

# Latymer All Saints C of E Primary School

41 Hydethorpe Avenue, Edmonton, London, N9 9RS

**Inspection dates** 29–30 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching and learning are good across the school and some of the teaching is outstanding.
- The great majority of pupils make good progress and achieve well.
- Pupils who are well behind with their numeracy, reading and communication skills when they start school catch up quickly and make good progress.
- Pupils enjoy school because the subjects they learn about are made interesting and fun.
- Attendance rates have improved and are above the national average. Behaviour is good because it is consistently well managed and expectations are clear. Pupils feel safe and well cared for.
- The school is using additional funding effectively to raise standards, particularly for pupils eligible for the pupil premium.
- The senior leadership team leads the school very effectively. As a result of leaders' regular checks on teaching and learning, and the advice given to teachers, the quality of teaching has improved. In addition, other staff have more opportunities to exercise leadership and they are also making a significant contribution to pupils' progress.
- The role of the governing body has improved significantly since the last inspection. Governors provide a good balance of support and challenge and are now regularly checking on how well the school is doing in helping pupils to make good progress.

### It is not yet an outstanding school because

- There are a small number of lessons where the teaching is not yet good because pace is too slow and pupils are not always sufficiently challenged to think hard about their work.
- Progress in mathematics is not always consistent across the school because pupils are not always given enough opportunities to apply their numeracy skills in all subjects.
- The outdoor learning areas are not always used effectively to support pupils' learning.

## Information about this inspection

- Inspectors observed 27 lessons, of which three were joint observations with senior leaders. Every class was observed at least once.
- Meetings were held with three groups of pupils, the Chair of the Governing Body and two other governors, several staff members, including senior and middle leaders, and a representative of the local authority.
- Inspectors took account of the 16 responses to the online questionnaire (Parent View). Other parents' views were sought through discussions at the start and end of the school day.
- Inspectors also took account of the 16 questionnaires completed by members of the school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and minutes of various meetings.

## Inspection team

Nigel Grimshaw, Lead inspector	Additional inspector
Fran Ashworth	Additional inspector
Ann Behan	Additional inspector
Richard Boswell	Additional inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- Nearly all the pupils are from minority ethnic groups.
- Well over half the pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, additional funding provided for children in the care of the local authority, and those known to be eligible for free school meals is well above average.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is also broadly average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is no alternative provision for pupils.

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

- Improve teaching to be more consistently good or outstanding before July 2013 by:
  - making sure that the work set for all the pupils is always sufficiently demanding
  - maintaining a brisk pace for learning in all lessons
  - sharing the outstanding practice that exists within the school so that teachers can learn from each other.
- Improve progress in mathematics so that it is more consistent by:
  - providing additional support for Year 1 teachers
  - providing more opportunities for pupils to apply their numeracy skills in all subject areas.
- Improve opportunities for learning in the outdoor areas, especially in the Early Years Foundation Stage, by:
  - providing a better range of resources to support learning
  - ensuring that adults' discussions with pupils focus on learning.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and knowledge that are below the levels expected for their age, and well below over the last two years in communication skills and numeracy skills. The teaching in the Nursery and Reception classes is good and so children settle well into school life and make good progress, especially in social development, basic literacy skills and mathematics. Overall, standards improve but remain below national expectations at the end of the Reception year.
- The good progress is maintained across the school because senior leaders have successfully focused on improving teaching and learning since the last inspection, although there remain some inconsistencies. Progress is better in Years 2 to 6 and in Year 1 the school is providing support for the teachers in Year 1, particularly in mathematics, to speed up progress in that year group.
- The good progress the pupils make from their low starting points ensures that they achieve results in line with national averages by the time they leave Year 6.
- Results in writing have improved greatly over the last two years because the teaching of this aspect is consistently good and, in some lessons, outstanding.
- The teaching of reading is also particularly good across the school and, as a result, pupils say that they love reading and they have confidence in their reading ability. In talks with inspectors most pupils said that they read for pleasure both in school and at home.
- Progress made by pupils in mathematics dipped in 2012, having been well above expectations for several years previously. The school responded promptly and introduced additional opportunities for smaller-group work where pupils receive more attention and support. As a result, progress has already improved significantly and the progress of the pupils is back to its previous high levels. However, there remain insufficient opportunities for pupils to apply their numeracy skills in all subject areas, particularly in the theme work within school.
- Disabled pupils and those who have special educational needs make good progress because their progress is monitored closely and they receive good-quality support from teachers and teaching assistants.
- Pupils who speak English as an additional language also make good progress because they are well supported by the staff in school.
- Pupils have an excellent understanding of the level at which they are working and like the easy-to-understand targets set for them in reading, writing and numeracy. These focus their efforts and contribute well to their progress.
- The school leadership is using the pupil premium funding to target support for individuals and small groups of pupils who need the most help. This is proving to be very effective and, as a result, the progress of these pupils is much improved. Consequently, previous gaps in their results compared to their peers are closing.

### The quality of teaching is good

- Teachers have established good working relationships with the pupils in their class and this contributes to the pupils' willingness to learn and do well in their lessons.
- Teachers plan work for the pupils that is interesting and enjoyable, and which motivates them to learn well. Expectations are usually high, especially in terms of behaviour in lessons, and pupils respond well. The use of questioning that encourages pupils to extend their speaking and listening skills and improve their use of vocabulary is a particular strength of the school. This was true in a Year 6 lesson about diary writing where pupils were using vocabulary like 'apprehensive' and 'empathy'.
- In the best lessons, the pace of learning is brisk and the teachers use probing questions that

make the pupils think carefully about their answers. However, the pace of learning in some lessons is too slow. In a small number of lessons the work is not so well matched to the pupils' ability levels.

- Resources are well prepared and help support learning. Information and communication technology is also used well. In the best lessons, there is no learning time lost because there are tasks waiting for the pupils when they enter the room.
- The outdoor areas on the school site are not always used effectively. The use of the Early Years Foundation Stage outdoor area and the quadrangles is not supporting learning as effectively as it could because there are not enough appropriate resources to develop the pupils' skills. In the Early Years Foundation Stage outdoor area, staff do not always focus their conversations with children on learning rather than behaviour.
- Pupils are encouraged to work in pairs or small groups so that they can talk about their learning and share good ideas. This is developing particularly well in the Early Years Foundation Stage classes, with a clear focus on improving children's language skills.
- Pupils like assessing how well they have done in lessons. The marking by teachers is helpful and consistently applied. Time is often given for the pupils to correct their work and say how well they understand it.
- Teaching promotes pupils' spiritual, moral, social and cultural development effectively. This is evident in lessons and around the school. This was very true in an outstanding assembly when the gospel singing was exceptional, with every child enthusiastically involved. The atmosphere created was truly spiritual.
- Careful planning ensures that disabled pupils and those who have special educational needs are taught well, often in small groups led by very effective teachers and teaching assistants.
- From responses to the online survey and discussions during the inspection, it is clear that parents are extremely pleased with the teaching in the school. As one parent said, 'Teachers are on the ball. If there are any problems we can always talk to them after class.'

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons and around school. The behavioural records confirm that this is the case over time too. Pupils work and play together harmoniously. They say that they feel safe and well cared for by the adults in school. They are extremely polite and confident, and very welcoming. Parents and staff fully support this view.
- The vast majority of pupils have positive attitudes to learning. They are keen to do well. They concentrate and persevere in completing the work set for them.
- Routines are well established in the Early Years Foundation Stage. The children show consideration for others, take turns and share equipment. These qualities that are learnt at an early age carry on through school as they grow older.
- School records indicate that there are very few incidents of bullying, a view reinforced in discussions with pupils and parents. Everyone expresses confidence that any issues are dealt with well by the staff. Pupils have a good understanding of different forms of bullying. Racial discrimination incidents are even less common because the pupils show respect for each other. Pupils know about how to stay safe when using the internet.
- The school works well with agencies in the local area to provide support for the pupils and to raise awareness of how to stay safe in the local community outside school.
- School leaders, including the governing body, have worked closely with parents to improve attendance, and attendance is now above the national average.

### **The leadership and management are good**

- The strong senior leadership team provides a clear direction for the school. The focus has rightly been on a rigorous programme of improvement in the quality of teaching. Although a small pocket of teaching still requires improvement, the programme has been successful and the improved teaching has led over recent years to consistently good progress by pupils. Decisions about pay rates are based on the quality of teaching.
- Teachers are all given clear steps for improvement. The views expressed by staff in discussions and through their questionnaires indicate clearly that staff members appreciate the support they are given by senior leaders and they enjoy working at the school. They value the training organised for them to aid further improvements in their practice. The school has started to share the outstanding teaching practice in school so that teachers can better learn from each other but this has not been extended far enough at present.
- The school fosters good relations with parents. For example, they value highly the induction programme for them and their children when they start school. This early support helps the children to settle well into school life and make good progress.
- The range of subjects and activities for pupils creates opportunities for enjoyable learning and also for pupils to apply their reading skills when studying other subjects. There is a range of opportunities planned by the teachers for pupils to learn about other cultures, which helps widen their understanding of others. A good range of clubs and activities also helps to broaden pupils' experience.
- The school has valued the good quality of support from the local authority, particularly following the dip in progress in mathematics last year, and also the guidance provided for teaching pupils who speak English as an additional language.
- **The governance of the school:**
  - Governors have an accurate view of the school's strengths and areas for improvement and are working closely with staff to make the school even better. They have supported the school in maintaining good levels of progress in reading, writing and mathematics. They have a good knowledge of the quality of teaching in school, how this has improved and the steps being taken to improve this still further. They also understand the performance data and how this compares with that of other schools. The school is therefore well placed to improve further. Governors have a good understanding of how the pupil premium has enabled small-group work and one-to-one adult support to help pupils achieve well. They check that the funds have been used successfully. The safeguarding, health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors work closely with school leaders and staff to ensure that all pupils are treated equally and that there is no discrimination. Governors also regularly attend professional training to improve their practice further.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102041
<b>Local authority</b>	Enfield
<b>Inspection number</b>	400526

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	683
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janice Panton
<b>Headteacher</b>	Lorna Reynolds
<b>Date of previous school inspection</b>	1 February 2010
<b>Telephone number</b>	020 8807 2679
<b>Fax number</b>	020 8807 8696
<b>Email address</b>	office@latymerallsaints.enfield.sch.uk



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