

Latymer All Saints Church of England Primary School

Inspection report

Unique Reference Number	102041
Local Authority	Enfield
Inspection number	335829
Inspection dates	1–2 February 2010
Reporting inspector	Alison Cartlidge

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 of pupils on the school roll	712
Appropriate authority	The governing body
Chair	Janice Panton
Headteacher	Lorna Reynolds
Date of previous school inspection	7 May 2007
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Introduction

This inspection was carried out by four additional inspectors. The large majority of time during the inspection was spent looking at learning. The inspectors saw 22 teachers at work in 30 lessons. They held meetings with governors, staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding and other documents. Questionnaires from 95 parents and carers, eight members of staff and 91 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teachers meet differing needs and explain tasks clearly to pupils
- the impact of leaders, including governors, on provision and progress
- how the school supports pupils in being responsible for caring for each other and the environment
- the impact of relationships on pupils' spiritual development.

Information about the school

The proportion of pupils entitled to free school meals is above average. The school has a below-average proportion of pupils with special educational needs and/or disabilities. Most, but not all of these pupils, have speech, language and communication, or behavioural, emotional and social difficulties. Pupils come from a wide range of ethnic backgrounds, with most being Black British or mixed heritage. A minority of pupils speak English as an additional language, with only a few being at the early stages of learning to speak English. The most common first languages spoken are French and Turkish. Several new teachers have joined the school in the last two years, including senior leaders. The school has received several awards, including the Sportsmark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Pupils enjoy coming to this welcoming and happy school. They were right when they told us, 'the teachers are friendly' and 'everyone here is kind'. Children make a sound start to their education in the Early Years Foundation Stage. Caring members of staff help children to become confident. They do not always provide enough support when children are working on activities they have chosen for themselves, and opportunities are sometimes missed to make thorough notes about what they have learnt during this time. Satisfactory teaching between Years 1 and 6 enables pupils to build steadily on what they already know in most lessons. Teachers form good relationships with the pupils but they do not consistently use assessment information to plan challenging tasks for all pupils, or explain clearly enough what they are to learn. Teachers mark pupils' work frequently, but do not always show clearly what they need to do next to improve their work. In addition, when valuable comments are made, pupils are not expected to respond to them quickly enough. Pupils with special educational needs and/or disabilities are supported well through specific help from teachers and support assistants and consequently they learn quickly.

Attainment is average by the end of Year 6. A focus on speaking and listening has been particularly successful in ensuring the good progress of pupils with English as an additional language. Pupils behave well and say that they feel safe at school because of the good care, guidance and support members of staff provide. As one pupil put it, 'Teachers in this school care about all of us.' Pupils are good at taking responsibility for a wide range of tasks and especially enjoy helping each other and the environment.

Satisfactory procedures for self-evaluation enable leaders to know what needs to be done next to drive the school forward. Strategies to increase pupils' progress have led to a steady improvement in attainment since the time of the last inspection, demonstrating a sound capacity to improve. Leaders are aware that provision across the school is not consistent enough to ensure that pupils always make good progress. The monitoring of teaching and learning identifies weaker aspects of lessons but provides insufficient specific guidance to enable teachers to improve swiftly.

What does the school need to do to improve further?

- Ensure that members of staff in the Early Years Foundation Stage support children when they are working on tasks they have chosen for themselves and assess their learning more thoroughly at these times.
- Increase the proportion of good teaching by:
 - providing consistent challenge for pupils of all abilities

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- making clear precisely what pupils are to learn in each lesson
- providing sharper guidance for teachers on how they can improve swiftly.
- Improve the impact of assessment by:
 - ensuring that marking is always used to show pupils how to improve
 - making sure that pupils take notice of written advice.

Outcomes for individuals and groups of pupils**3**

Pupils' progress is satisfactory because the pace of learning varies between lessons. When teachers provide challenge for differing abilities, pupils are inspired to try hard and learn quickly. For example, in a numeracy lesson on probability in Year 6, pupils of all abilities were asked challenging questions to help them consider the chances of winning the lottery. Pupils make less progress in the lessons where introductions are insufficiently clear and tasks are too easy or lack a clear purpose. For example, in a mathematics lesson, all pupils were given numerals to convert into a tally chart. The task was too easy for the more able pupils and the purpose of creating a tally was not explained clearly enough.

Good relationships between staff and pupils have resulted in good behaviour and above-average attendance. Pupils are enthusiastic about coming to school and cooperate with each other well when working in small groups or pairs. For example, in a Year 5 literacy lesson, pupils listened carefully to each other and discussed the likely consequences of various story characters' behaviour.

Attainment is average by the end of Year 6. Pupils with special educational needs and/or disabilities make good progress during their time at the school because they are supported well in small groups. Pupils develop sound literacy and numeracy skills and are prepared satisfactorily for the next stage of their education and later life.

Pupils' good spiritual, moral, social and cultural awareness is demonstrated in the positive way that pupils from the wide range of ethnic backgrounds work and play together harmoniously. They make thoughtful responses in lessons and assemblies and show consideration for the needs and views of others. Pupils contribute to the community well by raising funds for charity and taking on various responsibilities in school. Pupils deserve the Sportsmark and are keen to take exercise. They enjoy growing fruit and vegetables and running a healthy tuck shop. The school council is keen to play its part in helping pupils to have healthier lunchboxes.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have attractive and well-organised classrooms and use support staff well to focus on small groups of pupils. There are examples of good teaching across the school, but in some lessons work is insufficiently challenging and pupils are not given clear enough guidance about precisely what they should be learning. Teachers work together in year groups to plan equal opportunities between classes. However, they do not always use their knowledge of pupils' prior learning to adapt the curriculum closely enough to meet differing needs. When pupils find the work too easy they lose interest and make less progress than they should. Pupils' work is marked frequently but teachers do not always ensure that advice given is followed up swiftly.

The curriculum is enriched well through clubs, visits and visitors and these are greatly appreciated by the pupils. Cross-curricular links are at an early stage of development but are starting to help make the curriculum purposeful and interesting. Provision for pupils with special educational needs is good, enabling these pupils to do well. Good opportunities for speaking and listening support pupils with English as an additional language and those with speech and language difficulties. Members of staff show their care and respect for the pupils by praising and rewarding achievements. For example, one pupil was overheard exclaiming, 'Yes, my work is on the wall.' Strong pastoral care and support ensure that lessons are calm. Good transition arrangements help pupils to become confident about moving class or school. Assessment procedures have been strengthened and are starting to be used more effectively in the good lessons. The breakfast and after-school clubs run by the school are enjoyed by pupils and provide interesting activities and healthy foods.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The newly formed senior leadership team is working together to improve the school and self-evaluation is satisfactory. Leaders have identified the next steps for development and are using information collected from monitoring provision and pupils' progress to embed ambition and to drive improvement. Improving rates of progress and attainment demonstrate their sound capacity to go on getting better. The school has a strong commitment to equal opportunities and is tracking the progress of groups more closely so that dips in progress are being rectified more swiftly than in the past. Monitoring of teaching and learning is mainly carried out by senior leaders and there are suitable plans to extend this to involve governors and middle managers more fully.

Governance is satisfactory. Governors are supportive and understand the school's strengths and areas for development. They are developing their role in helping to plan the school's next steps. At the time of the inspection, the school's safeguarding arrangements were found to be good. Leaders have good relationships with parents, carers and external agencies, enabling them to support pupils who are finding life difficult and to ensure that there are no forms of discrimination. As one pupil said, 'This school cares for everyone. It doesn't matter how they look or behave, the school still cares.' The school promotes community cohesion well and has developed good links with schools in contrasting areas including abroad. Various cultures are celebrated and respected and the school has good plans to extend pupils' knowledge further by increasing visits from faith leaders.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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

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	
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The majority of children join the Reception classes with skills and abilities that are expected for their age group. They make satisfactory progress and most reach the expected levels for their age by the time children enter Year 1. Good pastoral care and close relationships between home and school enable children to settle happily, behave well and gain confidence. Children are very friendly and keen to talk about what they are doing. Interesting role-play areas such as the doctor's surgery are especially enjoyed by the children and support their speaking, listening and independence effectively. Members of staff provide good resources indoors and outside. Adult led tasks are sometimes interrupted by children when members of staff are not used flexibly enough. When this happens, children are not always helped to develop their learning quickly enough. During these times there are also opportunities missed to assess the children's learning. Leaders have started to analyse information on children's progress more rigorously and to use it to help plan the curriculum. For example, this year they have included more opportunities for writing and mathematical calculations to help close this gap in the children's learning. The way members of staff are deployed is not currently flexible enough to respond quickly to children's choices and this leads to times when supervision between outdoors and inside is uneven.

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

Most parents and carers are pleased with the work of the school, particularly with the way their children enjoy school. A few parents and carers who replied to the Ofsted questionnaire expressed concerns over the way unacceptable behaviour is dealt with and the way the school deals with their suggestions and concerns. The inspection team

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agrees with parents and carers that pupils enjoy school. The school's systems for managing behaviour were found to be effective in ensuring that most pupils behave well. Parents and carers are sent the results of parental surveys, but are not always given clear information about what actions have been taken in the light of their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Latymer All Saints Church of England Primary School 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 712 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	70	29	31	0	0	0	0
The school keeps my child safe	54	57	37	39	3	3	1	1
The school informs me about my child's progress	49	52	39	41	5	5	0	0
My child is making enough progress at this school	36	38	49	52	6	6	3	3
The teaching is good at this school	39	41	46	48	5	5	1	1
The school helps me to support my child's learning	36	38	50	53	5	5	1	1
The school helps my child to have a healthy lifestyle	38	40	49	52	3	3	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)	28	30	50	53	7	7	1	1
The school meets my child's particular needs	28	30	55	58	4	4	2	2
The school deals effectively with unacceptable behaviour	35	37	46	48	9	10	1	1
The school takes account of my suggestions and concerns	33	35	41	43	13	14	0	0
The school is led and managed effectively	34	36	53	56	5	5	1	1
Overall, I am happy with my child's experience at this school	43	45	47	50	3	3	1	1

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



3 February 2010

Dear Pupils

Inspection of Latymer All Saints Church of England Primary School, Enfield N9 9RS

Thank you for being so helpful during our visit. We are pleased that you enjoy coming to school. We found that your school provides you with a satisfactory education.

These are the best things about your school

- You enjoy school and are good at helping others and the environment.
- It is good that you behave well and are polite and friendly.
- We agree with you that your teachers are kind and caring.
- Your headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next

- Make sure that teachers in the Nursery and Reception classes help you when you are working on jobs you have chosen for yourselves and write down what you have learnt.
- Give you work that is just right for you in Years 1 to 6, make clear what you will learn in each lesson and check that all teaching is good.
- Make sure that teachers show you how to do better work.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by making sure you always take notice of advice on how you can do better next time.

Yours sincerely

Alison Cartlidge

Lead inspector

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