

Inspection of Front Lawn Primary Academy

Broadmere Avenue, Leigh Park, Havant, Hampshire PO9 5HX

Inspection dates: 25 and 26 April 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Leaders and staff are highly ambitious for pupils. They work tirelessly so that pupils do as well as possible, are safe and really enjoy their time at Front Lawn Primary Academy (FLPA). Leaders have created a supportive, caring and vibrant school where everyone is respected. Relationships between staff and pupils are excellent. Pupils are taught to be kind and accepting of each other. They rise to staff's high expectations admirably. As a result, pupils' achievement is exceptional across all subjects. They conduct themselves in a mature and courteous way. Pupils are clearly proud to belong to this thriving school. Their parents and carers agree. Almost all would recommend the school.

Pupils enjoy numerous enrichment opportunities. They take part in regular educational trips such as visiting the British Museum as part of their 'Ancient Civilisations' history topic. Pupils choose from a rich range of extra-curricular clubs such as music, art, drama and sports. They are able to develop their talents and interests very well.

Leaders make sure that the school's 'positive powers' are woven throughout daily life. Pupils challenge themselves constantly to try new things, to not give up or to show understanding towards others. Pupils are very well prepared for the next stage in their lives.

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

Leaders have a very clear vision for the pupils at FLPA. Ably supported by local governors, trustees and wider trust staff, they are determined that the school is a 'gateway of opportunity' for all pupils. This vision is impressively realised, notably for pupils from disadvantaged backgrounds.

Leaders have made curriculum development a priority. They have considered what pupils should learn and remember very carefully and precisely. The curriculum is designed so that all pupils, including those with special educational needs and/or disabilities (SEND), get the same learning opportunities. In early years, skilled staff focus meticulously on developing children's social, communication and mathematical skills. Across the school, staff use well-chosen teaching strategies that really help pupils to understand complex ideas. Teachers check pupils' understanding thoroughly, addressing any misconceptions straight away. Staff adapt their teaching very well for pupils with SEND. This means that all pupils make strong links in their learning. For example, in history, pupils discuss the impact of colonialism confidently, linking it to earlier world empires.

Leaders prioritise learning to read, write and speak well. Right from the start of Nursery, pupils enjoy regular stories and rhymes. Children are taught phonic sounds and they practise writing letters. This means that when they move into Reception, they get off to a flying start. The school's phonics programme works very well. Staff ensure that pupils' books are well matched to their phonic knowledge. The well-

stocked libraries and classroom book boxes mean that pupils read regularly and widely. Staff quickly spot any pupil falling behind with reading and give extra support. Staff help pupils to become articulate and confident when speaking. Pupils can debate themes such as diversity and equality in a very mature and considered way.

Leaders have successfully created a culture where excellent behaviour and high attendance are part of daily life. Routines are very well established, and the school day runs like clockwork. Using warmth, understanding and positivity, staff show pupils what great behaviour looks like. Pupils respond very well. In early years, children thrive thanks to the highly nurturing environment created by staff. Across the school, pupils are motivated and focused. They try hard even if work is difficult. If a pupil struggles to control their behaviour, staff get them back on track skilfully and sensitively. Very occasionally, pupils use inappropriate language. Staff deal with this swiftly. They make sure that pupils understand why this is not acceptable.

Leaders have developed an exemplary personal development curriculum. They make sure that pupils with SEND and those from disadvantaged backgrounds benefit most from this excellent offer. From early years, the curriculum supports pupils' understanding and appreciation of different faiths, cultures and ways of life. Pupils are taught how to be good citizens and play an active part in the community. They take part in beach cleans or befriend elderly residents in the local care home. Leaders place a high priority on pupils' well-being. They provide many opportunities for pupils to eat well and have fun while taking physical exercise during the school day.

Staff are very proud to work here. They go above and beyond to ensure pupils are safe and well. Staff appreciate that leaders are mindful of their workload. Leaders ensure staff receive a wealth of excellent training. This means that staff expertise is very high.

Safeguarding

The arrangements for safeguarding are effective.

There is an extremely strong culture of safeguarding in the school. Leaders ensure that staff are well trained and confident to report any concerns that they may have about a child. The skilled and dedicated pastoral team knows pupils very well. The pastoral team works regularly with external partners and is determined to get the best possible support for vulnerable children and their families. Leaders ensure that recruitment checks are timely and thorough.

Pupils are taught how to keep themselves safe, both online and in the local community. Pupils know that they can talk to any adult if they are worried about something.

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	139273
Local authority	Hampshire
Inspection number	10200898
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	Board of trustees
Chair of trust	Gaenor Bagley
Headteacher	Kate Couldwell
Website	www.flpa-tkat.org
Date of previous inspection	21 November 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since 2019. She was previously deputy headteacher at the school.
- The school is part of The Kemnal Academies Trust, which has 45 primary and secondary schools in southeast England.
- The school runs its own Nursery provision for two- and three-year-olds.
- The school runs a breakfast club.
- The school uses an alternative provision that two pupils currently attend.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, other school leaders, the trust's director of education and other staff in school.
- The lead inspector met with three local governors and spoke to a trustee.

- The lead inspector talked to the alternative provision provider.
- The inspectors undertook deep dives in the following subjects: reading, mathematics, history, art and design and religious education. Inspectors met with subject leaders, teachers and groups of pupils. They reviewed planning, visited lessons and looked at pupils' work.
- The inspectors spoke to leaders about curriculum development in personal, social and health education and wider personal development.
- To inspect safeguarding, the inspectors checked the single central record, reviewed safeguarding records and spoke to leaders, staff and pupils. The inspectors considered how well the school manages safer recruitment and how it manages allegations against adults.
- The inspectors reviewed a range of documentation, including the school development plan and local governing body meeting minutes. They also reviewed reports from the trust.
- The inspectors talked to pupils about their learning, what behaviour is like in the school and whether they feel safe.
- The inspectors spent time with pupils during playtime and lunchtime. They also talked to pupils in the breakfast club.
- The inspectors considered the 107 responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. They also considered the 43 staff survey responses. There were no responses to the pupil survey.

Inspection team

Maria Roberts, lead inspector

His Majesty's Inspector

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