

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0121 6799169
Direct email: mathew.mitchell@serco.com



17 July 2014

Charlotte Hopkins
Anglesey Primary Academy
Clarence Street
Burton-on-Trent
DE14 3LG

Dear Mrs Hopkins

Special measures monitoring inspection of Anglesey Primary Academy

Following my visit with Shahin Fazil-Aslam, Additional Inspector, to your academy on 15–16 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's previous monitoring inspection.

The inspection was the second monitoring inspection since the academy became subject to special measures following the inspection which took place in December 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The academy is making reasonable progress towards the removal of special measures.

Having considered all the evidence I strongly recommend that the academy does not seek to appoint newly qualified teachers.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Academies Advisers Unit, the Chair of the Management Board and the Director of Children's Services for Staffordshire.

Yours sincerely

Morag Kophamel
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2013.

- Improve teaching so that it is good or outstanding throughout the school by making sure that teachers:
 - use their knowledge of pupils to plan work at the right level of difficulty so that all pupils can make good or better progress
 - improve the quality of marking and give pupils time to respond to it and improve their work, so that they are helped to make better progress
 - ensure that judgements about pupils' achievement in writing, reading and mathematics are accurate.

- Raise achievement in reading, writing and mathematics by:
 - increasing the opportunities pupils have to read to adults
 - using information about pupils' reading abilities to plan more effective teaching sessions
 - providing more opportunities for pupils to read in all subjects including English
 - ensuring that pupils are taught the basic skills of spelling, punctuation and grammar
 - using practical resources well to improve pupils' basic mathematical understanding.

- Improve the impact of leadership and management by ensuring that:
 - senior leaders and governors frequently check that agreed actions are having the required impact on the achievement of different groups of pupils
 - the school's behaviour management policies and practices have a strong impact on improving pupils' behaviour
 - rates of attendance continue to improve so that they are at least average
 - governors extend their training to equip themselves with essential skills to challenge school leaders effectively and hold the school to account.

Report on the second monitoring inspection on 15 and 16 July 2014

Evidence

Inspectors observed the academy's work, scrutinised documents and met with the headteacher, executive headteacher and other leaders. Inspectors also spoke with groups of pupils, parents, the Chair of the Management Board and representatives from the Academies Enterprise Trust.

Context

Since the last monitoring inspection, the interim headteacher has been appointed as permanent headteacher. Two teachers have left the academy and one teacher has returned from maternity leave.

Achievement of pupils at the academy

There are pockets of improvement in achievement in some year groups and subjects but this is not consistent, so progress remains too slow for many pupils.

In the Early Years Foundation Stage, more children have reached a good level of development than in previous years. This means that more children are ready for Year 1. The proportion of pupils reaching the expected standard in the Year 1 phonics check has also increased. (Phonics is the system by which letters in words are used to represent different sounds.) However, attainment at the end of Key Stage 1 shows no improvement and standards in writing are lower than last year.

Attainment at the end of Key Stage 2 has improved in all subjects and more pupils reached the higher levels than in previous years. Despite this improvement, pupils' attainment remains below the average nationally in all subjects. The proportion of pupils making the progress expected of them in Key Stage 2 also remains below the average nationally.

Where pupils make good progress, this is because teachers build on what pupils already know, and use their good subject knowledge to plan work which suits the range of abilities in the class.

When teachers teach reading skills with a group, pupils generally learn well because teachers and pupils are clear about the skills being taught, and because the adults use effective questioning to deepen and extend comprehension. However, when pupils are completing activities independently in reading lessons, their progress is too variable because some pupils have activities that are too hard and others tasks that are too easy. Some activities in these lessons are focused on writing rather than on reading.

Pupils say they enjoy reading. They recognise that there are now more opportunities to read in school. Older pupils enjoy reading with younger pupils in 'buddy reading' time. Pupils are keen to earn badges which recognise the number of books read. Parents also recognise the increased focus on reading but would welcome more guidance about how to help their children, particularly with phonics.

The work in pupils' books shows that many pupils, particularly in Years 3, 4 and 5, are making slow progress in spelling, punctuation and grammar. Basic errors in sentence structure and punctuation are not always corrected and this slows pupils' progress. Some pupils in Key Stage 2 did not reach the required standard in the Year 1 phonics check. Because this has not been addressed in Key Stage 2, these pupils continue to have difficulties in applying phonic knowledge and this slows their progress in both reading and spelling.

Many pupils have gaps in their knowledge and understanding because of previous poor teaching. For example, in mathematics, many pupils make slow progress because they have misconceptions which are sometimes a result of inaccurate teaching in the past. Some of these pupils are beginning to make more rapid progress because teachers have identified these gaps and have made sure that pupils quickly learn the missing knowledge and skills, so that they can move on in their learning. However, this is not the same for all pupils and many still have gaps in their knowledge.

The quality of teaching

As a result of effective training and advice, teachers are becoming more skilled in teaching reading. More opportunities are being provided for pupils to read with an adult, particularly where progress is slow or pupils do not read regularly at home. The timetable has been adjusted so that reading is taught every day. Teachers have become more knowledgeable and skilled in assessing pupils' reading skills and in using this to plan and deliver more focused and effective teaching. Most of the older pupils now talk with confidence about their reading, and about the skills they are using and those they need to improve.

Teaching assistants have also benefited from additional training and support in the teaching of reading. Many now have a good range of skills and strategies which they use effectively when working with a group or listening to individual pupils read. However, this is not yet consistent for all adults working in the academy, and further training and support is needed for some. Occasionally, the impact of teaching assistants is limited by the task set by the teacher or by the number of pupils in the group.

As teachers are planning for the new academic year, leaders are checking that they are including more opportunities for pupils to read in other subjects, as well as in English lessons.

Teachers are also developing their skills in teaching writing. As a result of training and support, teachers are planning and teaching using a more structured and consistent approach. In Reception classes, some groups of children were able to write a sequence of correctly punctuated sentences about their visit to Markeaton Park, using the words first, next, after that and finally to structure their writing.

The teaching of spelling, grammar and punctuation remains weak overall. There is no consistent approach to the marking of spelling in pupils' writing. Teachers recognise that they do not all have the subject knowledge necessary and leaders acknowledge that further training is required in this area. In addition, some teachers in Key Stage 2 are not skilled in teaching phonics. This is particularly important for those teachers working with pupils who did not reach the phonics standard in Key Stage 1.

Teachers are not all confident and effective in teaching mathematics. Subject knowledge varies and marking does not always tackle errors and misconceptions. The work in pupils' books indicates that, in some classes, there is not enough focus on teaching number and calculation. The most successful learning takes place when teachers anticipate and check for misconceptions and gaps in knowledge, and address these so that pupils can learn successfully.

Evidence in pupils' books and from the lessons observed, shows that teachers usually use their knowledge of pupils' abilities to provide different work, or different levels of support, for different groups. However, sometimes more-able pupils find tasks too easy or complete their work quickly and are not moved on to new learning soon enough. This slows their progress.

Most work is marked. The quality of marking has improved since the last inspection but remains variable. Teachers' comments and guidance are sometimes too vague and do not state clearly what pupils must improve. In some classes, teachers do give good advice but pupils do not respond to it, so there is too little impact on progress. However, within the academy, there are examples of good practice in marking, particularly in Year 6. In these cases, teachers give very clear feedback so that pupils know what they have done well and are challenged to make further improvements or to think more deeply. In the best examples, pupils respond to their teacher's advice and challenges and this is followed up with additional comments from teachers. This dialogue helps pupils to make good progress.

Teachers now regularly work together to check that their judgements about pupils' attainment and progress are consistent. However, teachers have not had sufficient

opportunities to check the accuracy of their judgements with colleagues from beyond the academy.

Behaviour and safety of pupils

Evidence from observations in lessons and at break times, records of behaviour incidents, and conversations with pupils and parents all confirm that behaviour has improved. The behaviour policy has been updated and is now used more consistently by adults. The policy is clearly understood by pupils, who are able to explain the system of rewards and sanctions. Pupils are enthusiastic about the carrot tokens they receive for good manners and positive choices and are motivated by the rewards given to the class with the most tokens. During the inspection, pupils were polite and well-mannered. Pupils from different backgrounds talked and played well together. Older pupils talked thoughtfully about the importance of respect and about the need to understand that people may have different views but can still be your friends.

There has been a slight increase in the number of fixed-term exclusions as a result of the new policy and more robust approach to dealing with aggressive behaviour.

Attendance has improved and is now closer to the average for all schools nationally. Parents and pupils recognise that the academy now places much greater importance on the value of good attendance. Pupils explained that a trophy and extra carrot tokens are awarded to the class with the best attendance. Two bicycles will also be used as a raffle prize at the end of term for those pupils with the best attendance. Absences are followed up promptly and letters are sent home to alert parents when their child's attendance dips below 90%. Leaders now need to ensure that they record and monitor the impact of actions taken to follow up and tackle the persistent absence of a small group of pupils.

The quality of leadership in and management of the academy

Academy leaders and the management board consistently express high expectations for the future of Anglesey Primary Academy. They have rightly focused on improving the quality of teaching in order to improve pupils' achievement. The headteacher and other leaders have worked in close partnership with the interim executive headteacher and with representatives of the Academies Enterprise Trust and the management board. As a result, all leaders have a very consistent, clear and accurate understanding of the improvements made and of the considerable improvements still required.

Assistant headteachers are developing skills and confidence and have begun to have a positive impact on the quality of teaching. They have clearly defined roles and

responsibilities which they undertake conscientiously. They say they are well supported by the headteacher and other senior leaders and have had valuable opportunities to learn from good practice in other schools. Within their areas of responsibility, they have a clear understanding of existing strengths and weaknesses and continually reflect on how further improvements can be made.

All leaders now make more frequent checks on the quality of teaching. They make regular visits to classrooms and check on the work in pupils' books. All the teachers in each year group have a 'development day' every three weeks when a leader supports them to observe each other teaching and evaluate the work in pupils' books. Leaders then set targets for improvement in teaching, and these are then followed up on the next development day. Teachers value this opportunity and say it is helping them to improve their own practice.

Leaders also make more formal checks on the quality of teaching and provide written feedback to individual teachers. When teaching has not been effective, leaders have established individual support plans for teachers which set targets for improvement and explain the support that will be provided. The quality of this feedback and the individual support plans varies too much. Targets are sometimes too general, so that teachers are not clear about exactly what they must improve and when this will be checked.

Leaders also meet with teachers each half term to discuss information about the progress and attainment of pupils in their class. Leaders are now more effective in holding teachers to account, and records of these meetings show that underachievement and slow progress are challenged. However, the information discussed at these meetings is not used well enough to inform leaders' checks on the quality of teaching and, on pupils' progress. Leaders should now use the information from these 'pupil progress' meetings to identify those subjects or aspects of teaching which most require improvement. They should then use this information and their subsequent monitoring to explore what is working well and what must be improved.

When a particular aspect of teaching is identified as requiring improvement, for example the teaching of spelling, leaders should ensure that teachers have opportunities to learn from examples of good and outstanding practice from both within and beyond the academy.

A number of different strategies and initiatives have been introduced in order to improve standards in reading and writing, and some of these are beginning to have an impact. However, leaders rightly recognise the need to develop more a more coherent approach so that every opportunity can be taken to practise and develop important skills.

Members of the management board, which replaced the governing body in February 2014 are skilled and experienced. Minutes from their meetings indicate a good level of challenge and support so that leaders are held to account for their work. Board members have a very accurate understanding of the academy's current position and of the many improvements which still need to be made.

External support

The Academies Enterprise Trust is providing good support to this academy. The Regional Director and the Primary Improvement Manager have a very clear and thorough understanding of the academy's strengths and areas for improvement. They are using strengths within the trust and from an associate academy to help the academy improve. For example, advice and support on the teaching of reading have been provided by a trust academy, while support for improving attendance, behaviour and the use of pupils' assessment information has been given by staff from Robin Hood Academy in Birmingham. This support has been crucial in helping leaders to begin to make the necessary improvements.