

Inspection of a good school: Ormiston Latimer Academy

194 Freston Road, Latimer Road Station, London, W10 6TT

Inspection dates: 9–10 November 2021

Outcome

Ormiston Latimer Academy continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to this school. They said that staff listen to them and help them to learn well. Pupils feel safe and well cared for.

Staff have high expectations of what pupils can do and achieve. Leaders have designed a curriculum which prepares pupils for life beyond this school. Pupils gain meaningful qualifications. They are well supported to move on to their next stage of education, work or return to mainstream schooling.

Pupils sometimes display challenging behaviour. Pupils know that staff will deal with this fairly and will listen to them. Staff take time to discuss any issues pupils have in a clear and calm way.

Pupils are taught to be respectful of each other and their differences. Pupils know staff will not tolerate bullying and will deal with it quickly. Pupils said that there is no bullying here. They are open and welcoming when new pupils join the school. For example, inspectors observed pupils working alongside and helping evacuees from Afghanistan who had recently joined the school.

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

Leaders have created a curriculum that supports pupils. Leaders have thought about what they are able to offer pupils so that they can succeed. Pupils build knowledge in different subjects towards qualifications. These are carefully chosen to support pupils in whatever they choose to do next.

Through the construction lessons, pupils learn skills related to industry. Pupils also learn useful skills to do with safety and work that they can transfer to other careers. Leaders have sought out opportunities for pupils to visit workplaces. This helps to give pupils an

idea of what the world of work is like. Pupils could see how their classroom learning was put into practice during a recent visit to a construction site.

Pupils join the school at different points in the year. Leaders quickly check where pupils might have gaps in their learning. In small classes, staff tailor lessons to each pupil's needs. Teachers clearly explain to pupils what they are learning and why. They check that pupils understand what they have been taught, fine-tuning as they go.

Some pupils join the school with poor reading skills. Staff follow a well-sequenced and systematic approach to help pupils with their reading. Pupils quickly develop the skills they need to be successful at decoding words to read. Other pupils find it difficult to understand the meaning of what they read at times. They do not follow as systematic an approach. Many pupils do not enjoy reading for pleasure. Leaders have started to develop the school's library. However, pupils do not have access to a wide range of books. Staff provide time for pupils to read newspapers and to discuss current affairs. They encourage pupils to read aloud in class.

Staff work with pupils to make it clear what is acceptable behaviour and what is not. Behaviour in class is not always focused and occasionally disrupts learning. Staff take time to listen to pupils and work with them to improve their behaviour. Staff and pupils eat lunch together, having conversations and developing pupils' social skills. Staff also take time to join in with games of football, table tennis and basketball during break times. This helps to strengthen relationships between staff and pupils.

Pupils take part in activities, such as visits to museums and art galleries. These help to broaden their understanding and experiences. Staff take time to take pupils to the theatre, often going outside of the school day.

Many pupils have identified special educational needs and/or disabilities. Learning support staff work with pupils on a one-to-one basis. Staff receive training to support pupils who may have joined the school in crisis. Pupils have weekly reflection sessions with their tutor. They value this time to talk through their progress.

The school has gone through a period of change. Staff feel well supported by leaders in the school. Staff discuss barriers to pupils' learning and strategies to support them. For example, through regular morning briefings. This helps to keep staff updated on pupils' individual circumstances.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that safeguarding is everyone's responsibility. Staff receive regular training and are vigilant to any concerns. Staff know the specific risks that pupils face and discuss these through regular meetings and briefings. Leaders pursue all concerns rigorously, involving experts from beyond the school where necessary. This includes social care, educational welfare and the police.

Leaders monitor attendance and punctuality closely. They recognise the risks that pupils may face if they are not in school. Leaders work with outside agencies to ensure that they know where these pupils are.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not read enough, consequently they do not read widely. Pupils do not have access to quality texts that interest them. While most pupils can read accurately, they do not always read with understanding. Leaders should ensure that pupils gain secure comprehension skills and read for pleasure.
- The poor behaviour of some pupils disrupts others' learning. Leaders have re-established their expectations following school closures due to COVID-19 but more time is needed. Leaders need to ensure that all staff are supported to implement the school's policy consistently.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 22-23 March 2017.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	140807
Local authority	Kensington and Chelsea
Inspection number	10200542
Type of school	Alternative provision
School category	Academy alternative provision sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	35
Appropriate authority	Board of trustees
Chair of trust	Paul Hann
Principal	Everol Halliburton
Website	www.oatlondonacademies.co.uk/academies/latimer
Date of previous inspection	22-23 March 2017

Information about this school

- The school caters for pupils who are at risk of exclusion or have been excluded from mainstream schools. Some pupils attend the school for short periods of time before they return to mainstream schools.
- The current principal took up post in September 2019.
- The school joined the Ormiston Academies Trust in September 2021.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 11 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the principal, deputy headteachers and members of staff. Inspectors also met with members of the academy trust and the governing body.
- Inspectors did deep dives in these subjects: English, mathematics, science and construction. For each of these subjects, inspectors held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work.
- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. They considered safeguarding records, documentation and the school's single central record of staff suitability checks.
- Inspectors considered the responses to the pupil and staff surveys. There were no responses to Ofsted's online survey for parents.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

Kanwaljit Singh

Ofsted Inspector

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