

Landau Forte Academy Tamworth Sixth Form

16–19 Academy

Inspection dates

18–20 September 2018

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
Quality of teaching, learning and assessment	Good		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Requires improvement

Summary of key findings

This is a good provider

- Governors and senior leaders have rectified the key weaknesses from the previous inspection; they have improved the quality and consistency of teaching and outcomes for learners.
- Governors, senior leaders and staff understand the local community well. They use this information to develop a safe, supportive and harmonious environment and ambitious culture.
- Leaders work effectively with local stakeholders to develop courses that meet the needs of learners and the local economy.
- Most learners make good or better progress from their starting points, and develop secure skills, knowledge and understanding. Learners progress very well in business, history, psychology, engineering and English GCSE.
- Most teachers provide learning activities that motivate, engage and inspire learners to make good progress.
- Teachers develop learners' communication skills well and challenge them to use the appropriate technical and specialist language in challenging debates and discussions.
- Learners' positive attitudes and good conduct reflect the staff's efforts to promote high standards. Learners flourish in their personal and social development.
- Most learners experience high-quality work placements and develop skills that prepare them well for employment.
- Senior leaders do not report to governors in sufficient detail on their progress towards improving quality.
- Learners' attendance on level 2 courses is too low.
- In a minority of instances teachers do not use group work effectively and set work that is too easy. In these lessons learners do not make the progress of which they are capable.

Full report

Information about the provider

- Landau Forte Academy Tamworth Sixth Form opened in 2011 and is one of the Landau Forte Charitable Trust's group of academies. It shares a campus with another of the trust's academies and serves Tamworth and the surrounding areas. It offers academic and vocational courses.
- Tamworth has five secondary schools, none of which has a sixth form. The local further education college offers a wide range of vocational programmes.
- Within the local area, the proportion of learners gaining a grade 4 or above in English and mathematics is significantly lower than the national average. Overall, fewer individuals in the Tamworth area are qualified beyond level 2 than is the case in the region or nationally. The proportion of households with adults educated to degree level is well below the national figure. The large majority of the population is white British.

What does the provider need to do to improve further?

- Increase the level of detail in the quality reports submitted to governors, so that governors can identify risks to the achievement of improvement targets by:
 - identifying and agreeing with governors the interim and final targets
 - reporting regularly on progress against these targets.
- Improve learners' attendance on level 2 courses by:
 - monitoring attendance closely and taking swift and effective management actions to halt any decline
 - ensuring consistent and high-quality teaching and learning on level 2 courses through the close monitoring of, and effective support for, the teachers on these courses.
- Further improve the quality of teaching and assessment of a few underperforming teachers by:
 - providing relevant training and development for them to improve the effectiveness of group work to ensure that learners achieve clear learning targets within a set time
 - ensuring that they have the skills and confidence to set work at an appropriate level so that learners work hard and make good progress.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders have tackled successfully the recommendations from the previous inspection. Learners now consistently receive the high-quality teaching required to enable them to achieve their qualifications and to prepare them for their future careers.
- Governors and senior leaders have addressed the financial concerns facing the academy. Leaders have reduced staffing levels while establishing roles for managers with extended responsibilities across the group. As a result, teachers benefit from sharing good practice, and learners benefit from improved teaching quality.
- Leaders are ambitious for their learners. Many learners come from disadvantaged backgrounds and families that do not have a history of attending higher education. Managers encourage learners to aspire to challenging academic goals and careers. To support these aspirations leaders have developed a clear and effective approach to teaching, learning and assessment. Most teachers focus on the progress that learners are making in individual lessons and effectively monitor their progress over time. Consequently, most learners make good progress, achieve their qualifications and progress to higher education, apprenticeships or employment.
- Leaders' assessment of their own performance is accurate. They identify the strengths of the academy accurately and take swift and effective action to tackle weaknesses. They correctly consider learners' outcomes and teachers' and learners' views when formulating their improvement action plan. Managers design improvement actions that link specifically to subjects. Teachers are committed to the planned improvements and work hard to implement changes. However, leaders do not report routinely on the impact of improvement actions. As a result, governors do not have a clear enough picture of the impact of these actions during the year.
- Governors and senior leaders have reviewed and adapted the curriculum so that it reflects the needs of regional and local employers. Leaders have rationalised the number of information technology courses and increased the number of learners on engineering courses. More learners now progress to high-quality apprenticeships. Managers have developed courses in computer science and creative media that link directly to local careers in computer programming and games design.
- Senior leaders have worked successfully with local schools and the college to develop a joint approach to providing impartial information, advice and guidance. As a result, learners are better informed and so can make more reliable choices.
- Leaders and managers monitor the quality of teaching, learning and assessment well. They identify accurately the issues that slow learners' progress and provide teachers with specific actions and support that improve their practice. Teachers value the support that they receive and the opportunities to share good practice across the trust. This improves their skills, raises morale and creates a positive learning culture. On the few occasions where teachers do not improve swiftly enough, most leave the organisation. Managers continue to support a small number of teachers where their practice is not yet consistently good.
- Leaders have been successful in raising achievement in GCSE English and mathematics.

Leaders have developed an effective strategy for developing English and mathematical skills across all courses and for all learners. Leaders recognised correctly that learners studying subjects such as physics, psychology and engineering required additional mathematics learning and have introduced core mathematics qualifications to support learners in these subjects.

- Leaders ensure that schools provide information about the support needs of learners to help their smooth transition to college. This is particularly effective for the relatively small number of learners with high needs. Senior managers are making significant investment in increasing support for learners with additional support needs. These learners progress well.
- Leaders and managers have created a harmonious environment where staff and learners work well together, are respectful and courteous. Learners demonstrate well the attributes necessary to contribute successfully to life in their communities and modern Britain.
- Leaders monitor the work of the single small subcontractor effectively and ensure that the provision is of good quality.

The governance of the provider

- The board includes representatives from local business, enterprise and education. Governors are keen to ensure that the academy is acting in the best interests of local learners aged 16 to 19.
- Governors understand the college's strengths and weaknesses well. They challenge senior leaders appropriately during board meetings and ask pertinent questions to check their understanding and to enable them to make decisions. However, governors do not receive comprehensive and clear information about the progress that senior leaders are making towards the planned improvement targets. Governors do not hold senior managers to account for their actions to improve achievement during the year.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders promote safeguarding practice well and have ensured that a strong safeguarding culture exists within the academy. The designated safeguarding officers are appropriately qualified and lead a well-trained team who provide effective support for learners. A medically trained safeguarding officer employed by the group on a full-time basis provides specialist mental health care support and oversees all education, health and care plans. Managers work well with multi-agency groups that act as intermediaries for families and carers. They ensure that children in need receive the appropriate support to help them stay in learning and progress to their chosen next steps.
- Teachers use information and systems very well to act quickly in the best interests of learners. Learners receive rapid intervention to protect them from harm.
- Managers follow safer recruitment policies well, minimising any risks to learners from staff or other adults while at college.
- Senior leaders ensure that learners receive effective training on the 'Prevent' duty. Most

learners have a comprehensive understanding of the risks associated with extremism, including local groups promoting racist beliefs. They know how to protect themselves from radicalisation.

Quality of teaching, learning and assessment

Good

- All learners in the sixth form follow full-time 16 to 19 study programmes. Broadly equal numbers of learners are on advanced academic or vocational courses, and a small but growing number of learners are on level 2 programmes. The A-level subjects with the largest numbers of learners are English, mathematics, history, psychology, sociology and biology. The largest vocational subjects are business, engineering, information technology, health and social care and sport. One in five of the students takes courses in English and mathematics at levels 1 or 2, as part of their study programme.
- Learners enjoy their lessons and demonstrate high levels of enthusiasm for their learning. The quality of most teaching, learning and assessment is good and has improved since the previous inspection.
- Study programmes meet the principles set out by the Department for Education. Managers ensure that learners benefit from study programmes that include a main qualification, English and mathematics for those without grade 4 or above at GCSE, work experience and enrichment opportunities.
- Staff are well qualified in their subject areas and demonstrate good knowledge of their specialist subject. Teachers use their experience and expertise well to plan and deliver high-quality learning opportunities that inspire and engage learners. For example, in politics, the teacher inspired a well-informed debate about the factors that influence the respective powers of the British Prime Minister and the President of the United States of America. Teachers provide clear explanations and helpful demonstrations for learners and use skilfully designed workbooks. They effectively support learners to make good progress.
- Teachers' depth of knowledge enables them to challenge learners through skilful questioning, which develops deeper understanding and detailed evaluation. For example, in an English GCSE lesson, the teacher used questioning well to develop a learner's understanding of writing structure and how the author successfully changes a reader's focus.
- Teachers are effective in providing learning activities that build on learners' recall of previous knowledge. For example, in business a teacher checked on learners' understanding of the principles of break-even analysis before applying the theory to practice. Teachers link learning effectively to the requirements of examinations. This enables learners to evaluate the quality of their work and know what they need to improve to achieve their target grades.
- Teachers provide oral and written feedback on homework, which is constructive and supports learners to improve their work. Learners use outcomes from assessments to set targets to improve their work. However, the impact of targets on learners' attainment and progress is not consistently clear as teachers and learners do not review them routinely. In practical lessons, such as photography and performing arts, peer feedback is effective and valued in developing critical analysis and providing another perspective on how

learners can improve their work.

- Teachers set regular and sufficient written work; their assessments are accurate and timely, providing learners with a clear indication of progress. When learners are at risk of falling behind, teachers are quick to offer additional support sessions that learners attend well. These include workshops, revision classes and drop-in sessions throughout the week. After attendance at these sessions, learners improve their rate of progress.
- Teachers develop learners' English skills well using a range of approaches such as high-level debates and discussions in public services and politics lessons. Teachers develop learners' extended writing skills and technical and specialist language well, for example in research projects in health and social care and in psychology.
- Where appropriate, teachers develop learners' mathematical skills well. For example, in business, learners complete and review numerical aptitude tests when studying the recruitment process. In biology, learners use their mathematical skills well when calculating timings for the onset of rigor mortis in a human body. Engineering learners support the development in mathematics well, with good progress in the core mathematics course. Most subject teams have developed useful subject-specific learning resources for developing learners' mathematical skills.
- Staff support learners well across academic and pastoral elements of their study programme. Most subject teams offer additional revision sessions and learners describe many occasions where teachers provide helpful individual support, which enables them to catch up and improve their work.
- Staff support learners with additional support needs well, including those with high needs. Teachers make effective use of information on learners' needs, including those in education, health and care plans, to inform planning and delivery well. As a result, learners make good progress.
- Communication with parents is good. Managers and teachers inform parents regularly of learners' progress against targets, their attendance and behaviour. Parents have online access to learners' records and formal assessments. Managers, teachers and parents follow up concerns effectively at consultation evenings.
- Learners work well together and demonstrate high levels of respect for their teachers and each other. This creates a harmonious environment for learners.
- A few teachers do not ensure that learners are making sufficiently rapid progress during group work or independent learning tasks. Too often, in these activities learners are unclear of what teachers expect of them and by when. A few teachers provide learning that is too easy, considering the stage and level of course.
- Staff provide good-quality initial advice and guidance based on general guidelines, which they apply flexibly to respond to individual circumstances. However, initial advice and guidance for entry into A-level mathematics and advanced-level BTEC health and social care require improvement. During 2017/18 too many learners left these courses early.

Personal development, behaviour and welfare

Good

- Learners are rightly positive about their experience at the academy. They enjoy studying for their qualifications and appreciate the benefits of the additional activities and experiences that the academy provides. Attendance on level 3 courses is high. Most

learners are punctual and ready to learn. However, attendance on level 2 courses requires further improvement.

- Managers promote and reinforce high standards of behaviour and as a result, learners demonstrate good conduct. Staff are quick to tackle the rare cases of bullying, disrespectful behaviour or aggressive language. Staff record these incidents in the academy behaviour log and deal with them appropriately and effectively.
- Learners develop their confidence well and express themselves clearly in discussions about their progress. They take pride in their work and professional appearance. Learners' work is well presented and organised and prepares them well for examinations and assessments.
- Most learners undertake a purposeful work placement. They link their placement to their programme of study or career aspiration. For example, a politics learner worked in the local Member of Parliament's office and was able to evaluate the nature of local democracy well. Learners reflect critically on their work experience and are prepared well for employment. Learners benefit from productive links with employers in many subjects. For example, health and social care learners link with a local mother and baby clinic, and the sports learners link with a local professional football club.
- Learners develop knowledge, understanding and skills that are appropriate to a professional setting. They understand the importance of good attendance, punctuality and an appropriate dress code. They understand the sensitive nature of some of the work they observe and the importance of discretion and appropriate tone in conversations.
- Managers have developed a well-planned tutorial programme that reflects the views and needs of learners well. It combines the development of personal and social education with effective monitoring of individual learners' progress. Learners develop a good understanding of topics as diverse as personal finance and safe driving.
- Support for learners is strong. Learner support managers are aware of the needs of their learners, and monitor attendance well. Managers involve parents and guardians in a timely and effective way. Managers adapt programmes of study to meet learners' needs and support them well if they need additional time to complete their studies. Achievement rates and destination data for Year 14 learners are positive.
- Learners understand how they can protect themselves against the risks of radicalisation, extremism and grooming. On completion of the induction course, and reinforcement through the tutorial programme, learners develop a sophisticated understanding of the nature of extremism. Learners know the different forms of extremism and how to minimise the risks to themselves in person and online. Learners are aware of the key risks in the local community.
- Learners understand fundamental British values well. They can talk confidently and in depth about how the values of democracy, respect and the rule of law relate to their daily lives
- Learners feel safe in the academy and appreciate how academy managers assure their safety and reduce the risk of harm.
- Enrichment is an important part of student life and ensures that most learners develop a broad range of personal and social skills. For example, learners benefit from taking part in the Duke of Edinburgh's Award, first aid courses, and participation in the National Citizen

Service scheme. Learners develop their sense of social responsibility and commitment to completing an activity over time. However, in these activities, managers do not track learners' skills development in detail. Managers cannot provide clear evidence that all learners are improving their personal skills.

- Learners benefit from high-quality impartial careers advice and guidance. Learners understand, early in their course, the different pathways that are available, and the qualifications and skills that they will need to achieve their career aims. As a result, most learners progress to appropriate further or higher education, apprenticeships or employment.
- In the final year of the study programme managers organise learners into tutorial groups that focus on their chosen career plan, for example a tutor group for learners who are aspiring to become apprentices. The tutor provides excellent support and most of these learners are successful in achieving their career aim.

Outcomes for learners

Good

- Most learners make good progress compared with their starting points. Outcomes for learners have improved consistently over the last three years. A-level learners make particularly strong progress in business, biology, history, and psychology. Learners on advanced-level vocational courses progress very well in engineering, business and information technology. Academy-based assessments show that current Year 13 learners are making good progress. However, in 2017/18, learners in English literature and computer science A-levels and BTEC applied science and health and social care did not fulfil their potential, given their previous GCSE results.
- The very large majority of learners complete and pass their qualifications. However, the proportion of learners who complete the A-level mathematics course requires improvement. Learners who have special educational needs and/or disabilities, and learners on pupil premium funding, achieve as well as their peers. There is no significant gap between the achievement of male and female learners. At the end of the course, the very small number of learners on the level 2 programme progressed to further study at the academy or apprenticeships.
- In most cases the standard of work meets or exceeds that expected for the level of the course. It is particularly high in psychology, economics and biology. Most learners can explain the skills they have developed and what they have learned. For example, A-level biology learners develop very strong study skills, recall their learning well and make effective links between different topics. They demonstrate the more challenging skills of evaluation and synthesis they require to achieve higher grades.
- A high proportion of learners studying English GCSE make good progress and achieve high grades. Learners develop their English skills well on their study programmes. Learners develop their debating skills, the ability to write to different audiences and the use of technical vocabulary well.
- Learners progress well compared to the low national rate in mathematics GCSE. Just over a third of the learners improve by one grade, and just under a third of learners achieve a high grade. Learners develop mathematical skills well in subjects that require mathematical competence. For example, learners understand mathematical statistical

techniques well in psychology, and can use mathematical formulae and calculations accurately and appropriately in engineering.

- Learners are very well prepared for the next stage of their education, training or employment. Just over half of Year 13 learners go on to higher education and an increasing proportion to Russell Group universities. This demonstrates the increasing ambition and success of the academy. An increasing proportion of learners progress to high-quality apprenticeships. Progression to university, apprenticeships and employment is good for learners in Year 14. These learners, who have particularly challenging personal circumstances, progress well.

Provider details

Unique reference number	141491
Type of provider	16–19 academy
Age range of learners	16+
Approximate number of all learners over the previous full contract year	539
Principal/CEO	Mr Greg Williams
Telephone number	01827 301 820
Website	www.lfatsf.org.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	–	–	24	2	497	52	–	–

Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher	
	16–18	19+	16–18	19+	16–18	19+
	–	–	–	–	–	–

Number of traineeships	16–19	19+	Total
	–	–	–

Number of learners aged 14 to 16

–

Number of learners for which the provider receives high-needs funding

8

Funding received from:

Education and Skills Funding Agency

At the time of inspection, the provider contracts with the following main subcontractors:

Burton Albion Community Trust

Information about this inspection

The inspection team was assisted by the director of sixth form, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners, parents and employers; these views are reflected within the report. They observed learning sessions and reviewed learners' work. The inspection took into account all relevant provision at the provider.

Inspection team

Martin Ward, lead inspector	Her Majesty's Inspector
Richard Deane	Her Majesty's Inspector
Rebecca Gater	Ofsted Inspector

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