

Inspection of Landau Forte College

Fox Street, Derby, Derbyshire DE1 2LF

Inspection dates: 26 and 27 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

The principal of this school is Alison Brannick. 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, Sarah Findlay-Cobb, and overseen by a board of trustees, chaired by Peter Cox.

What is it like to attend this school?

Pupils thrive at this school. Not only do they get an exceptional high quality academic education, but they build strength of character that will help them overcome challenges they might face in later life.

Pupils become braver here. Their social confidence develops. They show tenacity, modesty, empathy and manners. Pupils enjoy their time at this school and show highly positive attitudes to learning. This is not by luck. It is accomplished through a carefully designed and deliberate strategy better known as 'Best me'.

The school is highly ambitious for every pupil. Staff hold pupils to account and have the highest expectations of each pupil. This ensures that pupils achieve incredibly well. Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils receive everything they need to be successful here.

The school is inclusive. Pupils from different backgrounds learn about each other. They identify commonalities and celebrate differences. Pupils make a tangible difference by confidently sharing their lived experience with others. This benefits the whole school community.

Pupils value the strong relationships they have with all staff. The high expectations and academic rigour do not compromise the warmth and care that pupils feel. Pupils feel safe and happy at Landau.

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

The school makes deliberate curriculum decisions so that there are no limits or boundaries to what a pupil can achieve at this school. The curriculum is broad. Pupils in key stage 4 study four options. Many of them also continue to study a language. Although pupils start to study their option subjects in Year 9, this does not limit the number of subjects they study. Pupils continue to study the breadth of the national curriculum in Year 9 through the creative curriculum and world studies. These decisions are taken in the best interests of pupils.

All staff are absolutely clear about what pupils should know, remember and be able to do in each subject and in each year group. This is precisely defined in the school's 'curriculum compendium'. The curriculum has been carefully designed so that pupils acquire new knowledge and can integrate this into larger ideas. There is a strong consideration for cross-curricular links so pupils can use knowledge from one subject and apply it in another. For example, in physical education (PE), teachers help pupils to draw on their learning about the skeletal structure in science, and apply it more precisely when they learn about why bone density is important for gymnasts.

Teachers receive high-quality bespoke weekly professional development. They use this to strengthen their own subject knowledge. Teachers have become highly effective at presenting information to pupils. They consistently use effective methods

to teach and assess. This helps pupils to learn the curriculum and achieve in all subjects.

The school has a highly effective strategy to ensure that all pupils become better readers. Those at the earliest stages of reading access an age-appropriate phonics curriculum. This helps pupils access the full curriculum at a later stage. Individual learning plans are consistently used well by teachers and additional adults so that pupils with SEND achieve as well as other pupils.

Students in the sixth form benefit from the highly skilled teaching. The academic and personal support they receive is exceptional. All students play a visible role in acting as role models to younger pupils. Many use their personal time and subject expertise to help younger pupils who are struggling. Students' attainment is consistently above published national averages.

There are a rich set of extra-curricular activities. There are high levels of uptake from pupils from all year groups. Pupils told inspectors there is something for everyone to develop a new talent and interest. A group of pupils have just returned from Iowa after competing in an international robotics competition. Another pupil spoke about how she has developed her love for poetry and now has published books. Pupils acknowledge the school goes beyond what is expected. One pupil summed up the views of many when she said, 'This is all because of Landau.'

Behaviour at the school is exemplary. Pupils' behaviour gets better and better as they spend more time at the school. When pupils struggle to meet the school's high expectations, high levels of support, intervention and education are put in place. The school takes intelligent and precise actions so that all pupils learn how to self-regulate and manage their emotions.

Leaders always seek the views of stakeholders. This engagement is meaningful and regular. Leaders are insistent on making continuous improvement even when they know the school performs exceptionally well. This is rooted in the school's ethos and moral purpose of providing the best for the children of Derby. This determination and drive does not undermine the workload and well-being of staff. As a result, staff are passionate about working here.

Safeguarding

The arrangements for safeguarding are effective.

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	135120
Local authority	Derby
Inspection number	10298458
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1250
Of which, number on roll in the sixth form	186
Appropriate authority	Board of trustees
Chair of trust	Peter Cox
CEO of trust	Sarah Findlay-Cobb
Principal	Alison Brannick
Website	www.landau-forte.org.uk
Dates of previous inspection	2 and 3 May 2012, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Landau Forte Charitable Trust.
- The school currently uses two registered and one unregistered alternative education providers to educate a very small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The lead inspector met with chair of trustees, chair of the education advisory committee and the chief executive officer.
- Inspectors met school leaders responsible for reading, behaviour, attendance, pupil premium, SEND and sixth-form provision.
- The inspectors carried out deep dives in these subjects: science, mathematics, English, geography, PE and art. 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 visited a range of lessons in other subjects including computing, history, modern foreign languages and religious education.
- Inspectors reviewed the school's personal development offer. They visited enrichment activities, form times, learning for life lessons and spoke to pupils in every year group.
- The lead inspector met with leaders responsible for designing and quality assuring the school's professional development offer. Inspectors spoke to teachers about professional development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view 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' interest first.
- The inspectors observed pupils' behaviour in lessons and around the school site during breaktime and lunchtime.
- The inspectors spoke with groups of pupils and staff. An inspector considered the responses to Ofsted Parent View, Ofsted's online survey, and to the staff and pupil survey.

Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

Peter Monk

Ofsted Inspector

Damian Painton

Ofsted Inspector

Mark Rhatigan

Ofsted Inspector

Javier Sanchez-Garcia

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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