

# Inspection of a good school: Latchmere School

Latchmere Road, Kingston upon Thames, Surrey, KT2 5TT

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Inspection dates: 12 and 13 June 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Carolyn Coles. This school is part of Latchmere Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Annalisa Steels, and overseen by a board of trustees, chaired by Raghu Venkatesan.

## What is it like to attend this school?

Pupils are very well cared for in this school. They feel happy and safe. Pupils particularly enjoy the large play spaces which they share sensibly with peers. They are confident that they can ask any adult in school for help if they have any concerns. Those who have special educational needs and/or disabilities (SEND) are guided expertly by staff to develop independence. This includes the things they can do to keep themselves safe, and how to seek support when needed.

The school wants its pupils to receive 'every chance of learning so they can understand more'. This aim is realised very successfully. The standards pupils achieve in reading, writing and mathematics exceed those found nationally. Across the curriculum, pupils are learning exceptionally well.

The school teaches pupils to respect others and for this to be 'returned with friendship and love'. Pupils respond to these expectations, and they behave very well. They are courteous and kind towards adults and each other.

Pupils have numerous opportunities to engage well with the local community. They donate to the local food bank and have supported the development of the community garden. They interact with local residents by performing in music festivals or singing carols in a local department store. One parent's comment echoed those of many: 'The school has a very personal touch, knowing each child's name, their needs and does what it can to support them. It is a real community, family feel'.

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

The school has designed an ambitious curriculum. It is well thought out and very clearly sets out the significant knowledge that leaders want pupils to know and remember. Across subjects, concepts and skills are taught so that they build progressively on previous learning. For example, children in early years learned about monarchy by finding out about King Charles III and celebrating his birthday. This knowledge prepares them well for when they study British monarchs in the Year 1 history curriculum.

The curriculum is delivered expertly. Teaching encourages much discussion about the subject content being covered. Pupils receive effective support to learn subject-specific vocabulary and use it with confidence. In art for instance, younger pupils are clear about the meaning of words such as 'shade', 'tone', 'dark' and 'light.'. This allows them to describe their sketches accurately and effectively. Staff are proactive in anticipating and addressing potential misunderstandings. Pupils with SEND are identified early and receive effective adaptations and support. As a result, pupils, including those with SEND, achieve excellent learning outcomes.

Leaders have prioritised the teaching of early reading. They have trained staff well in how to teach the school's chosen phonics programme. This programme is being delivered at a high standard because staff are expert teachers of reading. They use effective strategies which enable pupils to learn and consolidate phonics knowledge. Pupils are very well supported to apply this knowledge when reading. They build their fluency and accuracy successfully because they have books which match the sounds they already know.

Leaders and staff use assessment information in a purposeful and coherent manner. In phonics, for example, they promptly identify those pupils who are falling behind. These pupils receive effective support, either via keep-up or catch-up sessions. This enables them to quickly overcome any barriers they have with learning to read. Pupils have a genuine love of reading, and of books. They enjoy hearing adults read to them daily.

Pupils' behaviour in lessons is admirable. They contribute to successful learning through participation in discussions and collaboration with peers. Disruptions to learning are rare.

The school fosters an inclusive environment where diversity is celebrated. Pupils feel that everyone is treated equally. During 'Latchmere goes global' week, pupils learn more about the many countries and cultures represented in their school community. Pupils hold and perform their positions of responsibility seriously. This includes roles as school council representatives and team captains. They also take pride in their sporting excellence, winning competitive events, locally and nationally.

The support of the multi-academy trust has been instrumental in the school's success. The local governing board performs their delegated responsibilities with care. Trustees provide clarity of purpose and strategic direction to the school. The result is a school that is making a clear difference to the pupils it serves, regardless of their background or their starting points.

Staff are proud to work in this school. They appreciate that leaders are open and approachable. Leaders have streamlined processes to make workload more manageable for staff. The trust ensures that staff well-being is supported and prioritised.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2019.

## 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

<b>Unique reference number</b>	138689
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10327666
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Raghu Venkatesan
<b>CEO</b>	Annalisa Steels
<b>Headteacher</b>	Carolyn Coles
<b>Website</b>	<a href="http://www.latchmereschool.org">www.latchmereschool.org</a>
<b>Dates of previous inspection</b>	22 and 23 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The school uses one unregistered alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held discussions with the executive headteacher, the head of school, and other members of the senior leadership team.
- The inspectors also met with members of the board of trustees and the local governing body, including the chair of trustees.
- The inspector carried out deep dives in these subjects: early reading, physical education, and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views 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' interests first. The inspector also considered the views of parents through their responses to Ofsted's surveys.

### **Inspection team**

Edison David, lead inspector

Ofsted Inspector

Helen Rai

Ofsted Inspector

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