

Inspection of Royal Latin School

Chandos Road, Buckingham, Buckinghamshire MK18 1AX

Inspection dates: 15 and 16 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Sixth-form provision

Outstanding

Previous inspection grade

Not previously inspected under Section 5 of the Education Act 2005

Ofsted has not previously inspected the Royal Latin School as an academy school under section 5 of the Education act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils are incredibly happy and proud to be part of this high-achieving school. The school has a clearly defined ethos and set of values. These are based around 'LATIN Learning', which stands for 'leadership, aspiration, teamwork, innovation and nurturing'. This is the bedrock of all leaders' and pupils' work.

Pupils enjoy their learning. They share leaders' high expectations of themselves. Pupils engage well with the curriculum and as a result achieve well.

Behaviour is exemplary. Pupils show confidence and maturity. Sixth-form students provide positive role models for younger pupils. There is a clear expectation that sixth formers give back with a wide array of leadership and volunteering opportunities, including house captains, peer listening ambassadors and fitness prefects. Pupils engage well with the extensive range of enriching experiences through extra-curricular clubs. The 'electives programme' teaches pupils skills such as teamwork and reflects the 'Latin virtues' of the school. Examples include the Duke of Edinburgh's Award and first-aid qualifications.

Bullying is rare and, when it does occur, is dealt with swiftly by staff. Leaders have ensured that there is an emphasis on building strong relationships across the school community. Recently appointed diversity leaders promote and celebrate different cultures in the school. Pupils feel unconditionally safe at the school.

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

Leaders are hugely ambitious for all pupils at this school. Strong leadership of the support for pupils with special educational needs and/or disabilities (SEND) ensures that they flourish. Leaders ensure that pupils are given many opportunities to succeed academically and personally.

Leaders have designed an innovative curriculum that goes beyond the scope of the national curriculum. They have ensured that most pupils gain the depth and breadth of knowledge that they need across the curriculum. Knowledge is ordered logically so that pupils can build on their learning over time. In some curriculum areas, subject leaders are still refining the content to further improve pupils' learning.

Teachers are experts in their subjects and passionate about motivating pupils. Most use a range of strategies that help pupils learn well and regularly assess what pupils know and understand. They use this information to address misconceptions or gaps in learning. This is particularly strong in the sixth form. However, elsewhere in the school, because teachers have a good deal of autonomy in how they assess pupils' learning there are some different approaches to assessment practice. This means pupils are not always clear how to improve their work.

Leaders have exceptionally high expectations regarding behaviour. Relations between pupils and staff reflect the school's ethos of aspiration for all. The atmosphere around the school is overwhelmingly positive and happy. Pupils'

excellent behaviour means that learning takes place uninterrupted. Pastoral care is strong. Pupils learn to value differences and the importance of diversity. The inclusive nature of the school's ethos ensures that pupils with SEND are supported and achieve well.

Leaders are passionate about personal development at this school. This has resulted in a fantastic range of activities and events which ensure that pupils are well prepared for adult life. The personal, social, health and economic (PSHE) education curriculum is thoughtfully constructed to meet the needs of all pupils. They enjoy the opportunities they are given to debate and discuss. For instance, students in the sixth form recently led events associated with Black History Month.

The careers and advice provision is exceptional. The careers officer provides the necessary information and guidance to help pupils, including sixth-form students, make informed decisions about their next steps into education, training and employment. There is a strong alumni network, known as the 'Old Latins', who support careers education through assemblies and events reinforcing leaders' ambitions for all.

Pupils really enjoy the extensive range of extra-curricular clubs on offer. 'MedSoc' is popular with pupils considering a medical career. Sixth-form students relish the opportunities offered. They are very keen to give back to the community, be that the school community or the wider locality. Students talk passionately of how these roles help others, but also help them become well-rounded citizens.

Staff are proud to work at the school. They speak positively of the training linked to teaching that they receive. Leaders have worked hard to ensure that this continues to improve the quality of education. However, the impact of this programme is not consistently checked. This means leaders are not picking up inconsistencies in practice. Governors know the school well and share leaders' ambitions. Together, they prioritise staff well-being and managing staff workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have been proactive in ensuring that there is a strong culture of safeguarding. The members of the safeguarding team are tenacious. All pupils are known well and their needs understood. Leaders have implemented robust systems that deal swiftly with any concerns. They work closely with the most vulnerable pupils and their families to ensure that they are well supported. Record-keeping is detailed and meticulous. Staff are well trained and know their role in keeping children safe. Safer recruitment processes are rigorously adhered to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment practice is not consistently of the highest quality. This sometimes limits pupils' ability to access more complex content. Leaders should ensure that all staff check pupils' learning precisely and use the information to tailor teaching.
- Leaders are not clear if the professional development programme is having the intended impact. They have not identified where some pupils are not learning the intended curriculum as well as they might. Leaders should ensure that they know where the quality of education is not as strong as the rest of the school and take action to improve it.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137344
Local authority	Buckinghamshire
Inspection number	10242463
Type of school	Grammar (selective)
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1311
Of which, number on roll in the sixth form	438
Appropriate authority	The governing body
Chair of governing body	Phillip Dart
Headteacher	David Hudson
Website	www.royallatin.org
Date of previous inspection	Not previously inspected

Information about this school

- The Royal Latin School converted to become an academy school in September 2011. When its predecessor school, also called Royal Latin School, was last inspected in 2009 it was judged outstanding.
- The school does not currently make use of any alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, geography, art and design technology. As part of these, inspectors met with subject leaders, visited lessons, talked to pupils about their work and met with teaching staff to talk about their approach to designing and delivering the curriculum.
- Inspectors met with the headteacher, senior leaders, subject leaders, the special educational needs coordinator and other members of teaching and support staff. In addition, meetings were held with leaders of PSHE and of careers information, education, advice and guidance.
- Meetings were held with five members of the governing body.
- Inspectors held meetings with groups of pupils and sixth formers to discuss their views about different aspects of their school. Inspectors also held informal conversations with pupils at break and lunchtime.
- The inspection team considered the views of pupils, parents, carers and staff represented in meetings and the responses to Ofsted surveys.
- Inspectors reviewed the school's policies and practices and met with safeguarding leaders to evaluate the effectiveness of safeguarding. Records of safeguarding incidents were scrutinised and discussed. Inspectors also reviewed the school's records of the recruitment checks made on adults working in the school.

Inspection team

Paul McKeown, lead inspector	Ofsted Inspector
Andrew Hanlon	Ofsted Inspector
Andy Johnson	Ofsted Inspector
Harry Kutty	Ofsted Inspector
Yvonne Garvey	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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

© Crown copyright 2022