

Inspection of Anglesey Primary School

Anglesey Street, Lozells, Birmingham, West Midlands B19 1RA

Inspection dates: 19 and 20 March 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Anglesey Primary is a school at the heart of the community. The highly dedicated, caring staff put pupils' needs at the centre of all they do. Pupils feel safe in school because of the care shown to them. The school works hard to ensure that relationships between staff, pupils, and parents and carers are strong and supportive. The school's community is made up of many different cultures. These are celebrated widely, which leads to a harmonious school environment in which pupils show respect for each other.

The school recognised that the ambitions for all pupils to achieve to the best of their ability had to be raised. The high ambitions are now being realised. This includes for pupils with special educational needs and/or disabilities (SEND). The effective provision in place for pupils who speak English as an additional language supports them to achieve the high expectations the school aims for.

Pupils understand the school's rules and expectations and the importance of behaving well. They enjoy being rewarded with a 'thumbs up' and know the types of behaviours that lead to a 'thumbs down'. There is positive behaviour across the school as a result.

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

Anglesey has been through a turbulent time over recent years. This has led to many changes in how the school is run. The appointment of an executive headteacher to lead the school through difficult times, followed by a new permanent headteacher, has undoubtedly led to this school making the improvements it has. Historically, pupils' outcomes at the end of key stage 2 in reading and writing have been weak. The school's uncompromising focus on ensuring that a curriculum is in place to support pupils to be ready for their next stage of learning is having a positive impact on their current progress. The new curriculum planning and effective teaching of this curriculum in most areas is now helping pupils to make stronger progress. However, there remain some inconsistencies in how well teachers check pupils' understanding. Some pupils continue to have gaps in learning. On some occasions, the school does not address these quickly enough or carefully enough, so pupils continue to repeat mistakes.

A new phonics programme has been recently introduced. Its skilful introduction has led to high-quality phonics teaching. Pupils are able to use strategies taught to read new and unfamiliar words with increasing confidence and fluency. Books closely match pupils' phonics knowledge to support this further. Staff ensure that pupils get the opportunity to enjoy a wide range of books that help celebrate and reflect the school's cultural diversity. These are supported by visits from celebrated authors who inspire pupils to read and write widely.

The school identifies pupils with SEND swiftly. These pupils are supported particularly well in the Willow Hub and in the resource base. Many other pupils are

supported to work alongside their peers effectively in the classroom through carefully devised adaptations and support. In most cases, these pupils achieve well.

Pupils behave well in lessons and during social times. They engage well with learning and try to work hard. The school recognises that there are still too many pupils who do not attend school regularly enough. They are working hard to support pupils and parents in recognising the importance of attending every day. However, systems to monitor pupil absence are not yet effective enough. They do not enable the school to fully understand whether the strategies to improve the attendance of some groups of pupils are effective.

There are a range of ways for pupils to develop leadership responsibilities. Pupils' views and suggestions are listened to and acted upon. Links with different establishments in the community help pupils to see opportunities available to them. These raise aspirations and ambitions for the whole school community. Opportunities for pupils to learn about different faiths and cultures are enhanced by visits to different places of worship. Pupils have a good understanding of fundamental British values. This supports them to be active and responsible citizens of the future in modern Britain.

Staff are highly committed to Anglesey Primary. They are determined that the improvements that have already taken place are sustained. They wholeheartedly want to provide the best educational experience for all pupils. The school is now led with a renewed determination and vision for its future. All staff are working together, as a truly cohesive team, to achieve the outcomes they know each pupil deserves.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not currently use information available to monitor the attendance of some groups of pupils. This means the school does not always identify the impact of the work they undertake to improve attendance. The school should ensure that all those with responsibility for monitoring attendance do this effectively to bring about sustained improvements.
- There are inconsistencies in how well teachers routinely check pupils' understanding and gaps in learning. Misconceptions are not always identified and addressed. This leads to pupils repeating the same mistakes over time. The school should ensure that the assessment procedures in place are consistently used to identify and address any misconceptions and gaps in pupils' learning.

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	132074
Local authority	Birmingham
Inspection number	10294563
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	743
Appropriate authority	The governing body
Chair of governing body	Mark Woolley
Headteacher	Adrian Pembleton
Website	www.angleseysch-bham.co.uk
Dates of previous inspection	22 and 23 November 2022, under section 8 of the Education Act 2005.

Information about this school

- This is a much larger than average primary school.
- The school runs a breakfast club before school.
- The school does not make use of any alternative provision.
- The new headteacher had only been in post for four weeks at the time of inspection.
- An interim headteacher, supported by an executive headteacher, has led the school since the previous inspection in 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in a range of subjects, including writing, religious education, personal, social, health and economic education, and art and design.
- The lead inspector spoke with four governors, including the chair of governors.
- The lead inspector spoke with a representative from the local authority.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- To evaluate the effectiveness of safeguarding, the lead 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.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

Inspection team

Keri Baylis, lead inspector	His Majesty's Inspector
Linda Brown	Ofsted Inspector
Susan Lowry	Ofsted Inspector
Tim Bassett	Ofsted Inspector

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