

# Inspection of Landau Forte Academy Moorhead

Brackens Lane, Alvaston, Derby, Derbyshire DE24 0AN

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Inspection dates:	24 and 25 September 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The principal of this school is Ruth McNeil. This school is part of Landau Forte Charitable Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Findlay-Cobb, and overseen by a board of trustees, chaired by Peter Cox.

## **What is it like to attend this school?**

The school is ambitious for every pupil that walks through the door. They are determined that pupils will, 'be brave, be curious, be kind' and become the best version of themselves.

Pupils get on well together. They quote the 'Moorhead Code' that sets out exactly how they are expected to behave. In lessons they listen well and work hard. At lunchtime pupils enjoy 'family dining'. Older and younger pupils sit together to eat and chat. On the playground there is a wealth of active games they can choose from. They show high levels of respect for members of staff and say that their teachers are one of the best things about the school. They welcome visitors and talk enthusiastically about their work. Pupils spoken to say they are proud to be a part of the 'Moorhead family'.

Work to improve the school since the last inspection has been transformational and the school has gone from strength to strength. The entire school community recognises the many positive changes that have been made. Parents and carers are unanimously supportive of the school. They routinely describe how happy their children are to come to school and praise the staff for their care.

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

Pupils study a broad and balanced curriculum. Curriculum plans set out the knowledge that pupils will learn. Pupils build their knowledge over time in a logical order. In physical education (PE) children in the early years ride bikes, climb and dig in the sand to support their physical development. They learn key skills that prepare them well for later learning. One child in the early years said: 'I need to bend my knees' as he jumped down from the climbing equipment. In Year 5 and 6, pupils learn how to place their bodies and feet so they can return a ball in tennis using a backhand shot.

Teachers receive a wide range of training and coaching. The school has identified key aspects for all lessons. Teachers use 'do now' sessions to help pupils remember prior learning. They check that pupils have acquired the intended learning and use this information to inform future planning. Pupils who struggle in school are spotted without delay. Pupils with special educational needs and/or disabilities (SEND) are well supported. Pupils with SEND learn alongside their peers. In a few lessons, the right adaptations are not made in response to the needs of the pupils. Sometimes pupils are not provided with the opportunity to develop a deeper understanding of the subject.

Historic weaknesses in the quality of education have meant that older pupils have gaps in their knowledge. In addition, there is a small number of pupils do not come to school often enough. The school is addressing both of these issues with determination. The number of pupils in key stage 2 who reach the expected levels for reading, writing and mathematics has improved significantly. However, outcomes are not yet in line with national averages.

The school has made reading a priority. The teaching of early reading is finely tuned. Staff are experts. They waste no time in teaching pupils the sounds they need to know to read. This work starts immediately in the early years. At this early stage in the school year children are thrilled that they can recognise sounds as they play phonic games. The school's determined work to improve the teaching of early reading has paid off. The proportion of pupils who meet the expected standard in national phonics checks continues to increase. Pupils are increasingly well prepared to become fluent and confident readers.

The school's personal development offer is worthy of sharing. Leaders recognise the context of the school. They have planned a bespoke programme that provides pupils with a vast range of rich experiences. Pupils benefit highly from this offer. Everyone is encouraged to master a new skill or discover a talent. Pupils build their confidence by taking on leadership roles. They go on trips or are inspired by visitors to think about future careers. Pupils show high levels of respect for diversity. One pupil wrote these lines in a poem, 'Remember everyone is different, all the world is colourful ... we are all loved.' The school leaves no stone unturned to ensure that pupils develop the personal attributes they need to succeed. Pupils leave the school with a clear understanding of what it means to be a responsible citizen.

The trust and governors work closely with the school. They have played a key role in the school's work to improve. Staff say that the school is a happy place to work. They say they are supported and valued by leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On a few occasions teachers do not adapt their delivery of the curriculum to meet the needs of all pupils. When this is the case, pupils do not develop a deep understanding of the intended learning. The school must ensure that all staff have the confidence and skills they need to make these adaptations when needed.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	138790
<b>Local authority</b>	Derby
<b>Inspection number</b>	10324151
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Cox
<b>CEO of the trust</b>	Sarah Findlay-Cobb
<b>Principal</b>	Ruth McNeil
<b>Website</b>	<a href="http://www.lfadm.org.uk">www.lfadm.org.uk</a>
<b>Dates of previous inspection</b>	5 and 6 April 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Landau Forte Charitable Trust.
- The school runs a breakfast club.
- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal, deputy principal, the early years leader, the special educational needs and/or disabilities coordinator and the family support worker.
- The lead inspector met with representatives of the trust, including the chair of trustees and the CEO. She also met with three governors, including the chair of governors.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and PE. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed further curriculum plans for science and geography. They visited lessons and considered samples of pupils' work in these subjects.
- Inspectors observed pupils' behaviour in lessons and at social times. Inspectors met formally and informally with groups of pupils.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses received on Parent View, including free-text responses. They met with parents in person at the school gates. Inspectors considered responses to the Ofsted surveys for school staff and pupils.

## **Inspection team**

Caroline Poole, lead inspector

His Majesty's Inspector

Paul Heery

Ofsted Inspector

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