

Anglesey Primary School

Inspection report

Unique reference number	132074
Local authority	Birmingham
Inspection number	381441
Inspection dates	23–24 January 2012
Lead inspector	David Speakman

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	716
Appropriate authority	The governing body
Chair	Mohammed Afzal
Headteacher	Susan Hughes
Date of previous school inspection	17 January 2007
School address	Anglesey Street Birmingham B19 1RA
Telephone number	0121 4644388
Fax number	0121 4644074
Email address	enquiry@anglesey.bham.sch.uk

Age group	3–11
Inspection date(s)	23–24 January 2012
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Introduction

Inspection team

David Speakman

Additional inspector

Annetta Minard

Additional inspector

Christopher Parker

Additional inspector

Linda Rowley

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 27 lessons taught by 26 teachers. Inspectors spent 14 hours directly observing pupils' learning in class. They heard pupils read and scrutinised their writing in workbooks and on display. Groups that support pupils with special educational needs were inspected. Meetings were held with members of the governing body, staff and pupils. Inspectors scrutinised the arrangements to safeguard pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation including the school's improvement plans and self-evaluation, as well as assessment data to monitor pupils' progress. Questionnaire returns from 274 parents and carers, 108 pupils and 49 staff were analysed.

Information about the school

This is a much larger than average primary school. It was formed through an amalgamation of infant and junior schools and still operates from two sites close to each other, separated by a main road. The proportion of pupils known to be eligible for free school meals is well above the national average. Almost all pupils come from minority ethnic backgrounds; the largest groups represented are Bangladeshi and Pakistani. A much higher than average percentage of pupils is in the early stages of learning to speak English. The proportion of disabled pupils and those with special educational needs, including those with statements of educational needs, is in line with that of most schools. The school meets the current floor standard. It has national Healthy Schools status. The school has close links with Cherry Tree Children's Centre, which manages a breakfast club used by school children and is subject to separate inspection.

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	1

Key findings

- This is a good school, which is improving still further. Pupils’ achievement and standards have improved throughout the school for the last three years.
- At the end of Year 2, attainment in mathematics is average, but below average in reading and writing. By the end of Year 6, standards in mathematics and reading are above average and are average in writing.
- Children get a good start to their education in the Early Years Foundation Stage. The Nursery is outstanding and progress there is excellent.
- Pupils make good progress overall. Disabled pupils and those with special educational needs and pupils who speak English as an additional language achieve well. Consequently, attainment gaps between lower-attaining pupils and the national average are closing.
- The quality of teaching is good. The large majority of teaching seen was good or outstanding. However, there remain pockets of satisfactory teaching.
- Teachers make learning interesting and successfully engage pupils’ interest and enthusiasm. However, they do not provide enough opportunities to use computers to support learning in other subjects.
- Pupils’ behaviour is managed very well and, as a result, pupils behave well in class and around school. Behaviour in Year 6 is outstanding and pupils have exceptionally positive attitudes to learning.
- The curriculum is very well thought out. It matches pupils’ needs exceptionally well, motivates them to behave and make good progress. It makes a significant contribution to pupils’ excellent spiritual, moral, social and cultural development.
- Leadership and management are outstanding. Leaders at all levels have an excellent understanding of what the school does well and where it needs to improve. Commitment to continuous improvement and strong teamwork are key factors in the school’s trend of improvement and the excellent capacity to improve.

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Main report

Achievement of pupils

Achievement is good and as a result, standards of attainment are improving well. This matches the views of parents and carers. Almost all who responded to the inspection questionnaire say their children are making good progress and most pupils feel they are doing well. Children join the Early Years Foundation Stage with levels of skills, knowledge and abilities that are very low in comparison to those expected for their age. Children in the Nursery and the Reception Year make excellent progress in personal, social and emotional development and attainment in this area of learning is average by the time they move into Year 1. They make good progress in other areas of learning, but, overall standards are still below average by the end of the key stage, especially in reading and writing. Nevertheless, the Early Years Foundation Stage builds strong foundations for children's future learning. Pupils progress well throughout Key Stage 1. Standards are below average in reading and writing, but average in mathematics by the end of Year 2. Pupils make good progress through Key Stage 2. They make exceptionally good progress in reading and in mathematics and attainment is now above the national average in these subjects. Pupils' reading skills in Years 5 and 6 are well developed. During the inspection, the pupils were observed reading complex scripts, such as 'David Copperfield', autobiographical text on the artist L.S. Lowry, and spoke with great enthusiasm about reading and performing 'Macbeth'. They read fluently and with expression, taking account of punctuation cues very well. Pupils demonstrated a high level of comprehension, using the text to infer hidden meaning and to form a mature view on the main characters' personalities.

Pupils enjoy learning and they apply themselves well to the planned tasks. They work well in small groups, particularly older pupils, discussing and conferring over ways to solve problems. Even when tasks are exceptionally challenging, such as in some mathematics problem-solving activities, they persevere and do not give up easily. Pupils are confident and very keen to contribute; there is never a shortage of pupils to volunteer answers. Disabled pupils or those with special educational needs are identified very early. As a result, early intervention and support enables good and sometimes outstanding progress. Most support takes place in class, so that pupils are fully included, and is well targeted. For example, a teaching assistant with expertise in speech and language development worked with a small group of pupils. Because of this, many pupils develop the skills and knowledge quickly to work independently. There is a marked reduction in the number on the special educational needs register as pupils get older.

Pupils who speak English as an additional language receive targeted support also. The school has a policy of including these pupils fully from the very beginning and many bilingual teaching assistants ease their inclusion into whole-class learning

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activities. Pupils who are at the early stages of learning English as an additional language soon gain the skills to access the curriculum independently, but with support when needed. They make similar good progress to other pupils.

Quality of teaching

Teachers make a point of ensuring that pupils are engaged in learning actively. The school has focused recently on improving teachers' skills in questioning pupils. This is a strong feature in lessons and mostly teachers ask leading questions which make pupils think and work out answers for themselves. The majority of lessons are interesting and are effective in encouraging curiosity and a desire for learning. Consistent behaviour management across the school results in good and sometimes outstanding behaviour, so lessons are rarely interrupted. Relationships between adults and pupils are strong. Teaching is effective in promoting pupils' spiritual, moral, social and cultural development. Good achievement is rewarded and praised so pupils place a high value on doing well. Pupils' work is celebrated through eye-catching displays in classrooms and around the school.

Teachers use a range of techniques to interest and involve pupils. Investigation, discussion and problem-solving are all used, as appropriate. In an outstanding Year 6 mathematics lesson, pupils were immediately captivated by the teacher's lively style in explaining a challenging and very interesting problem for them to solve. The teacher managed the degree of challenge skilfully so all groups of pupils were able to investigate with confidence. In an excellent literacy lesson, high-quality discussion between the teacher and the class was based on thought-provoking questions. As a result, pupils were fully engaged in using higher-order reading skills to interpret text. Although teachers use a good range of methods to promote effective learning, they do not plan sufficient opportunities for pupils to use computers to support learning and practise their literacy skills across a range of subjects.

In the small minority of lessons where teaching is less effective, tasks lack challenge and expectations are too low. Lessons are led by teachers, so there is a lack of opportunity for pupils to work independently and there is little consolidation of learning. In more effective lessons, teachers assess the progress of pupils constantly and adapt the pace to match pupils' changing needs. Teaching assistants support teachers well in making sure that pupils are on task and on track to meet their individual or group targets.

Inspection findings support parents' and carers' positive views on the quality of teaching and learning. Most of the parental questionnaires returned agreed that teaching is good and that their children are helped to develop communication, literacy and numeracy skills well. A similar proportion of pupils think that teaching is good. Discussions with pupils confirmed that they enjoy school.

Behaviour and safety of pupils

Pupils behave well. The very large majority of pupils think behaviour is good in

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lessons and around school and most parents and carers believe it to be good. School records confirm that behaviour is good and that there are few incidents of concern; incidents of bullying or racial harassment are rare. Any incidents are dealt with effectively and pupils do not re-offend. The school confirms that behaviour is improving. A significant factor in this is the parents' and carers' support of the school's strategy to manage behaviour. Pupils are very considerate and cooperate well in lessons, although, in some lessons, pupils become more restless if the teaching does not expect enough of them. Pupils are respectful of others' views and they encourage each other to do well. They feel safe in school and the overwhelming majority of parental questionnaires confirm that parents and carers are confident of their children's safety. Pupils with a concern turn confidently to an adult knowing that the concern will be resolved quickly. Staff ensure that there is a positive and welcoming atmosphere and the excellent levels of pastoral support ensure that there is sensitive support for pupils and families whose circumstances may make them vulnerable. Attendance has improved significantly and has been broadly average since 2010. The school is robust in tracking attendance and punctuality. Improvement in attendance is due to rigorous implementation of the school's strict attendance policy and the rewards scheme, which is exceptionally popular with pupils.

Leadership and management

Excellent leadership and management have brought about considerable improvements in key areas of the school's work in recent years. Standards are rising, pupils' progress is improving and the school has exceptionally high value-added data now. Teaching has improved; there is more good and outstanding teaching. Leaders and managers critically evaluate the school's performance and are rigorous in searching for reasons if any area of provision does not provide the expected outcomes. The school has successfully overcome many potential barriers to learning, such as ensuring all pupils have sufficient English language skills to access the curriculum fully. Leaders and managers have developed a leadership structure based on close team work, which supports the organisation of the school extremely well. Through rigorous performance management, staff are held accountable for their impact on standards and achievement. Very effective professional development means that there is a rich source of quality expertise relevant to the school's individual circumstances. The improvements to date show that the school is extremely well placed to improve.

There have been recent changes to the governing body, but a good programme of training has been put into place to ensure it is in a strong position to provide suitable challenge as well as support. It ensures that regulatory requirements for safeguarding and protecting pupils, including those who are potentially vulnerable, are secure.

The curriculum is designed to develop pupils' communication, language, literacy, and numeracy skills and to give them the opportunity to apply these in meaningful activities. It prepares them very well for the next stages of their education, as was

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confirmed by the secondary school to which most transfer. The topic-based approach to learning, combined with the strong personal development programme, is highly effective in promoting pupils' spiritual, moral, social and cultural development. Pupils appreciate art and literature from a range of contrasting cultures and the school operates as a highly cohesive community. Pupils, particularly those in Year 6, display a mature and respectful attitude to learning, school life and their peers. Equality is promoted well and discrimination of any kind is not tolerated. The school's monitoring of progress ensures that anyone in danger of falling behind is recognised quickly and supported to get back on track. This ensures that all pupils, regardless of background or ability, have an equal opportunity to succeed.

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 pupils' 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.

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.



25 January 2012

Dear Pupils

Inspection of Anglesey Primary School, Birmingham, B19 1RA

Thank you for your help when we came to visit your school. We found you to be friendly, polite and ready to help in any way you could. We enjoyed our visit and talking with you about your school and learning. We were particularly impressed by the way in which you showed you were ready and keen to learn.

Anglesey is a good school, which is improving rapidly. You told us that you enjoy school and learning and this was also clear from your questionnaires that were very positive. Your parents and carers, rightly, told us that you are happy and feel safe. Your behaviour is good and you have positive attitudes that help you in your learning. Your teachers make lessons interesting for you and most lessons are good or even better. You told us about topics you study. I was very interested in Year 6's views about Lowry's art and how much you enjoyed reading and acting Shakespeare's 'Macbeth'.

We have asked your headteacher and staff to take some action to make sure that improvements continue. We have asked them to:

- make sure that even more teaching is good or better by giving you more time to work on your own to practise independently the skills you have learned, making sure lessons progress at a quick pace and making work more challenging for you
- improve standards in reading and writing by ensuring younger pupils have the chance to secure their basic skills and older ones have lots of opportunities to practise writing, and by giving you more opportunities to use computers to help you learn better.

You can help by making sure that you continue to concentrate really well in your lessons. We hope that you continue to enjoy school and learning.

Yours sincerely

David Speakman
Lead inspector (on behalf of the inspection team)

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