

# Inspection of Lime Academy Forest Approach

Settle Road, Harold Hill, Romford, Essex RM3 9YA

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Inspection dates: 24 and 25 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Sixth-form provision	<b>Good</b>
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Previous inspection grade	<b>Good</b>
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## **What is it like to attend this school?**

Leaders have created a nurturing environment which supports pupils to learn and achieve well. Staff work together to develop pupils' physical, academic, social and life skills. This is done through careful curriculum thought. All pupils have ambitious bespoke targets. Leaders ensure that, overall, the curriculum is delivered effectively so that pupils meet their targets successfully.

Leaders give pupils many opportunities to take on roles of responsibility, such as representing their peers on the student council. Leaders also provide pupils with a range of enrichment activities, from the early years through to the sixth form. These include, for example, recent visits from a theatre company where pupils got to try out song writing.

Leaders have introduced a new behaviour policy. Staff have received lots of training on this. This means that the policy is being implemented consistently across the school. Pupils understand and follow the rules and routines that leaders have introduced. Behaviour around the school and in lessons is consistently calm and positive. Pupils are kept safe. Staff care for and supervise pupils well.

Leaders and teachers communicate regularly with parents and carers. They are regularly invited into school for celebration assemblies, for instance. Pupils relish the opportunity to show their families their work and what they have been learning.

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

Leaders have designed an ambitious curriculum for all subjects, including early reading. Different curriculum pathways are in place, with each one designed to be aspirational and meet the needs of every pupil, from early years through to the sixth form.

Within each pathway, what pupils are taught in a subject is planned carefully. Supporting the development of pupils' communication skills and preparation for their adult lives are woven throughout the curriculum. However, for some subjects, teachers' subject knowledge is not deep enough to ensure that the curriculum is implemented consistently well. This means that pupils do not learn those subjects as successfully.

Because of this, leaders are taking a number of steps to support teachers to deliver the curriculum effectively. For example, they have put in place a thorough and well-planned programme of professional development which is delivered to all staff. Staff appreciate this. They feel that leaders invest in them and that the training is well adapted to their individual needs.

Leaders have designed a curriculum that enables pupils to build up their knowledge in small steps. For example, for pupils with the most complex level of need, the 'Seeds' pathway focuses on making sure that pupils' communication and language

develop in a manageable and well-sequenced manner. This approach provides pupils with strong foundations to build upon as they progress through the curriculum pathways.

Teachers assess the needs and starting points of all pupils. This allows them to break down pupils' education, health and care (EHC) plan targets into shorter-term, achievable goals. Teachers, therapists and parents work together closely to support pupils to reach these goals. Leaders' regular checking of pupils' progression helps to successfully guide this process.

Leaders are committed to developing pupils' love of reading. Pupils are read to daily. Leaders plan carefully which books will be shared. Choices are based on ideas from pupils and staff so that books appeal to pupils' interests. Weekly visits to the school library, where pupils also get to pick books that interest them, are popular. Leaders support parents to read with their children at home. Staff receive thorough and regular training on early reading. This enables them to deliver the phonics programme effectively. Pupils learn phonics in a systematic way and use their knowledge well to decode words as they are reading. Leaders use regular assessments to check that the delivery of the phonics programme responds to pupils' needs. Assessments are also used purposefully to plan and evaluate extra help when pupils need it. Those at the very earliest stages of learning to read are introduced first to environmental sounds, rhymes and stories. This helps to prepare them well for their later phonics learning

From their first day at school, all pupils are taught how to behave. Leaders ensure that all teachers have the same consistent high standards. As part of their work to prepare pupils for adulthood, they ensure that pupils learn strategies to help them deal with situations that they may find overwhelming. Pupils enjoy learning and they are supported to not give up when they find a task difficult.

Leaders provide numerous opportunities for pupils to experience real-life situations. These include visiting shops to practise buying items and counting out the correct change, or using buses and bus timetables to travel around the local area. Leaders try to match clubs and educational visits to pupils' interests. They use pupils' ideas to do this. Pupils learn to become confident in dealing with new situations. They are keen to help and support their peers. Pupils guide each other on what behaviour is appropriate in different social situations.

Careers education is delivered to all pupils throughout their time at the school. Pupils have opportunities to experience the world of work. They receive helpful information about making choices about their next stage.

Leaders have devised a personal, social and health education (PSHE) programme that gives pupils stage-appropriate information about healthy friendships and relationships. Pupils also learn about fundamental British values. The school's 'RESPECT' values, which include equity, partnership and self-worth, shape what pupils are taught in PSHE.

Leaders ensure that staff well-being is consistently considered. Staff appreciate this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the individual and contextual safeguarding needs of pupils. Leaders have ensured that there is a strong safeguarding policy in place. Regular training for staff ensures that they are able to implement this policy consistently well.

Pupils feel that they have an adult that they can communicate with if they have any concerns. Teachers are trained to be vigilant to and recognise any changes in pupils' behaviour or context, however small. They know that spotting these changes is key to identifying concerns about pupils' welfare early, especially for pupils who find it difficult to express themselves verbally.

During PSHE lessons, leaders and teachers ensure that pupils learn about issues related to their own safety, including risks associated with using the internet.

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

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

- In some subjects, teachers do not have a firm enough understanding of the curriculum matter to be taught. This means that the delivery of the curriculum does not enable pupils to develop a deep understanding of the subject content being taught. Leaders should continue their work to support the professional development of staff, ensuring that staff have secure subject knowledge across all the subjects that they teach.

## **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

<b>Unique reference number</b>	142050
<b>Local authority</b>	Havering
<b>Inspection number</b>	10268192
<b>Type of school</b>	Special
<b>School category</b>	Academy special sponsor-led
<b>Age range of pupils</b>	4 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Of which, number on roll in the sixth form</b>	20
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christopher Cole
<b>Headteacher</b>	James Power (Interim Headteacher)
<b>Website</b>	<a href="http://limeacademyforestapproach.org/">limeacademyforestapproach.org/</a>
<b>Date of previous inspection</b>	13 October 2020, under section 8 of the Education Act 2005

## Information about this school

- The interim headteacher has been appointed since the school's previous inspection.
- The school joined the Lime Trust in 2018.
- The school particularly supports pupils with autism spectrum disorder and speech, language and communication needs. Many have EHC plans.
- Leaders use three alternative providers. Two of them are not registered with Ofsted.
- The school has a very small number of children in early years.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 7 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, including the interim headteacher. They also met with the chair of the governing body and members from the trust.
- The inspection included deep dives in these subjects: art, early reading, mathematics and PSHE. The inspector discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.
- The inspectors also visited lessons and reviewed pupils' work for some other subjects.
- Through discussions with leaders, governors, pupils and staff, the inspectors considered how effectively pupils are safeguarded. The inspectors also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- The inspectors met with pupils to discuss aspects of safeguarding. They spoke to pupils during lesson visits. The inspectors observed pupils' behaviour in lessons and at break and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

## Inspection team

Luke Stubbles, lead inspector	His Majesty's Inspector
Mark Smith	His Majesty's Inspector
Joanna Jones	Ofsted Inspector

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