

# Amberley Primary School

## Inspection report

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<b>Unique Reference Number</b>	108586
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	377779
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Janet Bennett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	367
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Neilson
<b>Headteacher</b>	Alice Barks
<b>Date of previous school inspection</b>	29 January 2007
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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons, observing 14 teachers, and held meetings with pupils, members of the governing body and staff. They observed the school's work, and looked at documents related to the school's self-evaluation, safeguarding, teachers' planning and information on the assessment and tracking of pupils' progress. They scrutinised pupils' work and analysed 85 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers help pupils to understand their learning and to improve their work.
- The extent to which pupils' behaviour contributes to their learning in lessons.
- How well leaders use assessment information to tackle variations in performance.
- How effectively leaders evaluate the work of the school in order to bring about improvement.

## Information about the school

Amberley Primary School is larger than average in size. Nearly all pupils are from White British backgrounds with a small number who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and/or learning disabilities. The school has achieved a significant number of accreditations in recognition of its work including Healthy Schools status, Activemark Gold, International School Award, and the Eco-school and Green Flag awards.

**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: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

Amberley Primary is an outstanding school. The excellent care that pupils receive, and the innovative curriculum, contribute exceptionally well to pupils' personal development and well-being. The school is well led by the headteacher, who is effectively supported by a team of staff committed to promoting the best possible outcomes for every child.

Children get off to a good start in the Nursery and Reception classes where strong partnerships with parents and carers and well-planned induction arrangements ensure that children quickly grow in confidence and independence. Learning is promoted effectively through a range of well-planned activities. However, learning slows in some areas, particularly outdoors, when resources do not fully extend opportunities for play.

Pupils make good progress from Year 1 to Year 6 and attainment is high. This is because teaching is good. Most lessons progress at a good pace, pupils have a good understanding of their learning and they are keen to act upon the advice they are given in order to improve their work. However, there are variations. In a small number of lessons, insufficient checks are made to ensure that all pupils understand their tasks and to address their misconceptions.

Pupils say they feel very safe in school because they have lots of adults to care for them, and they have an extremely good understanding of what constitutes a healthy lifestyle. Attendance rates are very high. Pupils behave well in lessons and around the school. They demonstrate a high level of responsibility in the many outstanding contributions they make to the school and wider community. The excellent range of activities that are planned for pupils, both during and beyond the school day, contribute significantly to their enjoyment of learning, the promotion of their special skills and talents, and their aspirations for the future.

The school has very strong links with parents and carers and has forged very effective partnerships with other agencies to support pupils' development. It is highly vigilant in ensuring that all have equal opportunity to make progress. Leaders track pupils' progress well and take effective action to support individuals or groups of learners when any variations in performance are identified. An appropriate range of monitoring is undertaken which ensures leaders and members of the governing body accurately identify priorities for improvement. As a result of action taken, many

aspects of the school's work have improved since the last inspection. Monitoring of teaching however, although well planned and regularly undertaken, has been less successful in addressing variations between classes. This is because it does not result in clear advice to staff to help them to improve their practice. For these reasons the school has good capacity to build further upon its many successes.

### **What does the school need to do to improve further?**

- Improve the quality of teaching and address variations between classes by ensuring that monitoring is used to:
  - identify and extend the most effective practice across the school
  - provide precise feedback to teachers to help them to improve their practice.
- Ensure that opportunities for play in the Early Years Foundation Stage are consistently well resourced to extend learning, particularly outdoors.

### **Outcomes for individuals and groups of pupils**

<b>1</b>
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Pupils' good behaviour makes a strong contribution to learning in lessons. They say they enjoy school very much and this is reflected in their very good attendance. Pupils are motivated and interested learners who are keen to contribute actively in lessons and to share their ideas with others. They are keen to act upon the advice they receive from staff in order to evaluate and improve their work.

Children's attainment on entry to Nursery is broadly typical for their age, but is lower for some in their speech and emotional development. By the time children enter Year 1 their skills and knowledge are above average. They make good progress across Key Stages 1 and 2 and reach high standards by the end of Year 6.

Good teaching and very well-planned support ensure that all pupils, irrespective of their starting points and backgrounds, make good progress and achieve exceptionally well by the end of Key Stage 2. Pupils with special educational needs and/or disabilities make good progress because their needs are identified accurately and they are supported effectively by well-trained staff. This enables them to contribute fully in lessons and the broader life of the school.

Pupils have a very good understanding of what constitutes a healthy lifestyle and how to keep safe. They talk extensively about the safe use of the internet for example, and have a very well developed understanding of road and fire safety. The 'Amberley Angels' make a strong contribution to the school, ensuring that other pupils are supported and cared for well. Pupils undertake significant work to promote sustainable development, not least by growing their own fruit and vegetables and by promoting recycling. They are very aware of the importance of this work and how it will influence their lives as future citizens. They contribute to a wide range of charities both locally and through their extensive international links. Opportunities for pupils to learn about multicultural Britain through first-hand experiences are less well developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Lessons progress at a good pace. Teachers provide pupils with a varied range of activities and use questioning well to challenge thinking. There are good systems in place to ensure that pupils understand their learning and receive the guidance they need to improve further. In the most effective lessons these approaches are used extremely well to encourage pupils to cooperate with others in order to evaluate and further develop their work. This contributes very well to the progress they make. However, these approaches are not used as successfully by all teachers and in a minority of lessons learning slows for some pupils when too few checks are made of their understanding.

The curriculum contributes significantly to pupils' personal development and enjoyment of learning. It is enriched extremely well by a wide range of activities which develop pupils' interests, special gifts and talents. For example, links with the neighbouring secondary school provide master classes in mathematics and the school itself offers a range of clubs including activities for those pupils interested in drumming, gardening and Italian cooking. There is a strong community contribution to the school, providing pupils with first-hand experiences. For example, visits from people who experienced evacuation enrich pupils' learning about the Second World War. Strong partnerships with local businesses and other agencies, such as 'The Sage', contribute exceptionally well to learning by providing opportunities that pupils would not normally experience.

Parents have a very high level of trust in staff to keep their children safe and to care for them well. Staff know pupils as individuals and carefully monitor their academic progress and personal well-being. Swift action is taken to ensure that every child receives the support they need. The curriculum is tailored extremely well to ensure that those falling behind receive the help they need to accelerate their learning. The

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

very good relationships that exist in school promote a strong sense of community and a warm and welcoming ethos pervades the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

There is a positive team approach in school, with all staff sharing a strong commitment to evaluating their practice, working with a broad range of partners and trying out new ways of working. Leaders generally monitor the school's work carefully and use the outcomes to identify areas for further development. As a result there have been improvements in key areas of provision, most notably the curriculum and the levels of care, guidance and support pupils receive. Observations of teaching are used well to inform discussions about pupils' learning but do not consistently result in clear guidance to help teachers to improve their practice. As a result there are variations between classes and the very effective approaches used by some teachers have not been extended across the school.

Members of the governing body make a good contribution to the school's success. They involve themselves well in its work and give high priority to seeking the views of stakeholders in order to make well-informed decisions. They provide highly appropriate support and challenge to school leaders in order to progress key aspects of development. The school site is safe and well cared for. Systems for safeguarding pupils are rigorously implemented and the curriculum makes a very strong contribution to promoting pupils' understanding of safety. For example, links with business and the emergency services ensure that pupils understand the implications of using '999' emergency calling. Members of the governing body are fully aware of the school's policies and procedures and are currently strengthening their processes for checking the quality of this aspect of the school's work.

Equality of opportunity is promoted very well. Careful tracking ensures that swift action is taken to provide support for those who need it and discrimination of any sort is not tolerated. The school makes a good contribution to community cohesion through highly effective partnerships, both locally and further afield. Leaders have carefully considered the context of the school and identified the need for further action to increase pupils' awareness of multicultural Britain.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding a mbition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Strong relationships and sensitive support ensure that children settle quickly into school and make good progress in their learning and personal development. Staff use questioning and observation well to plan activities that build effectively on prior learning. They take swift action to ensure that all children receive the help that they need and work very well with partner services when specialist advice is required. Staff provide good role models and carefully demonstrate activities so that children quickly gain the confidence to apply the new skills they learn independently. Children are motivated learners who are keen to talk about their discoveries and to explore the world around them. For example, children in the Nursery enjoyed exploring the instruments in the music area and making sounds to accompany well-known nursery songs. Assessment processes are firmly established and used well to inform teachers' planning and to identify priorities for further improvement. Regular use is made of opportunities for learning outdoors but these areas are not resourced sufficiently well to engage children fully in productive play.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers greatly appreciate the work of staff, the extent to which their children are kept safe and the good progress that children make in their learning and personal development. Almost a quarter of parents and carers made comment about the school's performance by completing questionnaires. Those who did respond were very positive about the work of the school. The inspection evidence supported these views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Amberley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 367 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	85	12	14	1	1	0	0
The school keeps my child safe	61	72	24	28	0	0	0	0
The school informs me about my child's progress	55	65	28	33	1	1	0	0
My child is making enough progress at this school	56	66	28	33	0	0	0	0
The teaching is good at this school	64	75	20	24	0	0	0	0
The school helps me to support my child's learning	55	65	30	35	0	0	0	0
The school helps my child to have a healthy lifestyle	57	67	26	31	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	61	26	31	0	0	0	0
The school meets my child's particular needs	57	67	27	32	0	0	0	0
The school deals effectively with unacceptable behaviour	46	54	31	36	3	4	1	1
The school takes account of my suggestions and concerns	44	52	31	36	3	4	0	0
The school is led and managed effectively	58	68	22	26	3	4	0	0
Overall, I am happy with my child's experience at this school	63	74	22	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 October 2011

Dear Pupils

### **Inspection of Amberley Primary School, Newcastle-upon-Tyne, NE12 6SQ**

Thank you for being so friendly and helpful when we inspected your school. We enjoyed the time we spent with you. We were very impressed by your extremely good understanding of staying healthy and the outstanding things you do to improve your school and wider community. We think the 'Amberley Angels' do an excellent job when caring for younger pupils and we were amazed at the contribution that you all make to sustainability. You know how important this is to everyone. You told us that you greatly enjoy the excellent range of activities staff plan for you both during and beyond the school day. We saw how these help all of you to develop your special skills and talents, and help you to aspire for great things in the future.

Your school is outstanding. These are some of the positive things we found.

- Staff care for you extremely well and this helps you to feel very safe in school.
- You make good progress in your learning because teachers ensure that you understand how to improve your work. We saw how well you acted upon this advice. Well done!
- Staff check your progress carefully and ensure that you receive help with your learning when it is needed.
- Your headteacher and the people who work with her think carefully about ways in which your school could be better. This is ensuring that your school continually improves.

We have asked the headteacher, staff and governing body to do the following things.

- Ensure that the really good things that some teachers do to help your learning are used by everyone, and that teachers receive helpful advice about ways in which they could make your learning even better.
- Ensure that play opportunities for the youngest children are resourced well so that this helps their learning even more, particularly outdoors.

We hope that you continue to care for each other and to enjoy your learning. We wish you great things for the future.

Yours sincerely

Janet Bennett

Lead inspector (on behalf of the inspection team)

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