

Inspection of a school judged good for overall effectiveness before September 2024: Anglesey Primary Academy

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

Inspection dates:

11 and 12 February 2025

Outcome

Anglesey Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Lynsey Hedley. This school is part of Lift Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rebecca Boomer-Clark, and overseen by a board of trustees, chaired by David Hall.

What is it like to attend this school?

Pupils, parents and carers and staff are proud to be a part of this caring school that includes everyone. Pupils are happy, polite and enjoy coming to school to learn. Leaders and staff work very well together to make a positive difference for the pupils that attend.

The school is aware of pupils' needs as they enter school, with many having English as a second language or being new to the country. The school has high expectations for all pupils to achieve their best. Since the last inspection, the school has further strengthened pupils' achievements. This means that pupils achieve well and in some subjects, their attainment is high.

Pupils know the school's expectations of their behaviour and are keen to demonstrate these when learning and playing. This means that there is a calm and purposeful learning environment in which pupils thrive. Relationships between pupils and staff are highly positive and respectful.

The school is committed to providing all pupils with rich experiences throughout their time here. Pupils benefit from learning first aid, visits to the theatre, trips to the zoo and a farm, the chance to join a rock band, learning how to play chess, and a trip to the Houses of Parliament.

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

The school has devised a broad and balanced curriculum in each subject. The curriculum is ambitious and thought out in logical order. Pupils make progress through the curriculum, knowing more and remembering more over time. Leaders have made careful choices to enrich the curriculum and bring learning to life for pupils. For example, by studying the work of a key scientist pupils build their understanding of how that person has helped our understanding of science today. This engages pupils in their learning and helps them to develop high aspirations for their future careers.

Effective learning at the school starts in the early years, where children get off to a flying start. A key reason is because the school prioritises teaching children key knowledge, such as in early English and mathematics. Skilled early years staff support children well and routines are quickly established.

Staff benefit from training that the school provides. This makes a positive difference to their teaching of the curriculum. Pupils benefit, such as when teachers recall previous learning in lessons and make careful use of questions to deepen pupils' understanding. While most staff make careful checks on pupils' learning in lessons, this is not always the case. This leads to some variation in how effectively staff identify and address any misconceptions or move pupils' learning on. When this happens, pupils do not learn as well as they could.

The school clearly identifies pupils with special educational needs and disabilities (SEND). They then receive effective support and guidance to enable them to achieve their learning targets. Pupils with very complex SEND needs receive a bespoke curriculum. This enables them to be ready for the next stage of their learning.

The school prioritises reading. Staff have the expertise that they need to deliver the school's chosen phonics programme well. Pupils recognise the letter sounds they need to know to blend sounds in words. The school identifies pupils who need additional support to improve their fluency. These pupils receive interventions to enable them to catch up.

The school has high expectations of pupils' behaviour and their attitudes to learning. Pupils rise to these expectations and are keen to learn. Lessons are free from disruption. Pupils value the many activities available for them in the inviting outdoor space and play well with one another. Leaders are tenacious in improving pupils' attendance. This has resulted in a marked improvement in how often all pupils attend school.

The school's values of ROAR: 'Resilience, Open-minded, Aspirational, Respectful' are well established in all areas of school life. A well-thought-out programme helps to develop pupils' character. This prepares them to become active, well-prepared citizens for the future. For example, pupils can apply for a range of leadership responsibilities, which enable them to support and represent their peers in roles such as well-being leaders, prefects and play leaders. Pupils learn about living and thriving in modern Britain in an age-appropriate manner.

Leadership at all levels is highly effective. The trust rigorously holds the school to account for the quality of education that it provides for all pupils. Staff enjoy working at the school and appreciate the steps the school takes to support their professional development, workload and wellbeing. Parents value the education their children receive and the caring staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is some variability in how well staff check pupils' understanding in lessons. When this happens, opportunities are lost to reshape the learning and address misconceptions. This means that on occasions pupils do not learn as well as they could in lessons. The school should continue to ensure that all staff become expert at responding to how well pupils know and remember their learning.

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 first ungraded inspection since we judged the school to be good for overall effectiveness in December 2019.

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

Unique reference number	138982
Local authority	Staffordshire
Inspection number	10371386
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	612
Appropriate authority	Board of trustees
Chair of trust	David Hall
CEO of the trust	Rebecca Boomer-Clark
Headteacher	Lynsey Hedley
Website	www.angleseyprimaryacademy.org
Dates of previous inspection	3 and 4 December 2019, under section 5 of the Education Act 2005

Information about this school

- The principal, one vice principal and the assistant principal have been appointed since the previous inspection.
- 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the principal, two vice principals, assistant principal, and leader who oversees SEND, subject leaders, teachers, the pastoral lead and the school operation manager.

- The lead inspector met with the regional executive principal, the regional education director, members of the trust human resources team and the chair of the academy board.
- The inspectors visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- The inspectors examined a range of school documentation.
- The inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspectors took account of responses to Ofsted Parent View, including the free-text responses. The inspectors also considered responses to the staff and pupil surveys.
- During the inspection, the inspectors met with groups of pupils both formally and informally during different parts of the day.

Inspection team

Donna O'Toole, lead inspector

Ofsted Inspector

Gill Turner

Ofsted Inspector

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