

Latymer All Saints CofE Primary School

Inspection report

Unique Reference Number	102041
Local Authority	Enfield
Inspection number	286260
Inspection dates	17–18 May 2007
Reporting inspector	Mary Summers

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	706
Appropriate authority	The governing body
Chair	Reverend Brian Kyriacou
Headteacher	Miss Lorna Reynolds
Date of previous school inspection	22 February 2005
School address	41 Hydethorpe Avenue Edmonton London N9 9RS
Telephone number	020 8807 2679
Fax number	020 8807 8696

Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This large primary school serves an ethnically diverse community which faces considerable social and economic challenges. Most pupils are from Black African, Black Caribbean or other Black backgrounds and the remainder represents a wide range of other ethnic minorities. Far more pupils than in most schools speak English as an additional language, including about five per cent who are in the early stages of learning the language. The proportion of these pupils is rising as is the school roll generally. Many pupils leave or join the school at times throughout the academic year. The school was last inspected by Her Majesty's Inspectors in February 2005. They judged that the school no longer required special measures. It had been in this category since May 2002.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Latymer All Saints Primary is a good school which enables pupils to achieve well. This is due to a number of features including strong leadership, careful management of staff, good teaching and effective levels of care and support for pupils.

Achievement is good although many of the older pupils are still recovering from a legacy of weak provision between 2002 and 2005. This affects the standards they reach at the end of Year 6 in the national tests, which are slightly below those expected for their age. The school has raised pupils' achievement successfully through a number of carefully considered strategies to improve teaching, learning and pupils' personal development. Pupils are beginning to take responsibility for their own learning because teachers set them challenging targets which motivate them to do their best. As one pupil remarked, 'They give you a goal to reach. It feels good when you reach that goal.'

Teaching is good. Teachers have responded well to the training and support given by senior managers. Retention of staff is no longer a problem for the school. This means that pupils and their parents get to know teachers well and have great confidence that any problems will be quickly addressed.

Children receive a satisfactory start to their education in the Foundation Stage. They come to school happily and participate enthusiastically in all the activities offered. The curriculum covers all the necessary areas of learning, but there are insufficient adult-led focused teaching activities to really develop children's learning. Children in the Foundation Stage, therefore, make satisfactory rather than good progress. Throughout the rest of the school, pupils benefit from a stimulating and diverse curriculum, which supports their personal as well as their academic development. Good strategies are in place to support and care for all pupils including those who join the school during the year, often with very limited English skills. These pupils are welcomed warmly and quickly take an active part in school life.

The school's development in recent years has been led by an extremely capable senior management team. They have built a strong staff team who have high expectations of themselves and their pupils. They work well together and show a real desire to continue to improve the service they offer to pupils and their parents.

What the school should do to improve further

- Improve the curriculum organisation and assessment procedures in the Foundation Stage.

Achievement and standards

Grade: 2

Children start in the nursery at levels which are often significantly below those expected for their age. They make satisfactory progress in Nursery and Reception. When they transfer to Year 1 however, they are still at levels which are significantly lower than those expected for their age. Many are still developing confidence and fluency in English. They achieve best in personal development, learning quickly how to cooperate and work with one another and make independent choices. Progress is slower in language and literacy and mathematical development. This is because the children do not receive enough direct teaching to enable them to build quickly enough on their existing skills, knowledge and understanding.

Pupils' rate of progress increases in Years 1 and 2, and they reach nationally expected standards in Year 2 in reading, writing and mathematics. They continue to achieve well in Years 3 to 6. However, standards remain slightly below average as many pupils are still suffering from weaknesses in teaching in the past which have led to significant gaps in their learning, especially in English and mathematics. Pupils with learning difficulties make good progress. This is borne out by their results in national tests which are higher than their counterparts in schools across the country. Black African pupils do well although Black Caribbean pupils often under perform. The school is aware of this and is currently engaged in a borough project to try to raise attainment. This is showing encouraging results.

Personal development and well-being

Grade: 2

Pupils' personal development and well being, including the spiritual, moral, social and cultural aspects, are good. Attendance is satisfactory and most pupils enjoy coming to school. They know how to keep healthy and safe and are confident that adults will help them if they are worried. Most are well behaved and the high number of exclusions in recent years is reducing gradually. Pupils readily accept additional responsibilities. School councillors for example, feel they have influenced developments in the playgrounds to make playtimes more fun. Pupils are involved regularly in community events such as sports leagues and have regular services in the local church.

Pupils' spiritual development is particularly strong. They applaud each others' efforts and reflect carefully about what matters to them. When considering for example, what to take with them on a long journey and what to leave behind, one girl said, 'I would leave my play station but I would take my Bible as it would help me to choose the right path in the future.' Most pupils are confident and enthusiastic learners. These skills prepare them appropriately for life beyond school. However, literacy and numeracy standards remain slightly below average and this hinders their preparation for the next stage of learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers plan interesting lessons and deliver them well, often with a good degree of humour which helps pupils relax and enjoy their learning. Lessons are well prepared and resourced with useful materials to enable pupils to understand new concepts. Teachers provide many opportunities for pupils to work together and this supports their learning as well as their personal development. In a Year 3 literacy lesson for example, pupils worked in pairs to write a story, using new adjectives introduced by the teacher, as well as coming up with some of their own. This benefited all the pupils, but especially those for whom English is an additional language, who were able to consolidate their understanding of the new words during their discussion and written work.

In many lessons, teachers plan activities which challenge pupils at their different levels of ability, enabling them all to make good progress. This is not yet the case in all lessons however, and senior staff have already identified that there is still room for improvement. Strategies are already in place to help teachers who have been identified as needing further development in this area.

Support assistants play an effective role in the teaching process. They are well briefed by teachers and have a clear idea of what the pupils are expected to learn. Some of the small group interventions are outstanding and are making a real difference to pupils' learning.

Curriculum and other activities

Grade: 2

The curriculum is good overall. It provides well for pupils' personal, academic and creative development. Physical education has a high priority with pupils participating in two hours of activities every week as well as a wide range of clubs outside school such as tap dancing and basketball. Art, design and technology and music also have high profiles and add to the broad and enjoyable range of experiences offered. Visits, including the annual Year 6 residential journey, and visitors to the school add further to pupils' enjoyment and motivation. Literacy, numeracy and information and communication technology are used satisfactorily in other subjects.

The curriculum is satisfactory in the Foundation Stage. It is weighted heavily towards children choosing activities for themselves and this means that they develop good personal and social skills. However, there are not enough adult led activities to ensure they develop other aspects of their learning, especially literacy and mathematics, at a fast enough pace.

Care, guidance and support

Grade: 2

Pupils receive good care, guidance and support because of the commitment of staff to the safety and well-being of their pupils. Arrangements to safeguard pupils are robust and reviewed each year and risk assessments are carefully carried out. Pupils are set challenging targets, which motivate them and add to their sense of achievement. Their progress is tracked very well from Years 1 to 6. This helps staff identify underachieving pupils so that suitable additional support can be put in place. This is not yet the case in the Foundation Stage where assessment systems are just beginning to be introduced.

Pupils with learning difficulties and disabilities and those with English as an additional language are quickly identified, and appropriate support is provided. The vast majority of parents are very supportive of all the school does. As one parent said, 'The school has improved a lot in the last couple of years. My daughter is very happy here.'

Leadership and management

Grade: 2

Leadership and management are good. A strong and dynamic senior team has driven forward improvement at a fast pace. Staff have responded well to this, relishing the challenges and responsibilities offered. The headteacher provides a very effective lead but has also developed other staff to take on key management roles. Literacy and numeracy coordinators for example, have developed a good view of provision and have taken swift action to help improve teaching and standards. There are great strengths in the coordination of assessment and the provision of English as an additional language. Improvements in these areas have had a major impact on pupils' achievement. The coordination of other subjects and areas is satisfactory and continues to develop.

Senior managers have gained an accurate view of the school's performance through very effective analysis of assessment information, careful monitoring of teaching and above all, talking and listening to staff. They have identified and planned for key areas for development, including the Foundation Stage. Governors perform an effective role, gaining good levels of information which enable them to challenge the school about different aspects of provision.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

4 June 2007

Dear Pupils

Inspection of Latymer All Saints CofE Primary School, London, N9 9RS

Thank you all so much for your very warm welcome and for sharing with us your views about the school. The other inspectors and I really enjoyed our time with you, visiting classrooms to watch lessons, looking at your work and chatting with you around the school. Everything we saw and heard convinced us that you go to a good school.

These are the things we thought were especially good.

- You all work very hard and try to do your best in lessons.
- You are growing up as confident, polite, well-behaved young people who enjoy learning and know how to keep safe and healthy.
- Teachers and other adults take good care of you and give you help if required.
- Teachers organise exciting activities for you to enjoy, including visits to interesting places and lots of clubs at lunchtime and after school.
- The people in charge keep a close check on how things are going so they know what has to be improved.

There is one thing that we think could be even better in your school.

- The activities in Nursery and Reception need to be organised more carefully to make sure the children make enough progress over the year.

I know you will continue to work hard and support your teachers and other adults so that they can help you do your very best at school.

Yours sincerely

Mary Summers Lead inspector