

Landau Forte Academy Moorhead

Brackens Lane, Alvaston, Derby, DE24 0AN

Inspection dates 1–2 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils are not yet making sufficiently rapid progress from their starting points, particularly in writing. Progress between year groups varies too much.
- Standards at the end of Year 6 are well below average, particularly in writing.
- While teaching is improving, it is not yet consistently good. Teachers' assessments of pupils' achievements are not always accurate and therefore, work provided is not at the correct level for all pupils to make progress quickly enough.
- The quality of marking in books varies, and does not always make clear how pupils can improve their work.
- Improvements by the relatively new senior leadership team have not yet impacted fully upon achievement.
- While governors have recently become more challenging of the work of the school, they have not acted sufficiently quickly to reverse past underachievement.

The school has the following strengths

- The headteacher, leadership team, governors and Trust are now rigorous in their monitoring and evaluation, and in taking action to address priority areas for improvement.
- Writing is developed across all subjects, and this is beginning to have a positive effect upon progress.
- Recent improvement activities have led to improved achievement, particularly in the Early Years Foundation Stage and Key Stage 1.
- Behaviour and attitudes have improved greatly and these support the focus on learning.
- The work of teaching assistants makes a valuable contribution to pupils' progress.

Information about this inspection

- Inspectors visited 14 lessons or parts of lessons, including joint observations with the headteacher and deputy headteacher.
- Inspectors listened to pupils reading and examined pupils' work.
- Meetings were held with the Chair of the Governing Body, the Chief Executive of the Trust, senior leaders and pupils.
- Inspectors met parents on the yard. There were not enough responses to the online questionnaire (Parent View) for the results to be recorded.
- Inspectors examined the school's monitoring and analysis of how well it is doing alongside their plans for improvement, minutes of governing body and Trust meetings, and records relating to behaviour, safety and attendance.
- Account was taken of the nine completed staff questionnaires.
- Inspectors observed the behaviour of pupils outside their classrooms.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Graham Gossage

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The large majority of pupils are of White British heritage. Other pupils come from a wide range of backgrounds.
- The proportion of disabled pupils and those who have special needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported through the pupil premium funding (extra money provided for those known to be eligible for free school meals or in the care of the local authority) is well above average.
- The academy runs a breakfast club each day.
- The academy is part of the Landau Forte Trust.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, particularly in writing, so that pupils make more rapid progress and reach higher standards by:
 - checking what pupils can do carefully so that the activities set for pupils challenge them all appropriately, particularly those of lower ability
 - making marking consistent across the year groups so that all pupils know how to improve their work and act upon the advice given
 - giving more opportunities for pupils to develop broader vocabulary and sentence structures.
- Ensure that the new approaches to teaching and learning introduced by leaders are developed in all year groups through:
 - developing partnerships with other primary schools so that teachers can observe high-quality practice elsewhere, and share their understanding of the levels pupils reach
 - ensuring that the learning environment supports and challenges learning all years groups.

Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because pupils in some year groups are not making sufficiently rapid progress to make up for previous underachievement, especially in writing. Standards at the end of Year 2 and Year 6 are well below those nationally, and progress has been well below what should be expected. While there has been significant improvement in the last few months, this has not yet been sufficient for all pupils to be well prepared for their next stage of education.
- Children start in the Reception class with knowledge, skills and understanding which are well below what is typical for their age. The rich and exciting learning activities matched closely to children's learning needs are helping them to make rapid progress and reach higher standards than in the past.
- In Year 1 in 2013, the proportion of pupils reaching the expected standard in the check on phonics (knowledge of letters and the sounds they make) was well below average and, in Year 2 in 2013, standards achieved by all groups of pupils in all subjects were well below average.
- The teaching of phonics has improved greatly this year and this is enabling pupils to make much better progress in the younger age groups. It has not yet fully impacted upon progress in writing in the older age groups.
- During Years 1 and 2, pupils are now developing reading, writing and mathematical skills more rapidly than they did in the past, and their work suggests that Year 2 children are on track to reach standards which are closer to the national average.
- At the end of Year 6 in 2013, pupils' attainment was well below average, and their progress from their starting points was below what could be expected.
- While systems and practices across the year groups have improved, pupils in Years 3 to 6 continue to attain standards well below those nationally because of gaps in their previous learning, and their progress is less consistent, particularly in writing.
- Across the academy, progress has not been rapid enough in the past for more-able to reach higher standards. This is being addressed. In the lessons observed, there was a particularly good match of learning activities to the capabilities of more-able pupils.
- High-quality support activities outside the classroom are very well focused on the specific learning needs of pupils, particularly those who have special educational needs and those who are eligible for support from the pupil premium funding. This is helping these pupils to make better progress. However, the high-quality and, often, exciting learning activities in the classroom do not always take account of the needs of lower ability pupils, and their progress is slower.
- While tracking information and work in pupils' books shows that recent developments are helping pupils in most year groups to make greater progress than in the past, this still not rapid enough.
- Progress in reading and mathematics has improved in most year groups, but it is not yet sufficient to bridge the gaps in the previous learning of some pupils in the older year groups.

- The pupil premium funding is used for small-group and one-to-one tuition, the breakfast club, theatre and residential visits for those who are eligible for this funding. It also supports the employment of a learning mentor. In the Year 6 tests in 2013, those eligible for this funding were over a term and a half behind their classmates in reading and writing but almost a term ahead of them in mathematics.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because recent developments have not yet been fully effective in all year groups, and pupil progress is still not good enough in some year groups, particularly in writing.
- Teachers do not always use their understanding of pupils' previous achievement to set work which is appropriate for all ability groups, and this slows down their progress, particularly for lower ability pupils.
- Most teachers and learning support assistants use skilful questioning to help pupils to develop their understanding. Where teaching is good, they then adapt the level of work during lessons.
- Teaching in the Reception class is good. Through an appropriate balance of adult-led and children's choice of activities, children are supported to develop thinking skills and to learn through discovering things for themselves. While these practices are developing across the rest of the school, the older pupils do not have this previous experience and are developing these skills more slowly.
- The teaching of phonics is now well organised and is contributing well to the progress pupils are making, particularly in reading.
- Teachers plan an exciting range of activities and pupils take part in these with enthusiasm. For example, in a guided reading lesson, a group of pupils enjoyed playing a word game to extend their spelling and understanding of words. Work in books shows that pupils were particularly engrossed in their writing when they wrote about things in the news, like the recent floods.
- Where learning is improving quickly, teachers make it clear what it is that pupils are learning about, make sure that pupils know what success looks like, and refer to these regularly throughout the lesson.
- Teachers' marking and feedback to pupils varies across the school. Where pupils are making most progress, the marking is very thorough, explains what the pupil has achieved, and identifies for pupils the next steps they need to take to improve their work. The opportunities for pupils to follow this up are uneven across the year groups.
- All staff have high expectations of their pupils in all aspects of their work and behaviour, and manage these well. They establish good relationships and use rewards which are valued by pupils to encourage them to do their best. Lessons have a very settled and purposeful atmosphere and those pupils who have behavioural or emotional difficulties are generally managed well so that learning is not disrupted.
- Support staff are highly trained and use questioning very skilfully to make a very valuable contribution to all aspects of pupils' progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' behaviour and attitudes make a significant contribution to progress. They are well mannered and respectful to adults and each other. Pupils' movement about the academy and in the playground is sensible and purposeful, even when adults are not immediately supervising them.
- In the many and varied opportunities to work in groups or with partners, pupils work together sensibly and with great enthusiasm for their learning.
- Expectations for the behaviour of all pupils are high, modelled by staff, and understood by everyone. Staff use praise and encouragement alongside clear rewards and sanctions.
- Those pupils who find it difficult to manage their behaviour are given a great deal of help and support; records show that this is helping them to focus on their work and make progress. In a support session, these pupils were very honest and open about their difficulties, but were also committed to dealing with these problems because they understood how important this is.
- Pupils, parents and staff who spoke to inspectors, said that behaviour is good.
- Older pupils are eager to take responsibility for those in younger age groups and they treat them with great kindness and understanding.
- The academy's work to keep pupils safe and secure is good. Safeguarding processes meet statutory requirements. Effective policies and procedures are followed by staff and pupils so that pupils are safe and secure.
- Pupils develop an understanding of how to keep themselves safe outside the academy.
- Pupils are very happy in school. They understand the forms that bullying can take, including with computers and mobile phones, but say that it is very rare in the academy. They also believe that any problems are dealt with by staff very quickly and effectively.
- Attendance has improved and is now broadly in line with the national average.
- Pupils greatly enjoy the wide range of clubs and activities offered by the academy, including the breakfast club.

The leadership and management requires improvement

- The headteacher, leaders, governors and the Trust are committed to raising standards in the academy. The measures that they have put into place have been well designed to address priorities for improvement. These are showing positive impact upon pupils' achievement, but are not yet leading to progress which is rapid enough.
- Leaders have been successful in gaining the commitment and support of the majority of staff to this vision for improvement.
- All leaders are engaged in monitoring teaching and pupils' achievement, and they use this to identify priorities for improvement. Subject leaders have been given the responsibility for working with staff to introduce key improvements and, in the last few months, these have begun

to bring about improved achievement by pupils. However, progress is not yet rapid enough, particularly in writing in Years 3 to 6, where attainment is well below average.

- The high quality of support and training to address these issues within classrooms has made maximum use of the wide experience of a mathematics specialist teacher on the staff. There are plans to improve the opportunities for teachers to compare their judgements about pupils' achievement with teachers in other schools. This has not yet taken place, and some teachers are not yet precise enough in matching work to the ability of less-able pupils.
- The academy has well-developed systems for tracking the progress pupils make. This information is used well to ensure that high-quality support programmes are put into place for those pupils who do not make progress. Good training for teaching assistants has enabled them to deliver support programmes or to support progress in class to a high standard.
- Arrangements for checking the performance of teachers are based upon improvements in teaching. Judgements about performance are also based upon pupil progress, but targets set are not high enough to make sure that the wide gaps with national expectations are closed.
- The wide range of subjects in the academy encourages interest and hard work by pupils. There has been a particular focus on developing writing across different subjects. Work in pupils' books shows that this is having a valuable effect upon progress in writing.
- The school places a high priority on pupils' spiritual, social, moral and cultural development through learning across all subjects. Visits to places of worship, including the mosque, have helped pupils to develop respect and understanding of those from different backgrounds.
- Additional sports funding provided by the government has been used very effectively to support teachers' training and development, and to offer a broad range of activities for pupils throughout, and beyond, the school day. Pupils particularly enjoy the sports activities offered and talk about the way it affects their health and well-being.
- The academy is committed to equal opportunities and uses its resources well to try to meet the needs of all pupils.
- **The governance of the school:**
 - Governors and the Trust are committed to improving the effectiveness of the academy, and they have recruited members with a wide range of skills to bring to this work. They undertake extensive training so that they can hold the headteacher and the staff accountable, and they measure their performance against the achievement of pupils. Salary progression is linked to this process. They identify priority areas for improvement, and manage finance and resources to support planned developments. They monitor progress and the impact of the pupil premium funding carefully.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138790
Local authority	Derby
Inspection number	440115

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Adey Greaves
Principal	Sally Greenbank
Date of previous school inspection	Not previously inspected
Telephone number	01332 571162
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