

Amberley Primary School

East Bailey, Killingworth, Newcastle-upon-Tyne, Tyne and Wear NE12 6SQ

Inspection dates

6–7 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- There is a shared ambition across the headteacher, governors and staff to steer a course of ongoing improvement. Consequently, the school provides a rich curriculum which ensures that pupils achieve high standards at the end of each key stage and pupils' personal development is very strong.
- Teachers have good subject knowledge. They plan and deliver work which matches pupils' needs and interests effectively. Teaching assistants are skilled and deployed successfully. Consequently, over time, teaching has resulted in pupils achieving high standards in a range of subjects.
- Evidence in books shows that current pupils make good progress across the curriculum. This is because the quality of teaching is at least good and sometimes stronger.
- Leaders' actions to address weaker progress found for middle-attaining pupils in the 2018 key stage 2 mathematics national assessment, have largely been effective. However, some of this work by leaders is not yet fully embedded.
- The needs of pupils with special educational needs and/or disabilities (SEND) are well met. The knowledgeable inclusion manager ensures that these pupils receive well-tailored support. As a result, these pupils make at least good progress.
- Effective use is made of additional funding to support disadvantaged pupils. This mostly has a positive effect on their personal development and academic progress. Leaders' actions to improve disadvantaged pupils' outcomes in mathematics and grammar, punctuation and spelling have begun to have a positive effect.
- Well-structured and effective teaching of phonics from the early years and in key stage 1 ensures that, by the end of Year 1, pupils have strong phonics knowledge.
- Children make a strong start when they start in Nursery and they continue to make good progress through Reception. Sometimes where children choose learning opportunities these do not fully support their progress. Leaders regularly review the quality of the early years provision. However, leaders' plans for further improvement are not sharp enough in places.
- Pupils' personal development and welfare is a major strength. The rich curriculum, and opportunities for responsibility and links with industry and schools abroad, develop pupils' citizenship qualities and widens their horizons.
- Staff expectations, caring, positive relationships and clear behaviour management approaches ensure that pupils' behaviour is good.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning by:
 - sharing the strong practice within the school to ensure that pupils' progress, including disadvantaged pupils' progress, in key stage 2 continues to improve
 - embedding opportunities for all pupils to develop their problem-solving and reasoning skills in mathematics
 - improve pupils' application of grammar, punctuation and spelling in writing across all subjects.
- Further develop children's learning in the early years by:
 - improving the consistency of the quality of the opportunities when children choose activities, to ensure that all children fully develop their independence and deepen their learning
 - making more effective use of the information available to sharpen further leaders' plans for improvement in the early years provision.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, leaders and governors have established an ambitious culture which has successfully ensured that pupils achieve high standards of attainment and develop very strongly in their personal skills.
- Leaders check regularly to identify where further improvements are required. They regularly monitor the quality of teaching and put in place relevant training for staff to ensure that there is continuous improvement in their practice. Leaders' self-evaluation is detailed and accurate overall. Their plans for improvement are generally well linked to the school's priorities.
- The acting deputy headteacher, who is the subject leader for mathematics, has an insightful understanding of the priorities for improving the teaching of mathematics. She has introduced a range of different approaches and resources to improve pupils' progress in this subject. She checks effectively to ensure that there is a positive effect of actions on the quality of teaching. As a result, pupils make at least good progress in this subject. The actions to ensure that the improvements to mathematics have only been fully in place since the beginning of this academic year. Hence there are further actions still to complete to ensure that these developments are fully embedded.
- At the time of the inspection some interim arrangements were in place for the subject leadership of English. Nevertheless, the team of leaders, some of whom are relatively new to their role, seek and introduce effective practice from other schools and the local authority where they have identified areas for improvement. For example, strategies to improve pupils' reading comprehension skills and to widen their vocabulary, such as performance opportunities, have had a positive impact on key stage 2 pupils' progress in reading.
- The inclusion manager has ensured that well-tailored plans for pupils with SEND are in place. Staff support for these pupils matches the needs and planned outcomes for them. Consequently, pupils with SEND make good progress throughout the school. There is appropriate involvement of parents and pupils in the development and review of education, health and care plans. Leaders use the additional SEND funding to good effect.
- Leaders review the curriculum regularly with the clear intent to ensure that it is well matched to pupils' needs. Consequently, the school has a rich curriculum which makes strong links to the local context, while at the same time ensuring a global perspective. A focus on key knowledge and vocabulary, for example through the use of 'knowledge organisers', helps pupils in making learning connections in subjects such as history and science. This enables pupils to explain their ideas and learning clearly. Useful information for parents communicates curriculum topics and helps them to support their child's learning beyond school.
- Pupils' spiritual, moral, social and cultural (SMSC) development is interwoven into the life of the school. All subject leaders ensure that there are elements of SMSC coverage within curriculum delivery for their subjects. Pupils are enthused by interesting visitors and visits within and beyond the community. This both widens their horizons and raises

their self-esteem.

- Pupils are exceptionally well prepared for life in modern Britain. The school's curriculum, visits and visitors ensure that pupils have a good understanding of world faiths and the diversity of people which may be encountered in society. As a result, pupils demonstrate very mature qualities of tolerance and understanding.
- Pupil premium funding has a positive effect on disadvantaged pupils' personal development, behaviour and welfare. It is also largely effective in diminishing the differences in progress between these pupils and others nationally. However, in 2018, the progress of these pupils, by the end of Year 6, was significantly below that of others in mathematics, and their attainment in English grammar, spelling and punctuation fell noticeably. Leaders' actions to address this have had a positive impact, and these pupils are now making good progress in reading, writing and mathematics. Attendance of these pupils has improved and is similar to that of other pupils in school.
- Leaders make effective use of the primary physical education (PE) and sport premium funding. Use of sports coaches from a local football club enhances the quality of the teaching of PE and helps improve teachers' skills. Online training modules are used well to support teachers with their planning and subject expertise. Pupils engage in a wide range of healthy activities such as the 'daily mile' and participate in a range of competitive sports.

Governance of the school

- Governors have a clear understanding of the school's priorities and the community the school serves. They provide an effective balance of challenge and support to school leaders. Their link governor roles, which involve meetings and working alongside leaders in school, help them understand the effect of leaders' actions in practical terms. They maintain a watchful eye on additional funding, such as the pupil premium funding, to ensure that it is spent to good effect.

Safeguarding

- The arrangements for safeguarding are effective and there is a positive culture of safeguarding across the school. Leaders complete careful safeguarding checks for all staff and governors to ensure that they are suitable to work with children. Staff receive regular and appropriate training, so that they know the school's procedures and how to keep pupils safe. Where necessary, leaders engage promptly and effectively with parents and other agencies. Almost all parents who responded to the online questionnaire, Parent View, believe that their children are happy and feel safe in school.

Quality of teaching, learning and assessment

Good

- The quality of teaching is typically good and is sometimes stronger. Teachers plan effectively and match work to pupils' needs well.
- Teachers use their good subject knowledge to probe what pupils know and understand. Generally, they make effective use of pupils' responses to tailor learning so

that pupils make good progress.

- Small-group sessions in the afternoon aim to help pupils 'keep up' rather than having to 'catch up'. These well-focused sessions based on teachers' assessments are very effective in helping pupils be ready for learning the next day.
- In early years and key stage 1, phonics is taught well. Teaching is structured and systematic. This enables almost all pupils to develop good phonics knowledge by the end of Year 2. Pupils use these skills effectively when tackling unknown words as they are reading.
- Pupils read widely and develop their interest in reading. Reading is taught regularly, and pupils develop strong comprehension skills. The analysis of quality texts enables pupils to widen their vocabulary. Both younger and older pupils read confidently and competently to inspectors.
- The teaching of writing is strong and pupils use their writing skills well across a range of subjects. Teachers encourage pupils to use adventurous words in their writing and their teaching of relevant grammar, punctuation and spelling for current pupils is generally effective. However, sometimes pupils do not always apply knowledge, which should have been embedded in previous year groups, in their writing.
- Changes to the approaches to the teaching of mathematics are bearing fruit. Pupils are generally using practical, pictorial and written methods proficiently. Opportunities for using problem-solving and reasoning are developing well and the teaching of number work is secure. These approaches are taught very well in some classes, but they are not quite fully embedded in others.
- Teaching assistants are knowledgeable, suitably trained and well deployed in classrooms or in supporting small groups. Consequently, they have a positive effect on pupils' learning and their social and emotional development.
- Pupils receive a range of homework to develop their knowledge of reading, spelling and multiplication tables. Topic-based research activities linked to the school's curriculum help pupils develop their skills as independent learners and engage pupils and their families in learning together. Older pupils receive more formal English and mathematics tasks which start to prepare them for the expectations of secondary school.
- Relationships in lessons are strong. Pupils work effectively in pairs or small groups and apply themselves well during individual work. Teachers use feedback and praise successfully to motivate pupils and to encourage them to share their ideas with confidence.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils can explain their learning very confidently. Curriculum opportunities, teaching in lessons and homework provision with a menu of learning choices encourage pupils to become independent learners.
- Opportunities for pupils to take responsibility, such as through the student council and

eco schools, develop pupils' understanding of how to be an active citizen. The 'Amberley Angels', playground pupil buddies, provide friendship to other pupils who may need a little extra support at playtimes and lunchtimes.

- Pupils' physical and emotional well-being has a high priority in school. Pupils are encouraged to adopt healthy lifestyles, for example through completing a daily mile. Specific teaching helps pupils understand approaches which will help them deal with concerns or anxiety. Trained staff deliver additional provision for pupils where this may help their social or emotional development and resilience.
- Pupils have a good understanding of the different forms that bullying can take, including online bullying. They are confident that staff will address incidents of bullying. A group of pupils are trained as digital leaders and they provide presentations of key aspects of e-safety to their peers. Staff diligently record incidents of poor behaviour, including bullying, in the recently introduced online system. This ensures that any incidents or patterns of poor behaviour are fully addressed.

Behaviour

- The behaviour of pupils is good. Pupils are respectful, polite and courteous.
- In the main, pupils behave well in lessons. Very occasionally, where the teaching does not fully engage them or provide sufficient challenge, their interest wanes.
- During playtimes and lunchtimes pupils play games sensibly or socialise well with their friends. Appropriate supervision and guidance from staff ensure that pupils are safe and that they have adults to turn to if they have any concerns.
- Attendance has a high profile in school and staff regularly celebrate pupils' good attendance. Leaders' actions to reduce levels of pupil absence this academic year have had a positive effect. Pupils' attendance levels, including those for disadvantaged pupils, are now near to the national average.
- Well-structured behaviour management systems, with rewards and sanctions which are well understood by pupils, are consistently applied by staff. There have been no exclusions for a substantial number of years.

Outcomes for pupils

Good

- Current pupils make good progress across a range of subjects, including English and mathematics. Over time pupils' attainment by the end of key stages 1 and 2 has compared well to the national averages.
- In 2018, the proportion of pupils attaining the expected standard and greater depth in reading, writing and mathematics by the end of key stage 1 was above the national average.
- Equally, by the end of key stage 2 the proportion of pupils attaining the expected standard and greater depth in writing and mathematics was above the national average and similar to the national average in reading.
- In 2018, the progress for middle-attaining pupils in mathematics and reading was too weak. Leaders and staff have introduced changes to the approaches to the teaching of

these subjects. Evidence in the school's pupil information records, supported by evidence in books, shows that current pupils make good progress in reading and mathematics.

- Pupils' progress in writing is good overall. However, work in pupils' books in key stage 2 shows that sometimes basic grammar, punctuation and spelling skills that should have been learned in earlier years are not always applied.
- The school's results in phonics are strong. By the end of Year 1, the proportion of pupils achieving the expected standard in the phonics screening check has been consistently above the national average for the last three years.
- Pupils' books show good progress in other subjects, such as science, history and geography. In science, pupils' knowledge and practical science skills develop well. In history and geography, the teaching of key subject-specific vocabulary enables pupils to express their learning accurately. In both these subjects pupils' knowledge development is clearly evident in books.
- Pupils with SEND make good progress. This is because leaders and staff have high expectations of what these pupils can achieve. Detailed outcomes-focused plans, which are delivered successfully in classrooms or small groups, support the learning and personal development needs of these pupils.
- Disadvantaged pupils' attainment by the end of key stage 1 is high. For example, in 2018, the proportion of disadvantaged pupils attaining the expected standard in reading, writing and mathematics was above the national average. In key stage 2, these pupils made progress similar to other pupils nationally in reading and writing. However, their progress in mathematics was too weak. Currently, disadvantaged pupils' progress in mathematics is good. This is evident in the school's records and supported by evidence in books.
- In 2018, the proportion of pupils who achieved the expected standard in reading, writing and mathematics combined was above the national average. As a result, pupils leave the school well prepared academically for their next stage in education.

Early years provision

Good

- Generally, children start in early years with skills which are typical for their age. They settle quickly into Nursery, where they make a flying start. This continues with good progress throughout Reception, so that by the end of early years children are well prepared to start Year 1.
- The quality of teaching in early years is strong overall. Staff provide an effective balance of adult-led teaching combined with provision where children choose activities for themselves to support their learning. Occasionally, in Reception, lower-attaining children do not have the resources readily available to fully support their learning. Similarly, higher-attaining children complete tasks where they have displayed prior expertise and are therefore not sufficiently challenged.
- Overall, leaders have ensured that effective early years provision is in place. Consequently, children's personal development needs are well met, and they learn successfully in a caring environment. Leaders make appropriate use of additional funding provided to support disadvantaged children. However, sometimes leaders'

plans for development lack sharpness to ensure that there are well-focused steps for improvement to move the quality of the provision to the next level.

- Right from the start, staff provide children with clear guidance and support to help them improve their independence and develop well socially and emotionally. Consequently, children settle in quickly, cooperate well and develop caring approaches towards one another.
- Partnerships with parents and other agencies are very positive. Staff engage and communicate effectively with parents. For example, 'wow cards' which celebrate children's learning outside of school are prominently displayed in classrooms. Links with other agencies ensure that children receive support, such as speech therapy, where required.
- Children behave well and they feel safe and secure. Safeguarding is effective, and all welfare requirements are met.

School details

Unique reference number	108586
Local authority	North Tyneside
Inspection number	10059202

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Deborah Laird
Headteacher	Tony Rigg
Telephone number	0191 200 8344
Website	www.amberleyprimary.co.uk
Email address	amberley.primary@northtyneside.gov.uk
Date of previous inspection	18–19 October 2011

Information about this school

- The school is larger than the average-sized primary school.
- The vast majority of the pupils are White British.
- The proportion of pupils eligible for support through the pupil premium funding is below that found nationally.
- The proportion of pupils with SEND is well below that found nationally.
- The proportion of pupils with an education, health and care plan is similar to that found nationally.
- The headteacher was appointed in September 2014.

Information about this inspection

- Inspectors observed learning in lessons and part-lessons across the school. The headteacher joined the lead inspector for all of his observations in lessons.
- Meetings were held with the headteacher, the acting deputy headteacher, the inclusion manager, the subject leaders for English and mathematics and the leader of the early years.
- The lead inspector met with three governors, including the chair of the governing body, and reviewed documents relating to the work of the governing body.
- Inspectors observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspectors observed pupils in the playground and around school.
- Six pupils in total from Year 2 and Year 6 read their reading books to inspectors and discussed how the school supports their reading development.
- A representative group of pupils from key stage 1 and key stage 2 discussed their opinions about the school and their learning with the inspectors.
- Inspectors took account of the 141 responses to Ofsted's online parent survey, Parent View, and two emails from parents. The inspectors met with a number of parents at the beginning of the school day.
- Inspectors observed the school's work and looked at a number of documents, including information about pupils' achievement, the school's evaluation of its own performance and its development plans. They reviewed records of behaviour and attendance, and information relating to safeguarding. The inspectors scrutinised samples of pupils' work in their books across a wide range of curriculum areas.

Inspection team

Michael Reeves, lead inspector	Her Majesty's Inspector
Deborah Ashcroft	Ofsted Inspector
Dawn Foster	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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