading sessions often include writing and discussions. Pupils have very few opportunities to read and research information independently. This limits the progress of more-able girls.

Pupils with special educational needs and disabled pupils learn well. They make good progress because their individual needs are identified very early on and they receive a great deal of individual help to accelerate their learning. Those with significant special educational needs and those who are known to be eligible for free school meals now outstrip similar groups nationally because of the extensive use of individual tuition to narrow the gaps between different groups of learners.

Quality of teaching

As a result of teaching that is mainly good with some outstanding practice, pupils, including disabled pupils and those who have special educational needs, achieve well over time. Exceptionally effective lessons are characterised by meticulous preparation to ensure pupils learn skills progressively. Excellent use of technology brings learning alive, as in one lesson where older pupils were transfixed by the teacher's skilful use of film to stimulate their imaginations, inference and deduction. Their written and verbal responses, which included phrases such as 'warm whistling wind' and 'leads you to a virtual dimension', showed the highly effective impact of this approach. Similarly, younger pupils pitted their wits against the rabbit puppet to find eight different ways of writing the sound 'or' and giggled with delight as 'rabbit' drew from his cabbage leaves different creatures each labelled with different letters to make this sound. In these ways teaching gives pupils memorable experiences and excites their sense of wonder.

Good features include time for pupils of different abilities to work on suitably different and challenging tasks. Teaching assistants are deployed effectively to work with different groups and have specific pointers to ensure that they meet pupils' individual needs. This helps them to know when to prompt and when to let pupils work on their own. Pupils learn to indicate that they would like to contribute by showing their 'thinking thumbs'. This speeds up discussions and also helps teachers to assess pupils' learning. Occasionally, the pace of learning slows when teachers talk for too long. Teachers assess pupils' work accurately and show them what they need to do to improve it.

Parents and carers are confident that their children are well taught. The planned curriculum gives pupils diverse cultural experiences. These range from celebrating Chinese New Year to learning brass instruments or different universities. The strong focus on spiritual, social, moral and cultural development makes a good contribution to pupils' resilience, confidence and independence when tackling problems.

Behaviour and safety of pupils

Parents and carers confirm that behaviour is usually good. Pupils say, '99.9% of us are really good but some let us down.' They are confident, 'If there are any problems teachers come in and sort it out. They are very firm.' Pupils explained, 'Racist remarks are wrong. We say that gay is gorgeous, attractive and young.' Their respect for their teachers, who tackle any minor infringements, is boundless. As a

result, pupils feel safe in school and are confident to talk openly and honestly about any concerns. They know about the main risks they might face both in and out of school and know how these threaten safety. The school keeps detailed records of behavioural incidents and takes effective and consistent action. This helps those with behavioural problems to modify their outbursts. Good partnerships with the nurture unit and outside agencies ensure that pupils have expert support and guidance when needed.

Pupils' good progress shows there is minimal disruption in lessons. The school environment is orderly and safe. Playtimes and lunchtimes run smoothly and are relatively incident-free because pupils have safe playing surfaces and well-kept, adventurous climbing equipment as well as different playground games. Children in the Early Years Foundation Stage soon learn to share and play with others because of adults' high expectations.

The very large majority of pupils arrive punctually. School councillors, road safety officers and play leaders take their roles seriously. Pupils have less responsibility academically. For example, they are not involved in helping to run the library or going with adults to choose books for school that they would like to read. Attendance has improved dramatically over the past year following the school's concerted efforts to raise attendance for all groups of pupils. A small minority of parents and carers are slow to appreciate the importance of their children's regular attendance.

Leadership and management

The school has made good improvement over time because it is well led and managed. The governing body's good succession planning has ensured a smooth transfer between different leaders without loss of momentum to the school's drive to raise attainment and close gaps between different groups of pupils. Assessment has sharpened and enables teachers to target swiftly individual pupils who are in danger of falling behind. Teaching assistants have individual areas of expertise, underpinned by extensive professional training, so they can give intensive, focused and timely support. Major developments in the Early Years Foundation Stage have contributed to its much-improved effectiveness since the last inspection. The school therefore demonstrates good capacity to improve further.

A key factor is the good team work. Senior leaders coach and mentor other staff, sharing ideas and modelling best practice. The monitoring of teaching and learning by senior leaders is effective because it provides a good balance of strengths and areas to improve. The result is an enthusiastic staff team who are keen to try out new ideas and to learn from each other. Staff have recently become involved in monitoring each other's performance in a wide range of curricular subjects. In these ways their professional development is stimulated and encouraged.

The school provides a broad and balanced curriculum which meets pupils' needs and promotes their spiritual, moral, social and cultural development well. Examples of imaginative practice include the school's radio station which gives pupils experience of interviewing techniques and involvement with the children's university to raise pupils' aspirations.

Leaders, managers and governors make good arrangements for safeguarding. They carry out regular and rigorous checks to ensure that pupils are safe and that child protection is effective. Parents and carers are beginning to be more confident in engaging with the school to support their children's learning but the school is struggling to engage the vast majority. In the Early Years Foundation Stage parents and carers come in six times a year to 'stay and play' with their children but this limits the contribution they can make to their children's 'learning journals.' Parents and carers of older children have limited regular information about what their children are learning and the ways in which they might help them. Few attend the termly curriculum meetings.

At all levels leadership and management, including the governing body, promote equality and tackle discrimination effectively. The result is an inclusive school where pupils want to learn and do their best.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the child's work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.