

Inspection of Anglesey Primary Academy

Clarence Street, Burton-on-Trent, Staffordshire DE14 3LG

Inspection dates: 3–4 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

Pupils are happy and enjoy spending time at this school. Pupils feel safe in school because they are well cared for by all staff. Pupils learn about how to keep themselves safe, for example when using the internet. Pupils are keen to help and support each other. One pupil, echoing the views of others, told an inspector, 'We help each other through the rough times.'

Leaders and teachers have high expectations for everyone at school. Teachers provide support to any pupils who struggle with challenging tasks. This helps them to become confident and successful. Pupils enjoy learning because it is interesting and exciting. For example, pupils wrote high-quality poems after working with the poet Matt Abbott.

Pupils behave well in lessons and as they move around the school. They say bullying incidents are rare. Pupils agree that staff quickly deal with any bullying problems

Pupils speak with enthusiasm about their enjoyment of attending a wide range of clubs after school. These range from archery and gardening to music and drama. This is a school where pupils thrive. Leaders work hard to ensure that pupils have opportunities to develop their interests and talents.

What does the school do well and what does it need to do better?

The new leadership team have secured improvements in the quality of education. They are ambitious for all pupils to learn as well as they can. Pupils' outcomes in English and mathematics are rising. Leaders have designed a curriculum that is well sequenced. Pupils now know more and remember more in many subjects. For example, in music pupils learn about different percussion instruments and how to play them. They build upon existing knowledge and skills so that they play more complicated rhythms. In some subjects, including history, the curriculum is less well organised. This is because subject leaders have not planned the sequence of what pupils should learn well enough. Work to improve this is under way.

Leaders make sure that reading is a top priority. The teaching of phonics is effective. It is well organised and builds on what pupils already know. Teachers accurately identify pupils who begin to fall behind. They provide extra help so that these pupils can catch up.

Pupils read books that are well matched to their reading ability. Each week they take two reading books home. This includes a book chosen to read for pleasure from the well-stocked school library. As pupils progress through school they develop the skills they need to show that they have understood what they have read. Teachers ensure that the books they read aloud in class ignite pupils' imagination and interest. There are lots of opportunities for pupils to discuss new vocabulary and to talk about what they have read.

All staff expect pupils to behave well in lessons and during social times. Pupils work

hard. They are respectful towards each other and visitors. There are signs that attendance is improving. At the moment the number of pupils who are regularly absent remains high. Leaders know there is more work to do to address this.

The school's aims are express, create, strive and connect. Leaders want pupils to grow in confidence, resilience and independence. Pupils' personal development is well supported. Pupils are proud to be on the school council. This recently elected body has high hopes for making many improvements during its term of office.

Staff meet the needs of pupils with special educational needs and/or disabilities (SEND) well. Leaders work with several external agencies to ensure that this group of pupils receive the right support. As a result, this group of pupils make good progress.

Children get off to a good start in the early years. They behave well and get on well with each other. This is a sociable early years setting. Parents work well with teachers to ensure that children quickly settle at school. Staff have high expectations of the children and what they can learn. Early reading skills are well taught. Children listen with interest to teachers reading stories which promote enjoyment. The order of learning in the curriculum supports children well in the early years. As a result, children are well prepared for Year 1.

Staff and parents have positive relationships. This further supports how well pupils learn. Governors check that school leaders are doing as much as possible to further improve the quality of education. Leaders and the trust work well together to improve standards at the school. The trust has provided training which has transformed teaching. Leaders respond effectively to any concerns about workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive up-to-date safeguarding training. All staff know what to do when there are any concerns about a pupil's welfare. The designated safeguarding leader takes appropriate action to ensure that pupils who are vulnerable are well supported. Governors receive regular updates on safeguarding at the school. Leaders make sure that the right checks are carried out on staff before they start work at the school.

Pupils learn how to keep themselves safe. For example, they learn about how to look after themselves when using the internet. They also learn about how to avoid unsafe situations.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have ensured the curriculum plans in core subjects are well sequenced and planned. In some foundation subjects, such as history, these plans are not so well developed. Leaders should ensure that plans for all subjects are sequenced effectively.
- The number of pupils regularly absent from school has reduced since the previous inspection. However, the proportion of pupils who are regularly absent remains high. Leaders should continue with their work to reduce this further.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	138982
Local authority	Staffordshire
Inspection number	10111699
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	593
Appropriate authority	Board of trustees
Chair of trust	Julian Drinkall
Headteacher	Kirsty Norbury
Website	www.angleseyprimaryacademy.org
Date of previous inspection	12–13 January 2016

Information about this school

- Since the previous inspection a new headteacher took up post in September 2018. In addition, all other members of the senior leadership team have been appointed since September 2018.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We carried out deep dives in reading, writing, mathematics, history and physical education. In these subjects we visited lessons and looked at pupils' work. We checked teachers' plans and talked with pupils and staff about learning. We also looked at several other subjects to check the quality of education provided.
- We checked published school performance data. We looked at a range of school documents. These included information on pupils' attendance, behaviour, curriculum plans and plans for improvement. We also checked the school website.
- We discussed safeguarding at the school with pupils, staff, leaders and governors. We scrutinised records of checks made on staff before employment. We looked at other records held by the school. We also checked on school safety routines.

- We observed pupils' behaviour in lessons and at other times around school.
- We held meetings with the headteacher and the senior leadership team. We also met with subject leaders, governors, teachers and pupils. We spoke with pupils, staff and parents. This was to gather information about what it is like to attend this school. The lead inspector spoke with several employed members of the multi-academy trust.
- There were 24 responses to Ofsted's online questionnaire, Parent View. There were no responses to Ofsted's online questionnaires for pupils or staff.

Inspection team

Declan McCauley, lead inspector	Ofsted Inspector
Rebecca Nash	Ofsted Inspector
Michael Appleby	Ofsted Inspector

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