Inspection of a good school: New Pasture Lane Primary School

Burstall Hill, Bridlington YO16 7NR

Inspection dates: 30 and 31 March 2022

Outcome

New Pasture Lane Primary School continues to be a good school.

What is it like to attend this school?

Leaders are developing their bespoke curriculum for New Pasture Lane pupils. There are three layers to the school's curriculum thinking. Layer one is the national curriculum. Layer two is a co-curriculum linked to aspects like beach schools and the Department for Education's Nature Friendly Schools programme. Layer three links to responsibilities and experiences that raise pupils' self-esteem and aspirations.

There are many leadership opportunities for pupils throughout their time at the school. For example, they can be mini mentors supporting pupils at playtime, a school ambassador, or a Year 6 prefect.

Leaders have recently reviewed the school's behaviour policy. Pupils think it is fair and could give examples of how it was consistently applied at playtime. Pupils know what bullying is. Through Ofsted's pupil questionnaire, they responded that teachers were good at resolving any bullying problems.

Leaders have robust procedures for managing pupil absence. Alongside the local authority educational welfare officer, they set attendance targets for those pupils who are persistently absent. This has led to improved attendance over time.

Leaders and staff effectively support pupils and their families. The parent support assistant (PSA) and emotional literacy support assistant are vital in helping families access the right external agencies.

What does the school do well and what does it need to do better?

Leaders want their school curriculum to reflect the needs of their community. Curriculum leaders have created 'Language Ladders'. These ladders contain the specific vocabulary for each unit of work, for every year group. This means pupils build a secure bank of vocabulary over time. This starts in nursery, where children have high levels of adult support to focus on prioritising their language development. Adults model high-quality vocabulary in the clearly defined and well-equipped play areas. This high adult to pupil

ratio continues through school. This means pupils with special educational needs and/or disabilities work one to one, or in small groups, in all aspects of the curriculum.

Leaders have also developed a skills progression document based on the national curriculum. This ensures pupils build their skills each year. Leaders now need to identify the essential knowledge they want pupils to know at the end of a topic. This will ensure pupils are ready for the next stage in that curriculum area.

Leaders have prioritised reading by ensuring all pupils have a daily story time with age-appropriate books. Key stage 1 pupils also have a 'Bedtime Book' to read for pleasure at home. Leaders have recently introduced a new phonics scheme. They recognise that it needs embedding to ensure consistency across all phonics teaching. Reading books were well matched to the sounds that pupils know. However, there were small inconsistencies in the way adults supported pupils learning to read. For example, some adults encouraged pupils to blend sounds themselves, while other adults blended for the pupils. All staff have had online training for the scheme, but further training for some staff is necessary.

Leaders use plans from an external source to teach mathematics from early years to key stage 2. Pupils were enthusiastic about mathematics and could recall how prior learning was helping in their current mathematics lessons. For example, Year 4 pupils remembered being taught the terms numerator and denominator in Year 3. They were using this terminology correctly in their current fraction lesson. Expert mathematicians across the school have access to an online tutor for an hour a week for ten weeks. These tutors challenge pupils' mathematical thinking. However, work in pupils' books showed that expert mathematicians were not always sufficiently challenged. This was the same for higher-attaining pupils in the wider curriculum. Leaders should ensure that the curriculum is ambitious for all pupils.

Leaders have considered the needs of their pupils when enhancing their personal development. They have engaged with a local children's university to provide aspirational experiences for every pupil, every year. For example, Year 6 pupils visit London, a contrasting environment, to see the Houses of Parliament and to meet Members of Parliament. Leaders are offering the same extra-curricular clubs as before the pandemic like sport, art and music. Pupils also follow their own interests and organise clubs for younger pupils to access at lunch time.

Governors are knowledgeable about their roles and responsibilities. They hold school leaders to account through the termly leader's report. Governors can prepare questions ahead of the meeting to challenge the leader's thinking.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their families well. This ensures they can pre-empt challenges and support families in need. The school's PSA signposts families to external support in areas such as housing, addiction and finance. Leaders use the mantra 'It could happen here' to ensure staff undertake training to understand the indicators of harm. Leaders have identified specific risks to the pupils within their community. As a result, leaders have introduced a

new personal, social and health education programme. This ensures that keeping physically and mentally healthy is taught from nursery. Pupils will tell a trusted adult if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have begun to develop a sequenced curriculum. While they have created 'Language Ladders' and skills progression documents; they are still identifying the essential knowledge in some subjects. Leaders have an accurate understanding of the current areas that need developing. Leaders should ensure they have identified the essential knowledge linked to the skills and language they want pupils to remember for each unit of the curriculum.
- Staff have started to use a new phonics scheme, recently introduced by leaders. This has caused some small inconsistencies in phonics teaching and in how adults support pupils when they are reading. All staff have received online training. Leaders have identified further support for individuals, but have not yet had the time to implement this. Leaders should ensure consistency of practice as staff embed the new system.
- Across the curriculum, books did not always show greater ambition for the higher-attaining pupils. Evidence of deeper learning tasks for these pupils is limited in their books. Leaders should ensure that higher-attaining pupils are further challenged in all areas of the curriculum. Leaders can then check the level of ambition for all.

The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. For this reason, the transitional arrangements have been applied.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2012.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can complain to Ofsted.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117909
Local authority	East Riding of Yorkshire
Inspection number	10211186
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair of governing body	Andrew Clegg
Headteacher	Alison Tadman
Website	www.newpasturelane.co.uk
Date of previous inspection	17 January 2017

Information about this school

- The school has a significantly high number of pupils in receipt of the pupil premium funding.
- The school does not use any alternative providers.
- The school was impacted by staff absence linked to COVID-19 at the start of 2022.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, curriculum leaders, staff and pupils. Meetings were also held with representatives of the governing body and the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at their work. The inspector heard pupils read.

- The inspector examined safeguarding records, attendance figures, curriculum plans and policies.
- The views of parents were considered from 11 responses to Ofsted's parent questionnaire.
- The views of staff were considered from meeting with them and Ofsted's staff questionnaire.
- The views of pupils were considered from meetings with them and from their responses to Ofsted's pupil questionnaire.

Inspection team

Alison Stephenson, lead inspector	Her Majesty's Inspector

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