



New Pasture Lane Primary School

Inspection Report

Unique Reference Number 117909
LEA East Riding of Yorkshire
Inspection number 280184
Inspection dates 7 March 2006 to 8 March 2006
Reporting inspector Mrs Lynne Read

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

Type of school	Primary	School address	Burstall Hill
School category	Community		Bridlington
Age range of pupils	3 to 11		YO16 7NR
Gender of pupils	Mixed	Telephone number	01262 601684
Number on roll	185	Fax number	01262 673873
Appropriate authority	The governing body	Chair of governors	Mr Ronald Adamson
Date of previous inspection	1 November 2003	Headteacher	Mrs Susan Tompkin

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average-sized primary school on the north side of Bridlington. It is the preferred school for the education of Traveller children across the area. The majority of pupils are of white British backgrounds and a few have Asian heritage. The vast majority speak English as their first language. The percentage of pupils claiming free school meals is above average. When they enter the reception class, children's attainment is below that usually seen. The number of pupils who have learning difficulties and/or disabilities is above average; of these, an above-average number have statements of special educational need. A higher than average number of pupils leave or join the school partway through their education. The school is in the final stages of working towards the Healthy Schools and Basic Skills awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges that it provides a satisfactory quality of education with good features and inspectors agree. Value for money is satisfactory. The overall leadership and management are satisfactory. The headteacher provides good drive and leadership which has led to good improvements in standards which are overall broadly average by the end of Year 6, but below average in writing.

Pupils make good progress in the Foundation Stage and Years 1 and 2 and standards are rising; they are average by the end of Year 2. Progress in Years 3 to 6 is satisfactory overall and good in mathematics and science. The school is successfully implementing well-laid plans to improve progress in writing. Teaching is satisfactory overall and good in the Foundation Stage and Years 1 and 2. There are examples of good teaching in Years 3 to 6, especially in mathematics and in helping pupils to catch up with their learning. Improvements since the previous inspection are good. Assessment procedures are rigorous, except writing targets, which are not sufficiently precise. Expectations of pupil progress have risen and, subsequently, so have standards. These successes, together with the school's accurate self-evaluation, show that there is good capacity to improve further.

The school provides good care and support for the pupils; consequently their personal development is good. The curriculum is satisfactory but pupils need more opportunities to write at length in subjects other than English. Attendance levels are below average. The school has good links with the church and the community and takes account of both parents' and pupils' views. Staff make good use of outside specialists to support pupils' learning.

What the school should do to improve further

- Make writing targets more precise in each year group so that teachers can more easily check whether pupils are on track to achieve them.
- Provide more opportunities for pupils to write at length, across the curriculum.
- Strengthen the work with families to improve attendance.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily by the time they leave the school. When children enter school their prior attainment is below average for the age group and many have significant difficulties in communication skills. They make good progress in the Foundation Stage; attainment for many is set to reach national expectations by the end of this reception year, although this has not been the case in the past.

In Years 1 and 2, pupils' progress is good, especially in the basic skills of reading, writing and mathematics. Standards have improved for this age group and are broadly average. The older junior pupils have not had the advantage of the present good provision in their early education. Standards for Year 6 are broadly average overall but

are below average for some pupils in English, especially writing. Progress in mathematics and science is good and pupils meet the challenging targets set. In English, progress is satisfactory and good target setting has ensured that older pupils have made up for most shortfalls in their previous learning. Detailed assessments for Year 5 show progress and standards in English are improving as the benefits of the improved teaching and learning are coming to fruition.

Pupils with learning difficulties and/or disabilities; the Traveller children, supported by the Traveller Education Service; and those who speak English as an additional language make good progress. The school has worked hard to improve boys' progress in lessons and it is now at least equal to that of the girls.

Personal development and well-being

Grade: 2

This area is good and a strength of the school. Pupils enjoy their work and the behaviour of the vast majority is good. Pupils with significant emotional difficulties are helped well to cope with school life. Relationships are very good and pupils respond positively to the care shown by their teachers. Pupils say they feel safe in school and know that bullying is not tolerated. They benefit from the school's emphasis on healthy eating and are well informed about the consequences of lifestyle choices.

Attendance is below average despite the school's efforts. One factor is the regular, extended absences of some pupils and another is the fact that seasonal workers in this holiday town often take their children away in term time. The Traveller Education Service identifies and supports pupils when they return to school.

Pupils play an important part in decision making through their elected school council. They have secured new playground equipment and improved activities at the Breakfast Club. They are keen to take responsibility for jobs around school. These factors, together with improved standards, means that pupils are well placed to secure a positive economic future for themselves. Good links with the local church and community support pupils' good spiritual and cultural development. Pupils have a strong moral sense and are generous in their support for charities.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and good in the Foundation Stage and Years 1 and 2 where lessons consistently contain good challenge and a fast pace. Some of the teaching in Years 3 to 6 is good and enables older pupils to catch up from a relatively low point and for younger juniors to consolidate what they know. Two leading teachers for mathematics and one for literacy provide very good guidance for colleagues. Learning in mathematics has improved considerably. In Years 1 and 2, reading and writing are promoted very effectively with a good emphasis on letter sounds. Aspects of writing are well taught in Years 3 to 6 and standards are improving.

However, there are not enough opportunities for pupils to practise their literacy skills in subjects other than English.

The very good amount of information gathered from regular assessments of pupils is used well to plan lessons. It is also used to provide extra support or challenge through focused teaching groups. Less effective are the writing targets because they are not precise enough to help teachers track pupils' progress.

Across school, adults are sensitive to pupils' emotional needs and small issues are tackled quickly before they escalate into problems. This underpins the good behaviour management in classes. Marking, especially in writing, is helpful in providing pupils with advice on how to improve and homework is well used to extend learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with a good range of enrichment activities. Planning ensures that the basic skills in reading, mathematics and information and communication technology (ICT) are promoted effectively in lessons but there is scope to improve the use of writing skills across the curriculum in Years 3 to 6. Planning and support for pupils with learning difficulties and/or disabilities and Traveller children is tailored to their needs, enabling them to make good progress. There is a good range of teacher directed and free choice activities in the Foundation Stage which helps children to become independent learners.

Visits, visitors and outside agencies add significantly to the pupils' learning. For example, a local charity provides musical performances. Links with a secondary school support the teaching of French. Visiting specialists enhance pupils' experiences and provide some good insights into different cultures. Pupils take good advantage of the many out-of-school activities to pursue their interests and especially enjoy sporting competitions.

Care, guidance and support

Grade: 2

The school provides good care for its pupils; health and safety issues are given good attention and effective child protection procedures are in place. Parents appreciate that all pupils are known and valued as individuals. Arrangements at lunchtimes and breaks ensure that pupils are happily occupied and catering staff encourage pupils to eat healthily. A well attended breakfast club provides a good start to the day for many pupils and is helping to improve punctuality.

Children in the Foundation Stage make a good start to school life because of the good care taken to help them settle. The school has robust procedures to check on how well pupils are doing. The information is well used to set challenging targets for learning and provide good advice for pupils on how to improve, though writing targets are not sufficiently precise. Pupils are encouraged to take responsibility for their learning by reviewing their own progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall and there are some strengths. The headteacher, effectively supported by the deputy headteacher and senior management team, is providing good leadership for the school and has driven through some important improvements. As a result, standards, progress and subject management have improved. Staff share a strong commitment to raising standards further and there is a strong sense of pride and determination in the school. Aspects such as administration, maintenance and catering are all of a high standard. Monitoring by subject managers is effective, particularly in English, mathematics, science and ICT. All assessments are analysed and managers take swift action where weaknesses are identified. Challenging targets are set for the end of Year 6 but these could be made more precise in writing so that teachers can check whether the expected progress is being made year on year.

The school successfully provides a caring, nurturing environment. It is a calm and welcoming place where all pupils have equal access to all on offer.

The governors are a very supportive group. They understand the strengths of the school and know where further action is needed. Governors are keen to develop their role in monitoring and evaluating the school's performance and are developing a training programme to enable this. At present, governance is satisfactory and all statutory requirements are met.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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New Pasture Lane Primary School

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9 March 2006

Dear Pupils

Thank you for the very warm welcome you gave myself and Mrs Mothersdale when we recently visited your school. The conversations that we had with groups and individuals were very interesting and we thoroughly enjoyed our time at your school.

There are lots of things that we think are good at New Pasture Lane. Some of them are:

you are polite and friendly and you enjoy your lessons

you are doing much better with your learning now

you contribute to some very interesting displays of work around school and help make it a stimulating place to learn

all the adults in school take good care to keep you happy and healthy

you contribute well to the running of the school through the many jobs you do and help to make decisions through your council members.

I know that your teachers work hard and have plans to improve your school even further. We have suggested that you might benefit from more opportunities to write in your lessons so you have time to practise your skills and develop more confidence. Also, to make your writing targets clear enough so that teachers can check how well you are doing. Some of you have too much time off school so we have suggested that your teachers and parents could work together to solve this problem.

Thank you once again for helping us so much with the inspection. I hope that you will continue to work hard and make your school an exciting and friendly place to be.

Yours sincerely

Mrs L Read

(Lead inspector)