

Inspection of Landau Forte Academy, QEMS

Ashby Road, Tamworth, Staffordshire B79 8AH

Inspection dates: 13 and 14 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders at Landau Forte Academy, QEMS have high aspirations for all pupils and set high academic standards for them. Pupils say that they welcome these high standards and understand what leaders expect from them. This helps pupils to achieve well. Pupils feel happy and safe at school and show a high level of respect for one another.

There is a calm and orderly atmosphere around school, and pupils report that few lessons are disrupted by inappropriate behaviour. Teachers act quickly when inappropriate behaviour occurs. During social times, pupils generally behave well. Pupils report few instances of bullying. Where bullying does occur, leaders deal with it effectively.

Leaders have made recent changes to their ambitious curriculum, especially in key stage 3. In many subjects, teachers ensure that pupils learn and remember the key knowledge to help them make progress in their learning.

Leaders are rightly proud of the broad range of enrichment activities offered to pupils. High numbers of pupils take part in performing arts, including a production of 'The Addams Family'. There are also many sports clubs, including swimming, football, badminton and fitness. Year 7 pupils recently took part in a residential trip to the Brecon Beacons as part of their induction. This has helped them settle into school and make new friends quickly.

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

There have been significant leadership changes since the last inspection. The new principal and senior leaders have raised expectations of staff and pupils, which has brought about rapid improvements. Pupils and staff feel supported and are proud of their academy.

All pupils follow the same ambitious and broad curriculum. Leaders carefully consider which subjects are offered. For example, following discussions with staff, parents and pupils, leaders decided to teach Spanish instead of French in Years 7 and 8. The aim of this change is to raise attainment in modern foreign languages and further promote an EBACC curriculum in line with the government's ambition.

In many subjects, curriculum leaders have identified the key knowledge that needs to be taught to help pupils make progress through the curriculum. The order of learning is also clearly planned. In Year 11 science, for example, pupils were able to use their prior knowledge of diffusion and osmosis to discuss their current work on cells. However, where curriculum leaders have not identified key knowledge as precisely, pupils have gaps in their learning. They therefore struggle to complete more complex tasks later in their education.

Teachers have secure subject knowledge. They often check what pupils have remembered through careful questioning at the beginning of lessons. Teachers use this information to ensure that any gaps in pupils' knowledge are addressed quickly. This helps pupils to make good progress through the curriculum. However, on occasions, teachers do not check pupils' prior learning well enough and therefore any gaps in their knowledge persist and their progress is limited.

Leaders support pupils with special educational needs and/or disabilities (SEND) effectively. Leaders ensure that all pupils access the same ambitious curriculum. Teachers are clear about how to support pupils with SEND and adapt learning to meet their needs. This means that pupils with SEND can successfully access the learning and make progress.

Leaders prioritise reading through strategies such as dedicated tutorial sessions and whole-class reading texts. Leaders identify pupils who need extra support with their reading. This support includes additional work on phonics. Leaders ensure that gaps in reading are closed rapidly so that all pupils can access the whole curriculum.

Pupils follow a well-planned programme of personal, social, health and economic education. A specialist team of teachers delivers the programme effectively. Pupils are taught about topics such as healthy relationships, British values and online safety. They feel safe and well prepared for the wider world. A comprehensive careers programme is in place across all year groups. Pupils have opportunities to discuss careers, university aspirations and apprenticeships. Pupils in Year 10 value the opportunity to complete work experience in the summer term. This prepares them well for the next stages of their education, employment or training.

Trustees and governors have a clear and precise understanding of the academy and its priorities. They provide effective challenge and support to leaders. This helps to ensure the academy continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have secure systems and policies in place to help keep pupils safe. Pupils and teachers are confident in knowing who to speak to if there is a concern. Policies and practices ensure that pupils' safety is observed every day. Leaders quickly identify any pupils who may need help. Leaders work with the wider community on localised issues such as knife crime and county lines. All staff receive training on how to spot potential signs of abuse. Safer recruitment and allegations relating to safeguarding are managed well. Staff and pupils are vigilant and report concerns quickly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the smaller blocks of knowledge that pupils need in order to build their learning over time. In addition, some aspects of knowledge have not been sequenced effectively to enable pupils to make connections in what they learn. Leaders should ensure that all subjects accurately identify and sequence the knowledge pupils need so that they can build on what they know and make progress through the curriculum.
- In some subjects, teachers do not check if pupils are secure in their prior knowledge before moving them on to new learning. As a result, some pupils have gaps in their knowledge and struggle to understand the new learning. Leaders should ensure that teachers check pupils' understanding systematically, to identify and address misconceptions and errors quickly.

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](#)' 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	137146
Local authority	Staffordshire
Inspection number	10227860
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	896
Appropriate authority	Board of trustees
Chair of trust	Peter Cox
Principal	Katie Adams
Website	www.lfatq.org.uk
Date of previous inspection	21 March 2017, under section 8 of the Education Act 2005

Information about this school

- The principal was appointed in July 2021.
- The academy uses one registered alternative provision.
- The academy meets the requirements of the Baker Clause. This means that pupils in Years 8 to 11 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical and education qualifications and apprenticeships.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the academy received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the academy.

- Inspectors focused on the following subjects: English, mathematics, science, design technology and physical education. Inspectors examined leaders' curriculum planning, visited lessons, looked at pupils' work and talked with pupils about the way these subjects are taught. They also looked at other subjects to check how they are planned and taught.
- Inspectors reviewed a range of academy documents. These included information about behaviour, attendance, the academy's curriculum, and improvement planning. The academy website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with trustees, the principal, senior leaders, lead professionals, teachers and pupils. They also talked informally to pupils and staff to gather information about school life.
- Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments. Inspectors also considered Ofsted's staff survey and pupil questionnaires.

Inspection team

Stuart Clarkson, lead inspector	His Majesty's Inspector
Mark Howes	His Majesty's Inspector
Mark Bailie	Ofsted Inspector
Steve Byatt	Ofsted Inspector

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