

Inspection of Landau Forte Academy Greenacres

Levett Road, Amington, Tamworth, Staffordshire B77 4AB

Inspection dates: 25 and 26 March 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The principal of this school is Louise Bridge. 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?

This is a school where everybody matters and feels included. Pupils are well cared for and happy. Parents and carers are grateful for the care their children receive. Pupils develop kind relationships with each other and staff. They know who to report concerns to, should they feel vulnerable online, or in the wider world.

Pupils with special educational needs and/or disabilities (SEND) are well supported to participate in all aspects of the school curriculum. Some pupils arrive at this school having struggled in their previous settings and the school helps them to settle quickly. Those who are new to the country are also made to feel part of the community.

The school has high ambitions for all pupils to do well. An increasing number of pupils achieve age-related standards in writing and mathematics by the time they leave this school. More pupils now read fluently by the time they leave key stage 1.

Pupils learn about the importance of being the 'best version of themselves'. The school's focus on developing pupils' character is supporting many pupils to do the right thing, for the right reason, without being asked. Pupils understand their responsibility to be active, kind citizens. They demonstrate this, for example, by raising money for those less fortunate than themselves.

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

The school community has shown resilience in managing significant challenges over the past year, when pupils needed to be educated off site due to maintenance work. Parents appreciate that the school has minimised the disruption caused by such events to their children's education. Trust leaders understand this school well. They work effectively with school leaders to improve provision. They invite external school improvement partners to suggest new approaches and the school acts on their suggestions. The school ensures that its decisions are in the best interests of pupils.

Staff know that their well-being and welfare matter. Those responsible for leading subjects are provided with the time and support to check how well pupils learn. They are increasingly able to identify where improvement is needed. Those teachers new to the profession receive the help and support they need to cope with the demands of their role.

Pupils at the early stages of learning to read are well supported. They read books that match the sounds they know. Staff teach sounds accurately and make appropriate checks on what pupils understand. Those who fall behind in reading are supported to keep up with their peers. Pupils enjoy reading. They look forward to moving their 'reading pegs' to show others they have done so. Pupils choose books from a carefully selected collection that the school provides. Pupils like books, such as those that celebrate diversity and different cultures.

Developments to the curriculum in some subjects are relatively recent. Pupils enjoy their learning and like it most when they get to deepen their understanding of the topics they

study. However, in some subjects, teaching of the school's curriculum moves too quickly. This means that, on occasion, teachers do not help pupils well enough to build on what they have learned previously. Pupils then find it hard to link what they already understand to new knowledge.

Children in the early years settle quickly at the school. They are excited to learn new knowledge and form close relationships with key staff. Children are increasingly able to concentrate for long periods. They like it when learning is linked to the different stories. Pupils with SEND are identified early. The school works well with external agencies to identify these pupils' needs. The school provides effective support for parents to learn about their children's education at the school. The school engages in projects that invite specialist agencies to discuss conditions linked to neurodiversity. Staff are trained well in such topics. This helps them to better support pupils with such conditions.

Pupils behave well in school. They display positive attitudes to their learning and enjoy being rewarded in assemblies for trying hard or showing excellence in what they do. Classrooms are calm places to learn where pupils listen attentively and answer questions thoughtfully. The school is working to ensure that parents understand the importance of attendance. However, some of the most vulnerable groups of pupils do not attend school regularly enough. This affects their learning and social development.

Pupils learn about the importance of tolerance and mutual respect. They celebrate differences, recognising that everybody is unique. Pupils know the importance of being ambitious and are supported to think about jobs they might like to do in the future. They run social enterprise events where they make products to raise money for school funds. 'Pupil leaders' take their responsibilities seriously. Pupils learn about democracy, such as when they vote for a school councillor. They understand that exercising a right to vote is not afforded to everyone in the world.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum moves too quickly without staff supporting pupils to develop a secure understanding of the topics they study. This means some pupils struggle to recall what they have learned previously, or they develop a superficial understanding. The school should identify the important knowledge it wants pupils to remember and provide opportunities to deepen their understanding.
- Some groups of pupils do not attend school regularly enough. This means they miss important learning and do not benefit from wider school events. The school should continue to support parents to understand the importance of their children attending school every day.

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

Unique reference number	139719
Local authority	Staffordshire
Inspection number	10344011
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	Board of trustees
Chair of trust	Peter Cox
CEO of the trust	Sarah Findlay-Cobb
Principal	Louise Bridge
Website	www.lfatg.org.uk
Date of previous inspection	27 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Landau Forte Charitable Trust.
- The school runs a before- and after-school club called 'The Hive'.
- 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 evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the 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 subject leaders.
- The lead inspector met with the deputy CEO and CEO of the trust. He also met with some trustees, including the chair of trustees.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and art and design. 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 also considered evidence about other 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, 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 Ofsted Parent View, including the free-text responses. Inspectors met with some parents in person at the school gates.
- Inspectors considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Tony Bradshaw, lead inspector	His Majesty's Inspector
Rebecca Nash	Ofsted Inspector
Claire Jones	His Majesty's Inspector

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