

# Inspection of a good school: Lea Forest Primary Academy

Hurstcroft Road, Kitts Green, Birmingham B33 9RD

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Inspection dates:

10 and 11 November 2021

## Outcome

Lea Forest Primary Academy continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## What is it like to attend this school?

Lea Forest Primary Academy is an aspirational school where pupils are encouraged to be big hearted, remarkable, and the best they can be. Pupils are happy and safe at this successful school. Teachers know each child well and work hard to meet their personal and academic needs. Pupils feel listened to. They say that bullying does not happen at this school, and that teachers swiftly resolve any issues or concerns.

Leaders have planned an ambitious curriculum so that every child can succeed and do well. Teachers carefully plan lessons that encourage pupils to think hard and solve problems. Pupils enjoy reading. They have opportunities to read, to be read to, and to read to younger pupils during the day.

Leaders have high expectations of pupils' behaviour. Pupils are polite and courteous. They enjoy coming to school. Pupils behave extremely well in lessons and when moving around the school. Leaders have created a positive culture where being kind and being helpful are central to this school's success. Pupils are encouraged to resolve issues through reflecting on their behaviour so that they can make better choices next time.

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

Leaders make sure staff know what to teach and how to teach it. Teachers carefully plan work so that pupils build up their knowledge in logical ways and remember what they have learned. Teachers check learning to ensure that pupils do well and do not fall behind. Children in the early years have settled well into school routines. Adults model language and communication skills effectively. Pupils develop positive attitudes to learning. They learn to care for themselves and others. Older pupils record story-telling sessions in the innovation hub so that younger children can watch them in school and at home. Reading is prioritised. Pupils develop a love of reading. Phonics is consistently well

taught across the school. Pupils who have fallen behind in their reading because of the COVID-19 pandemic are receiving timely support to catch up. Leaders have ensured that pupils have a wide range of books to read. Pupils are proud of their library. In story time sessions, they listen attentively to books by favourite authors such as Ted Hughes. Pupils in Year 4 enjoy writing their own myths based on the book 'Arthur and the Golden Rope'. Pupils are excited to receive reading rewards such as a suitcase of literature to take home and a reading book from the vending machine. Mathematics and science are strengths of the school. Teachers have the training and resources they need to teach these subjects well. Learning is carefully sequenced so pupils build up their knowledge over time.

Leaders make sure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are well catered for. These pupils do well in school. Staff adapt curriculum plans when necessary. In the main, parents and carers are overwhelmingly positive about the support their children receive. They attend workshops to help them support their children at home. Typical comments include 'Lea Forest is such a brilliant school. Staff are friendly and caring. They make your child feel very welcome'.

The school provides exceptional opportunities for pupils' positive personal development. However, the programme of after-school activities has been significantly hampered due to the coronavirus pandemic. Leaders have started to reinstate these activities.

Pupils show respect for others. They listened respectfully to poems and the 'Last Post' during the Remembrance Day assembly. In personal, social and health lessons, pupils confidently share ideas and feelings. They listen to and value the opinions of others. Pupils enjoy weekly discussions and debates on topical issues.

Governors and senior members of the Academies Enterprise Trust have an accurate understanding of the school's strengths and priorities for improvement. They rigorously check on the school's performance and record this in detail. Staff workload is closely monitored, and staff say that they are well supported to manage their workload effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand their role in keeping children safe. They ensure that staff attend regular safeguarding training. Staff record and report concerns swiftly, including child sexual harassment and risks of radicalisation. Leaders secure help for pupils who need it in partnership with external agencies and the pastoral support team.

Pupils learn about online safety, water safety, healthy relationships and how to keep themselves safe. Leaders ensure that the necessary safeguarding checks are undertaken before staff are appointed. Pupils know that there are trusted adults in school who they can talk to if they have a concern.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The coronavirus pandemic has affected the programme of extra-curricular activities on offer for pupils. Various activities have started to be reinstated. However, some pupils may not be attending activities which could be of benefit to them. Leaders should monitor pupils' participation in these activities and encourage participation to ensure that the most vulnerable pupils benefit as much as possible.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

## **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

<b>Unique reference number</b>	139003
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10205148
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	535
<b>Appropriate authority</b>	Academies Enterprise Trust
<b>Chair of trust</b>	Tim Bassett
<b>Headteacher</b>	Craig Clarke-Castello
<b>Website</b>	<a href="http://www.leaforestacademy.org">www.leaforestacademy.org</a>
<b>Dates of previous inspection</b>	8 and 9 November 2016, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors carried out deep dives in reading, mathematics and science. Inspectors visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects are planned and taught. Inspectors also looked at work from some other subjects in less detail and spoke with pupils, staff and parents about the school curriculum.
- Inspectors considered information on the school's website.
- Inspectors talked to pupils, staff, leaders, parents and governors about safeguarding arrangements and routines at the school. They examined the record of employment checks on school staff.

- Inspectors watched pupils' behaviour in class and at other times during the day. They spoke to parents, staff and pupils about behaviour.
- During the inspection, the inspectors had formal meetings with the headteacher, deputy headteacher, subject leaders, the SEND coordinator, the attendance lead, governors, teachers and learning support assistants. Inspectors also talked informally with pupils and parents to gather information about school life.
- Inspectors took account of the responses to the online survey, Ofsted Parent View.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

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