

The Latimer Primary School, Anstey

Inspection report

Unique Reference Number	119903
Local Authority	Leicestershire
Inspection number	379904
Inspection dates	24–25 November 2011
Reporting inspector	Kath Campbell

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	The governing body
Chair	Dave Parker
Headteacher	Emma Turner and Claire Mitchell (co-headteachers)
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 16 lessons taught by 10 teachers. The co-headteachers joined the inspectors for three lesson observations. The inspectors held meetings with members of the governing body, staff and pupils. They talked also informally to parents and carers. They observed the work of the school and looked at a range of documentation, including information about pupils' progress, and child protection and safeguarding procedures. They looked at pupils' past and present work, and scrutinised 93 questionnaires completed by pupils and 125 by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are all groups of pupils making as much progress as they should, particularly girls in mathematics and pupils in Key Stage 1?
- Are standards high enough in English, especially in Key Stage 2?
- Is the school currently providing well enough for the children in the Early Years Foundation Stage?
- How rigorously is the school monitoring attendance and what steps has it taken to improve attendance and to reduce the level of persistent absentees?
- Have leaders and managers and the governing body monitored learning outcomes with sufficient rigour, given the recent changes at senior leadership level?

Information about the school

The Latimer is an average-sized school that serves a residential area on the outskirts of the town. Most pupils are of White British backgrounds and very few speak English as an additional language. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is slightly above average. In recent years, there have been considerable staffing changes, particularly at senior leadership level. Since 2010, two part-time co-headteachers have shared the responsibilities of headship. The school has gained several awards in recognition of its work, including the Intermediate International Schools award. It currently holds Enhanced Healthy Schools, Fairtrade and Eco Schools Green Flag status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The Latimer is a good school that has maintained and built on the strengths found at the time of its previous inspection. Its success is due largely to the good leadership and management provided by the co-headteachers. They work together well as a team and have been instrumental in improving the school. The appointment of a designated member of staff for behaviour support has also contributed greatly to pupils' outstanding behaviour. There is a strong sense of community and parents, carers and staff hold the school in high regard. Numerous appreciative comments, such as, 'My child adores school and this year has progressed massively,' sum up the high level of satisfaction aptly.

Children make a satisfactory start in the Early Years Foundation Stage, where a newly established teaching and support team is developing the use of assessment, in order to improve children's literacy and numeracy skills and provide greater challenge. In Key Stages 1 and 2, girls and boys achieve well. Some pupils make exceptionally good progress, particularly towards the end of Key Stage 2. Those with special educational needs and/or disabilities do well because of effectively targeted support. Teachers are now being held far more accountable for the standards pupils achieve and this has made a major contribution to the current rise in attainment.

By the time pupils leave, typically, they reach above-average standards of attainment overall. In 2011, attainment in mathematics was well-above average. The school's success in mathematics has been due largely to the high level of expertise among staff in the subject. In the past, girls have not performed as well as boys in mathematics. Rigorous monitoring has ensured girls now make the progress of which they are capable and those currently in Year 6 are on course to attain higher standards than boys. Attainment in English has not always been quite as strong as in mathematics, particularly in Key Stage 2, and the school has set about the task of raising standards with great tenacity. Standards in writing are rising throughout the school and initiatives to raise the profile of reading are starting to have a positive impact.

The school has been through a period of considerable staffing changes. Nearly all staff are new to the school or to their responsibilities. The quality of teaching and learning is good, but not consistently so. There are some excellent examples of teachers using assessment to accelerate pupils' learning, but, again, the practice is not consistent. The curriculum is innovative and has been adapted well to meet the needs and interests of pupils. Opportunities for pupils to extend literacy skills in

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different subjects are developing well, but are not yet provided consistently. Pupils' care and welfare are given a high priority. The school is a very supportive community, where pupils are able to flourish academically and socially. Its support procedures work particularly well with those pupils whose circumstances make them potentially vulnerable, enabling them to participate fully in school life.

Good interim leadership arrangements during staff absences have enabled standards to rise and the school to improve at a crisp pace. The co-headteachers have adapted well to their new roles and responsibilities. They have a clear vision for improvement and have had an impressively good impact on the quality of teaching and learning in a very short period of time. The governing body is highly supportive of the school and, since its recent restructuring, uses its expertise well. Good leadership, combined with rigorous monitoring procedures and greater stability, ensures that the school has a good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment, particularly in English, by:
 - developing pupils' interest in reading from an early stage, so that they sustain an enthusiasm as they move through the school
 - sharing best practice in teaching, in order to ensure consistently good learning
 - using day-to-day assessment with greater consistency, to move pupils on to the next steps in their learning
 - ensuring pupils have more opportunities to practise literacy skills in different subjects.

- Strengthen provision and outcomes in the Early Years Foundation Stage by:
 - developing more rigorous assessment procedures
 - improving children's early literacy and numeracy skills
 - providing greater challenge in all areas of learning.

Outcomes for individuals and groups of pupils

2

Typically, children start school with skills, knowledge and understanding that are broadly at the levels expected for children of this age. The teaching of phonics (the sounds that letters make) is a strength in the Early Years Foundation Stage that is particularly effective in securing firm foundations for future development when children move into Year 1. Reading is a whole-school area for development and recent initiatives have improved pupils' enjoyment greatly. Tailored support for the small number of pupils who speak English as an additional language enables them to enjoy success. Potential underachievement is identified earlier than in the past, ensuring that intervention strategies get pupils, especially those with special educational needs and/or disabilities, back on track quickly. The school is particularly good at encouraging pupils to develop a mature level of mathematical thinking.

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Inspection evidence shows that the current pace of progress is good overall and is improving in Key Stage 1 through better teaching and more effective use of homework. A good example of this was observed in a lesson for pupils in Years 1 and 2. The teacher valued greatly how well pupils had researched information at home on the topic of 'Me and My School'. Pupils were animated and keen to talk about their findings and the classroom was a hive of activity. Everybody's ideas were valued and pupils revelled in the opportunities to practise their word-building skills when trying out new words in their history work. Everyone made good gains in their knowledge because the teacher and teaching assistants knew exactly who to target and support.

Parents and carers believe that their children feel safe and pupils know they are part of a very caring community. Most pupils enjoy school a great deal. Attendance has been an area for development and, at the time of the inspection, had risen to above-average levels. The school's 'Justice Panel' enables pupils to voice concerns effectively. The school council has a very influential role in decision-making and fundraising. A clear framework of expectations results in high standards of behaviour. Pupils are knowledgeable about how to stay fit and healthy. They make a strong contribution to the school and wider community through, for example, the playground buddy scheme and homework support offered by older pupils to their younger friends. Pupils are very 'eco aware' and learn about issues relating to fair trade through many charitable activities. Spiritual, moral, social and cultural development is good. Acts of collective worship make a strong contribution towards pupils' spiritual understanding. Pupils get along well together and playtimes are harmonious social occasions. Various partnerships ensure good creative development, although pupils' understanding of life in a multicultural society is not so well developed. By the time pupils leave, their good personal and academic skills, particularly their strong mathematical skills, mean they are well prepared for the next stage of their education and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Parents and carers, rightly, believe their children are taught well. Staff develop highly effective relationships with pupils. They manage pupils exceptionally well and do much to make learning enjoyable. As a result, classrooms are positive environments, where pupils want to succeed. Clear explanations ensure pupils undertake their work with confidence. In Key Stage 1, teachers focus well on developing pupils' competence in writing. Throughout the school, but particularly in Key Stage 2, pupils are becoming increasingly involved in taking responsibility for their own learning and this adds to their enjoyment. In the most effective lessons, teachers provide the right level of challenge for all pupils to ensure good progress. Occasionally, in less-successful lessons, long introductions and the overuse of whiteboards, rather than exercise books, leave pupils with too little time to practise skills. The quality of marking is variable. Most teachers provide pupils with good-quality guidance about how to improve, but a few do not mark pupils' work carefully enough.

The introduction of the school's 'Value Curriculum' has added breadth and depth and reflects a good level of improvement since the previous inspection. Links with a wide range of outside providers make a strong contribution to pupils' enjoyment of learning, for example, in creating a willow sculpture. The school has made great strides in embedding a creative aspect to its curriculum that ensures learning takes place in meaningful contexts. Partnerships with other schools and a good range of after-school clubs enhance pupils' learning. Provision for information and communication technology is much improved since the introduction of a computer suite, although it is not yet routinely supporting learning in some classrooms.

Pastoral care is good and there is a strong determination to nurture pupils, resulting in greater confidence, self-esteem and maturity. Older pupils look after younger ones and this develops strong bonds of friendship successfully. Breakfast and after-school care clubs are of good quality and benefit an increasing number of pupils. Following the introduction of tighter systems for monitoring attendance, there has been a noticeable improvement during the current academic year.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where	2

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relevant, through partnerships	
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a strong determination by the co-headteachers to secure rapid improvement. The relatively new leadership team and other senior leaders have established a good climate for learning by, for example, making learning more enjoyable. In the school’s quest to raise standards, leaders monitor the quality of teaching and the progress of individual pupils with rigour and tenacity. Procedures for monitoring performance are of good quality. The school has introduced an impressive range of support mechanisms to aid staff and improve their skills. For example, the school goes that extra step in its peer mentoring programme. As a result, teachers new to the school have the confidence to embrace new teaching styles quickly. The school development plan is a valuable working document.

The governing body shows a good level of involvement and oversees areas such as safeguarding well. It knows what the school does effectively and what needs further work. It is developing a greater understanding of the school’s performance through measuring the impact of initiatives on pupils’ learning outcomes. Safeguarding procedures are secure, meet requirements and follow good practice. Child protection training is of particularly good quality. The school is a strongly inclusive community and breaks down any barriers to learning through its individualised support programmes. It tackles discrimination effectively through, for example, pupils’ shared involvement with their friends from a local special school. Every pupil has the opportunity to make a contribution. Community cohesion is strong at a local level. The Latimer is a harmonious and happy school. At national and international levels, although links with other schools are developing, these are not fully established.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for	2

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money

Early Years Foundation Stage

The Early Years Foundation Stage is emerging from a period of change. Parents and carers appreciate the new organisation and have good contact with staff, but are not yet involved sufficiently in their children’s learning. Staff create a welcoming environment that allows children to settle quickly and grow in confidence. Children make satisfactory progress overall and, in targeted areas such as the development of social skills, learning is good. Activities are purposeful and children are provided with a good range of motivating experiences to explore and investigate for themselves in all areas of learning. Occasionally, there is not enough to challenge the more-able children. Staff make effective use of the outdoors area, but the layout of the space does not always provide a sufficiently inspiring environment for learning. Teaching is satisfactory and sometimes good, particularly when children are working in small groups. Assessment information, although satisfactory, is not yet used well consistently to provide activities that meet the needs of individual children and ‘Learning Journey’ books do not always give a sufficiently accurate picture of achievement and progress. Leadership and management of the Early Years Foundation Stage are satisfactory. Staff have a strong commitment to improvement and a sound understanding of what needs to be done. Clear plans for development have enabled provision to make progress rapidly since the beginning of the autumn term.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a good level of response to the questionnaire. Inspectors also spoke to parents and carers informally and found a high level of satisfaction. Parents and carers appreciate greatly the opportunities offered to them to become more involved in the work of the school. Those that replied to the questionnaire like particularly the fact that their children feel safe and receive an enjoyable experience. They believe their children are taught well and that the leadership and management of the school are good.

Most written comments expressed appreciation. Very few parents or carers expressed concerns and these tended to be of an individual nature. The lead inspector followed up any matters raised with the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Latimer Primary School, Anstey to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 125 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	62	41	33	3	2	0	0
The school keeps my child safe	83	66	40	32	0	0	0	0
The school informs me about my child’s progress	53	42	63	50	7	6	1	1
My child is making enough progress at this school	57	46	60	48	6	5	1	1
The teaching is good at this school	70	56	50	40	4	3	0	0
The school helps me to support my child’s learning	55	44	65	52	4	3	0	0
The school helps my child to have a healthy lifestyle	50	40	71	57	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	39	64	51	1	1	1	1
The school meets my child’s particular needs	53	42	66	53	5	4	0	0
The school deals effectively with unacceptable behaviour	53	42	59	47	6	5	1	1
The school takes account of my suggestions and concerns	54	43	64	51	4	3	1	1
The school is led and managed effectively	65	52	56	45	2	2	0	0
Overall, I am happy with my child’s experience at this school	77	62	45	36	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 November 2011

Dear Pupils

Inspection of The Latimer Primary School, Anstey, Leicester, LE7 7AW

Thank you for making us feel so welcome when we visited your school recently. We found you helpful, polite and friendly. You say that you feel safe and that the adults that teach and care for you help you with your work. You think your headteachers and senior teachers do a good job. We enjoyed talking to you and looking at some of the work you have done in your books.

You go to a good school. There are many things of which you should be proud. Your behaviour is excellent in lessons and around school. You care a lot about each other and most of you make good progress because you try very hard to do your best work. Everyone wants you to succeed and you get on well with the adults who teach you and help you. You know a lot about caring for the environment and raising money for people who are not as lucky as you.

We have asked your school to improve some things. Most of you are getting better at reading and writing, but some of you need help to improve even more. So that you can read and write well without help, we have asked the teachers to give you more time to practise your literacy skills in different subjects. We have also asked the teachers to let you know how to improve your work every time they mark it. Those of you in the Reception classes enjoy school, but we think you can make better progress. We have asked your teachers and other adults to let you know how to improve things like your reading and writing and to give some of you harder work. Keep up that excellent behaviour and help your teachers by listening hard and always trying to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell
Lead inspector (on behalf of the inspection team)

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