

Inspection of Landau Forte Academy Moorhead

Brackens Lane, Alvaston, Derby, Derbyshire DE24 0AN

Inspection dates: 5 and 6 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Good

Early years provision

Requires improvement

Previous inspection grade

Inadequate

What is it like to attend this school?

This is an improving school. Leaders have high expectations of all pupils. Along with governors, trustees and staff, they share a determination that pupils will receive a high-quality education and be prepared for life beyond primary school. Pupils are benefiting from a curriculum that is well planned. They enjoy their lessons, but do not readily remember the most important things they have been taught in all subjects.

Pupils feel safe here because they know that the adults care for them and will look after them. Most pupils enjoy coming to school because they like to learn and to be with their friends.

Pupils enjoy welcoming their parents and carers into school to read with them on Wednesday mornings, or to enjoy a pizza in the school yurt on parents' evening.

Pupils say that behaviour in school has improved. It has. Most pupils are respectful and behave well. Pupils do not worry about bullying because they know that if it happens, they can confide in an adult who will deal with it swiftly. Pupils told inspectors that their school is friendly, kind and fun.

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

Reading is well taught. Right from the start of the Reception Year, children learn about letters and the sounds they make. Pupils can read the books that teachers have chosen for them because they contain the words that pupils know. As pupils become more confident readers, they develop favourite authors or genres of books. 'Book-swap boxes' around school encourage pupils to drop in a book they have enjoyed so that someone else can take it and enjoy it too.

Mathematics is also well taught. Teachers have strong subject knowledge and use this to explain new concepts to pupils clearly. Teachers know what they need to teach so that pupils build up their knowledge and understanding step by step.

In every subject, leaders have set out a curriculum in which it is clear what pupils should learn and when. Leaders have identified the most important vocabulary that pupils must learn. Staff receive training in how to plan their lessons. However, sometimes teachers, including those in the early years, do not consider well enough the activities that they provide pupils, including activities designed to help pupils to remember what they have learned. Too often, pupils struggle to remember what they have been taught in some subjects.

Leaders have high expectations for how well pupils with special educational needs and/or disabilities (SEND) will achieve. The special educational needs coordinator (SENCo) makes sure that these pupils receive the support they need. Teachers

provide additional help, or the right equipment, for pupils with SEND so that they can learn alongside others.

Leaders have raised everyone's expectations of how pupils should behave in school. At playtime, pupils chat with their friends or play with the wide range of equipment on offer. When it is time, they line up quietly to return to their classrooms. Pupils move around school sensibly. Almost always, pupils listen to their teachers and follow instructions well. Pupils recognise that behaviour has got better. They know that there are consequences for poor behaviour, as well as rewards for doing the right thing. A few pupils do not manage their own behaviour well enough. These pupils are not always respectful.

There is a wide range of opportunities from which pupils can benefit. They can learn to play a variety of instruments, including the piano, saxophone, flute and clarinet. They can apply to be the headteacher for a day. They enjoy residential visits and raise money for charities. They talk confidently about the importance of eating healthily. While pupils learn about religions and cultures that may be different from their own, many struggle to remember what they have been taught. Similarly, pupils learn about the British values of democracy, tolerance, the rule of law and mutual respect. However, many pupils cannot talk about these values with confidence. They are not being as well prepared as they could be for life in Britain.

Leadership is strong. Leaders have a clear vision for the school. They are determined that pupils will receive a high quality of education and benefit from a range of experiences that will inspire them and broaden their horizons. Trustees and governors know the school well. They provide a good balance of support and challenge to leaders and staff. Leaders at all levels are well placed to build on the improvements that have been made.

Safeguarding

The arrangements for safeguarding are effective.

The welfare of pupils is very high on everyone's agenda at this school. Staff understand their responsibilities and know how to report any concerns they may have. Leaders, working with external agencies if appropriate, provide support for pupils and their families when this is needed.

Pupils learn to keep themselves safe. This includes when they use technology. Police officers visit the school to help pupils learn about safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- For all subjects, leaders have identified what pupils will learn and when. However, in some subjects, including in the early years, the activities that teachers plan to help pupils to recall prior learning do not have the desired effect. Pupils do not

always reliably recall what they have been taught. When this is the case, they do not build on prior learning well enough. Leaders must ensure that teachers understand how best to design activities that enable pupils to build strongly on prior knowledge and remember in the long term what they have learned.

- Pupils struggle to recall what they have learned about different religions and cultures and about British values. Their knowledge of these concepts is not sufficiently developed. They cannot talk about them with confidence. Leaders must ensure that pupils' understanding of the different religions and cultures and the different British values is secure, so preparing them fully for life in Britain.
- Most pupils behave well and are respectful. They live up to the expectations as set out in the school's behaviour policy. However, some pupils do not reliably self-regulate and behave as well as leaders expect. Leaders need to ensure that all pupils understand the importance of demonstrating good behaviour, including by abiding by the recently launched behaviour policy.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138790
Local authority	Derby
Inspection number	10230061
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	Board of trustees
Chair of trust	Peter Cox
Headteacher	Ruth McNeil
Website	www.lfadm.org.uk/
Date of previous inspection	30 November – 1 December 2021, under section 8 of the Education Act 2005

Information about this school

- Since the last section 5 inspection in March 2019, there have been several changes to the leadership of the school.
- The school makes use of one unregistered alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- This was the third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in reading, mathematics, physical education and geography. They spoke with leaders about the curriculum, visited lessons, looked at pupils' books and spoke to teachers and pupils.

- Inspectors met with the headteacher, assistant headteacher, family support worker, the SENCo and the leader responsible for the early years.
- One inspector held meetings with the chief executive officer, the deputy chief executive officer and the chair of Landau Forte Charitable Trust. The same inspector held an online meeting with two representatives of the education standards committee.
- Inspectors examined a range of documentation, including the school's evaluation of the work it does, the school development plan and documents pertaining to the safeguarding of pupils. They discussed the arrangements for safeguarding pupils with leaders and staff.
- Inspectors observed pupils' behaviour in lessons, during playtime and lunchtime and as pupils moved around the school.
- Inspectors spoke formally and informally to several groups of pupils. They spoke to parents at the end of the school day and took account of their views through the online survey, Ofsted Parent View. Inspectors spoke to a range of staff and took account of their responses to an online survey.

Inspection team

Di Mullan, lead inspector

Her Majesty's Inspector

Kirsty Norbury

Her Majesty's Inspector

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