

# Inspection of a school judged good for overall effectiveness before September 2024: Albert Village Primary School

Occupation Road, Albert Village, Swadlincote, Derbyshire DE11 8HA

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Inspection dates:

12 and 13 November 2024

## Outcome

Albert Village Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Cheryl Lott. This school is part of Rise multi-academy trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Dave Ellison-Lee, and overseen by a board of trustees, chaired by Stephen Adshead.

## What is it like to attend this school?

Pupils are happy and enjoy their learning at Albert Village. They behave well in lessons and respond positively to adults' high expectations of what they should achieve. This applies to all pupils, including those who are disadvantaged or who have special educational needs and/or disabilities (SEND).

The atmosphere around the school is calm and purposeful. Pupils understand and uphold the school's values of 'Integrity, Kindness, Excellence'. They treat one another, and adults, with respect. They are confident that staff will sort out quickly and fairly any problems that may occur. Any pupils who require personal help for their mental health and well-being can access support from trained staff.

Pupils benefit from an ever-increasing range of opportunities to enrich their wider personal development. They speak positively about the leadership roles they can take on, such as becoming pupil governors, sports ambassadors or play coaches. Pupils enjoy acting as role models for the younger ones, for example in the dining hall or by being 'reading buddies'. Educational visits, workshops and residential experiences foster pupils' independence and provide them with a valuable insight into the wider world beyond their locality.

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

Since the last inspection, the school has continued to refine and improve the curriculum. The work to design a curriculum that sets out the key knowledge and skills that pupils should learn is now complete in all subjects. The curriculum also takes into account the needs and development of young children in the early years foundation stage. The school recognises the importance of children in the early years securing a firm foundation for their future learning. Staff support children to settle quickly into the school's routines.

In a few areas, the revised curriculum is in the very early stages of being taught. It is too soon to evaluate the impact on pupils' long-term knowledge. For example, in French, class teachers have recently taken over from external specialists in teaching the weekly lessons. In other areas, the positive impact is clear. For example, in history, pupils talk with enthusiasm and confidence about their learning. They produce high-quality work in books that reflects an ambitious curriculum. Similarly, in mathematics, pupils' written work is strong. Many say that they enjoy their lessons and are proud of their achievements. Published outcomes in mathematics at the end of key stage 2 have recently improved to be in line with the national average.

Teachers have secure subject knowledge. They give clear instructions and explanations in lessons. They regularly check pupils' understanding and do not allow errors to go unchecked. This ensures that pupils develop increasingly secure knowledge and skills. Staff adapt their approach for pupils with SEND so that those pupils can access the curriculum and achieve well in relation to their personal targets.

The school is ambitious for all pupils to develop a love of reading. There is a systematic approach to teaching early reading and phonics. Well-trained staff ensure that pupils receive daily reading lessons as soon as they start school. Support is available for any who need to catch up quickly. As a result, pupils typically develop very well as fluent, confident readers.

The school has high expectations for behaviour and attendance. Pupils behave well in lessons and around the school. There are established systems to support the small number of pupils whose behaviour is occasionally more challenging. This will often involve working in partnership with parents and carers, and with external agencies. There is a rigorous, supportive approach to attendance. Overall and persistent absences are typically low.

The school's personal development programme enables pupils to develop as well-rounded individuals who are well prepared for their next steps beyond the school. Pupils learn about how to stay safe and healthy, both physically and mentally. Pupils are taught to understand and celebrate differences. Disadvantaged pupils, including those with SEND, are fully included in the life of the school. Pupils develop well as respectful young citizens.

All of those responsible for governance meet their statutory duties effectively. The multi-academy trust provides valuable support for the school across many aspects of its work. This includes, for example, curriculum development and the provision for pupils with SEND. Staff value the extensive programme of training offered by the trust. Governors bring helpful support and challenge from their local perspective. Staff are a caring, supportive team who are united in their dedication to the pupils' education. Many speak positively of the support shown for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- A small number of foundation subjects are in the early stages of implementation. The impact on pupils' ability to develop secure knowledge and skills is not yet fully realised. In these subjects, pupils' work does not always demonstrate the same level of understanding as in other areas of the curriculum. The school should ensure that these subjects are firmly embedded, so that the curriculum is consistently strong across all areas. This will enable all pupils to achieve as highly as possible and to know and remember more in all subjects.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Albert Village Community Primary School, to be good for overall effectiveness in September 2013.

## 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 information from Ofsted Parent View 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143608
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10347650
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Adshead
<b>Interim CEO of the trust</b>	Dave Ellison-Lee
<b>Headteacher</b>	Cheryl Lott
<b>Website</b>	<a href="http://www.albertvillage.leics.sch.uk">www.albertvillage.leics.sch.uk</a>
<b>Dates of previous inspection</b>	23 and 24 October 2019, under section 8 of the Education Act 2005

## Information about this school

- Albert Village Primary School re-brokered to join Rise multi-academy trust in June 2022. The school was previously part of the Oval Learning Trust from January 2017.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and other senior and curriculum leaders. The inspector met with the chair and vice chair of the local governing body. The inspector held discussions with representatives of the multi-academy trust.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of their work.
- The inspector observed behaviour in lessons and at other times around school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Christine Watkins, lead inspector

His Majesty's Inspector

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