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Mr Richard Hunter
Executive Headteacher
Anglesey Primary Academy
Clarence Street
Burton-on-Trent
DE14 3LG

Dear Mr Hunter

Special measures monitoring inspection of Anglesey Primary Academy

Following my visit to your academy on 4 April 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 recent section 5 inspection.

The inspection was the first monitoring inspection since the academy became subject to special measures following the inspection which took place in December 2013.

Evidence

During this inspection, meetings were held with you as executive headteacher together with the acting head of academy and the deputy headteacher. I met with the Chair of the Management Board, who also represented the academy sponsor. In addition, I met with the wider leadership team and spoke to two other teachers. I had a brief tour of the academy and visited some lessons. The academy sponsor's statement of action and the academy's action plans were evaluated. I also considered a number of other documents and records from the checks that leaders make on the work of teachers.

Context

The headteacher at the time of the previous inspection left the academy at the end of January. You have been in post as executive headteacher from the start of February. One of the two deputy headteachers was appointed as acting head of academy at the end of February. A deputy headteacher from an academy within the trust has been seconded on a temporary basis for two days each week to support improvements in the teaching of English. Since the inspection the Early Years Foundation Stage leader has left the school. Two teachers from within the academy have been appointed on a temporary basis as assistant headteachers. Three teachers have been given temporary leadership responsibilities for a year group. One teacher is on family leave and another is on long-term sick leave. Some internal movements and temporary appointments have been made to cover these posts.

Since the inspection, the governing body has been disbanded and a new interim management board has been established.

The quality of leadership and management at the academy

It was clear from my discussions with you and other senior leaders that together you are determined to ensure that Anglesey Primary Academy is removed from special measures as soon as possible and quickly becomes good. The academy sponsor's statement of action and the academy's action plan have been combined in one document that sets out, in a clear and coherent way, the actions that you will take in order to tackle the areas for improvement identified in the inspection report. It identifies the ways that academy leaders and the management board will evaluate the success of the plan and the impact of the actions they are taking. The plan has been shared with staff so that they all know the current priorities and how their work contributes to each step within the plan.

In the two months since you were appointed as executive headteacher, you and the acting head of academy and the deputy headteacher have restructured and strengthened the leadership team, including the appointment of two additional assistant headteachers. Within the new structure there are now leaders in place for every year group. These leaders are being held accountable for the work of their teams but are also being well supported by senior leaders.

Leaders are working very closely with the Academies Enterprise Trust to make the most of good and outstanding practice in academies within the trust and beyond. For example, the leadership team has been further strengthened by the support of a leader from a partner academy who has expertise in teaching reading and writing.

You have also arranged for leaders to work with colleagues in similar roles in successful academies and for teachers to learn from good practice in academies where teaching and achievement are good.

You have ensured that teachers have more opportunities to work together to make sure that their judgements about pupils' achievement in reading, writing and mathematics are accurate and consistent. You have begun to provide opportunities for teachers to check these judgements with colleagues from beyond the academy but this work is in its early stages.

Significant improvements have been made to the ways that you manage and analyse information about pupils' progress. Your new computer-based system allows you to quickly and easily check on the progress of classes, groups and individual pupils. You also meet regularly with teachers to discuss this information for pupils in their class. This means that leaders and teachers are becoming more effective in identifying underachievement and putting in place appropriate support for individuals and groups of pupils. You are now developing your systems for planning and recording these meetings, and for checking that agreed actions have been followed up.

You have made considerable improvements to the ways that leaders check on the work of teachers. Leaders now observe lessons more frequently and make regular checks on the work in pupils' books. As a result, you now have a better understanding of strengths and weaknesses within teaching and are able to provide teachers with clear guidance on what they need to improve. You have also identified areas of good practice, which you are beginning to use to support other teachers. You are now starting to use the information you have gathered about teaching to develop individual support plans for teachers.

Leaders have arranged training to improve teachers' skills in teaching reading, writing and mathematics. This is leading to improved teacher confidence and more consistent approaches to teaching, but it is too early to measure the impact on pupils' progress.

The actions you have taken to improve behaviour are already beginning to have an impact. For example, pupils respond very positively to the Carrots (Courtesy And Respect Reward Orange Tokens) which are given out to pupils by adults to recognise and reward positive attitudes and behaviour.

Attendance remains below the national average. This important area was not fully addressed in the action plan, although leaders are taking steps to promote and celebrate good attendance. Leaders accept that further urgent work is needed to ensure that attendance improves.

The Academies Enterprise Trust (AET) is providing good support to leaders. It has a very clear understanding of the areas for improvement. The trust has appointed you as executive headteacher because of your experience and success in working with schools and academies in similar circumstances. In addition, the trust has identified potential in other leaders, including the acting head of academy. It has established an interim leadership team which has quickly gained the confidence and respect of the staff. The AET is using expertise from other academies in the trust to provide additional support in a coherent and planned way. This is helping to ensure that actions remain focused on the priorities within the action plan. There are good systems in place to hold leaders to account for their work in moving the academy forward rapidly.

The very recently formed management board have met only once and so there is no evidence of impact as yet.

Following the monitoring inspection the following judgements were made:

The sponsor's statement of action is fit for purpose.

The academy's action plan is fit for purpose.

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

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

Yours sincerely

Morag Kophamel
Her Majesty's Inspector