



ORMISTON
LATIMER
ACADEMY

High quality alternative
provision in **Royal Borough
of Kensington and Chelsea**



Ormiston Academies Trust: alternative provision academies

As part of our family of 43 schools, we have four alternative provision (AP) academies and managed intervention centres that serve the most vulnerable students in their local and wider communities. We serve the needs of children who, for whatever reason, have found mainstream education a challenge, which closely aligns with the Trusts' sole purpose and values.

Our AP schools are supported by a large education team and led by an education director.

As you know, when schools find that they can no longer support the behaviour needs of some students, they access AP for a period of time and attend full time to continue their education. The overall aim is to return the young person back into mainstream education, but for some it is a place where they complete their education. This means that high quality AP needs to serve the behaviour needs of students, and also deliver a high-quality curriculum.

Our AP schools work in collaboration with schools in their local areas and are an integral part of the local authority inclusion offer, supporting students with additional needs and SEND.



As a trust, we bring scale, expertise and resource and the AP school staff bring a wealth of knowledge.

The work that is being carried out across our AP schools is already informing planning for the future across the trust.





Principal's Welcome

I am very proud to welcome you to Ormiston Latimer Academy. We are located in The Royal Borough of Kensington and Chelsea and are commissioned to provide education for learners that are at risk of exclusion or are excluded from school. The academy also facilitates provision for vulnerable young people including those that have an Education Health Care Plan (EHCP). We are proud to be a trauma informed provision and are fully committed to understanding each individual child and responding to their needs to help shape their future.

We offer a curriculum that is as broad and balanced as possible and one that provides an element of choice underpinned by a strong core. This enables us to prepare learners for a return to mainstream without compromising on potential outcomes for those who complete their examinations here. We are committed to providing an environment that supports strong progress; addressing both social and learning deficits to prepare learners for post-16 pathways, either at college, in apprenticeships or in work and community cohesion.

We seek to support learners in developing their interpersonal skills, attributes and traits that will support them in the wider world. We believe in personal development and the benefits of enrichment activities to widen life experiences and promote a love for learning. To enable this, we have developed a strong pastoral support team who work hard to ensure learners are prepared to take on the challenges of adult life. We believe that with no script for life, there are no mistakes, only lessons.

In addition to work of our academy we deliver excellent early intervention and school support at our Managed Intervention Centre (MICs) and through the intervention team.

If you decide to place your young person within our care, I can assure you that the current team and I are committed to ensuring that the learners in our school get the best educational offer and opportunities that suitably prepare them for further education or the world of work.

We believe it is crucial to involve the children, their families and supporting networks as partners in their education. We look forward to welcoming

you student here and endeavour to build a whole school community, which thrives on mutual respect and values positive relationships.

As principal, I strive to maintain the Ormiston Latimer Academy reputation as an exciting, happy and successful school. I am very proud of the culture and community we have developed which seeks to hold students in mind through what can arguably be the most challenging period of their young lives.

Nasrin Islam

Principal (interim)





Introduction

Mission statement

Our purpose is to nurture every child, (to) unlock their potential, raise aspirations, inspire belief in themselves and embed the skills for life which will enable them to become model citizens.

What we do

Our school caters for vulnerable and challenging young people, many of whom have been part of a 'manage moved' or permanently excluded. We also cater for students who are unable to attend their mainstream school due to a range of social and emotional needs

The overarching aim of our academy is to achieve reintegration back into school, further education, employment, or training. For some, this might mean a short stay at the academy, whilst for others it might mean completing their GCSEs at the academy.

Our vision outlines our ambition to develop a community within which students can develop academically and socially through engagement with the education and enrichment activities aimed at developing their social capital.

Improving outcomes

We offer a broad and balanced curriculum giving students the opportunity to engage with core subjects and gain GCSE/BTEC/NVQ/NCFE accreditation across a range of areas, including vocational options. By utilising internal pastoral specialists, external therapy professionals, statutory and voluntary sector partners, students attending Ormiston Latimer Academy are supported in overcoming barriers to their learning that may have previously hampered academic progress and achievement. We utilise a range of trauma informed approaches to further enhance pupil engagement and wellbeing.

Most students will attend a full-time daily programme, whilst for others we can develop short term personalised packages with the aim of full integration into the school. Since our inception in 2014, we have supported over 1,000 learners.

If a young person is enrolled at our academy, then they and their parents/ carers become part of our community. Many people see alternative provision

(AP) as a barrier to success but for many young people, it is the foundation on which the rest of their lives can be built. Small class sizes, therapeutic interventions, strong pastoral support, and a real focus on post-16 transition are just some of the components that go towards making our academy the right destination for many learners. We are unique in having a separate offer which caters solely for the most vulnerable learners including those with EHCPs.

Our satellite provision, the Golborne Education Centre (GEC), is the local Managed Intervention Centre (MIC) that supports students who are struggling in the mainstream environment. It offers a short-term programme of up to five weeks of intensive intervention to support students who may require time away from the mainstream school setting to address behavioural concerns.

Our vision

Ormiston Latimer Academy exists to provide a nurturing, inclusive environment with high expectations and healthy challenge. We want to empower learners to be happy and independent, develop relationships, life skills, self-worth and self-confidence. We seek to embed a knowledge of British values and cultural literacy within our practice, whilst promoting social inclusion.

Our values

- Kindness
- Resilience
- Aspiration
- Inclusivity
- Integrity
- Nurture



Curriculum

Our curriculum starts from the moment learners arrive in the morning. Breakfast club, which starts at 8:30am, is supervised by members of the pastoral team who provide a '*soft landing*' for students each day. This gives staff an opportunity to regulate emotions, assess learners' wellbeing and review the previous day's activities. It ensures students are prepared and ready for the day ahead.

The school day is split into seven sessions from 9:15 - 2:50pm, except for Thursdays which has a 12:25pm finish. We offer a broad and balanced curriculum that provides an element of choice underpinned by a strong core. This enables us to prepare students for a return to mainstream schools without compromising on potential outcomes for those who complete their examinations here at Ormiston Latimer Academy.

We operate a one-week timetable for all learners at Ormiston Latimer Academy. This equates to a total of 28, 40-minute lessons per week and a shortened period 7 lesson for the pastoral curriculum and whole school thematic initiatives. In most cases, Key Stage 4 (KS4) lessons are studied at GCSE level.

Students who join us late in their school careers still have the opportunity to achieve success with a range of qualifications that will support them post-16. Our intent therefore is to offer a broad range of qualifications which includes GCSE equivalent and others that still produce certification, but better meet the individual needs of the learner.

Our curriculum is personalised to meet the needs of our students and identifies gaps in previous learning whilst reinforcing behaviour for learning through all subjects. Where appropriate, we also offer opportunities for learners to succeed in alternative subjects such as construction or motor vehicle mechanics and access other specialist providers.

Curriculum offer at Key Stage 4 (KS4): core offer

All students will be taught English, maths, science, PSHE and core PE. Staff ensure lessons are differentiated so all are included as well as challenged. For those with substantial gaps in learning, we offer a range of interventions that will ensure students can catch up on the skills needed to start and complete their KS4 programme of study.

KS4 options

In addition to the core offer, students are able to pick three option subjects. These include GCSE history, PE, construction, art and design and religious education.



Curriculum offer at Key Stage 3 (KS3): core offer

All learners will study a broad range of subjects as an underpinning for future study including English, maths, science, PE, PSHE, humanities, and art and crafts. In addition, students will engage with enrichment and pastoral/wellbeing sessions learning activities designed to promote and support speech, language, and communication needs and promote interpersonal development. Additional science, technology, engineering and mathematics (STEM) sessions are also incorporated into their curriculum offer.

Enrichment

All students have access to activities that will allow them to enjoy, achieve and participate in activities that will aid their emotional and mental wellbeing as well as develop their cultural capital outside the core and options offer. This will include spoken word and creative writing workshops, art and craft activities, museums and theatre visits, residential trips as well as other workshops and sporting sessions organised with external agencies.

Our relationships with organisations such as the Construction Youth Trust, Groundworks: Nature Friendly School, The Royal Albert Hall and UK Youth enable us to explore and create further opportunities that will enhance school life and learner development in readiness for life beyond-school boundaries.





SEMH and SEND

Ormiston Latimer Academy is equipped to support students along a wide continuum of special educational needs. Therapeutic interventions, including one-to-ones, group and art therapy, are also available. We are highly effective at working with young people, their families and other external agencies to attain the best possible outcome for each and every young person we work with.

At the academy, there is a big focus on developing positive interpersonal relationships between students and between staff and students. Additional therapeutic services are available to those who request it, and these can be internal or external to the school. We work closely with the Wellbeing team from HFEH MIND, Child and Adolescent Mental Health Services (CAMHS), St Giles & Future Men project in addition to the RBKC Education Psychology and Early Help services.

For some students who display a range of more acute social and emotional mental health needs, participation within the main body of the academy is not an option. For these students, we have developed an alternative offer within the school, located on the ground floor. Our plans are to further develop this space to include a sensory room.





Parent and pupil voice

We believe it is of vital importance to work with parents/carers closely in support of their child's education and view parents/carers as partners in their education. We remain keen on building a whole school community, which thrives on mutual respect and values positive relationships. We welcome feedback from parents/carers at any time throughout the year but routinely collect data via parent surveys.

Data collected via our last parent survey suggests that over 90% agree or strongly agree that:

- My child is well looked after at this school.
- The school supports my child with their educational needs.
- This school is well led and managed.
- Communication from the school is good
- Would recommend this school to another parent?

Parent testimony A



I just wanted to write and say the most enormous thank you for absolutely everything you have done by means of supporting Chris.

Your constant input and investment in his education and welfare has never gone by unnoticed and it has been such a pleasure to have had you as part of Chris's growth and development.

As you know, when Chris first arrived with you all, he was in a much more vulnerable state and knowing he was protected and given so much care was a massive comfort and reassurance to me.

I think the energy and mood this afternoon was reflective of just how much more than 'just a school' Latimer has been.

Parent testimony B



"The school deserves to be commended for what I consider to be an outstanding programme for kids who have encountered various issues during their academic lives. This is a place where belief is instilled, and that even the biggest self-doubters can realise their potential.

I have loved seeing the openness between the students and their teachers. It's gratifying knowing there are people outside of the family units, they are able to trust and be themselves with. I'm sure this has made for a more productive outcome for everyone".

Pupil voice

Of equal importance to the leadership of the school is Pupil voice and this is formalised via the School Council.

Annual surveys are also undertaken with the whole school cohort and measures are taken across a range of factors in relation to school life. Data shows that 70% of learners are positive about the school whilst 77% suggest they have positive relationships with teachers. Overall, the three highest percentile scores relate to:

- General work ethic,
- Confidence in learning
- Attitudes to teachers

Pupil testimony A



I prefer this school as teachers have more time for you. They don't have time for you in my mainstream school and were often dismissive. Here teachers sit and talk with you and help you solve your problems.

Pupil testimony B



I get more support here and I don't feel as pressured as I did in my last school. There is no bullying here and everyone tends to try and get along. When there are issues teachers get involved and try and mediate right away.



School Ofsted feedback

The school was last visited by Ofsted in November 2021. Following the Section 8, Ormiston Latimer Academy retained its previous inspection status and been confirmed as a good school.

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

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

“ *Students are taught to be respectful of each other and their differences. Students know staff will not tolerate bullying and will deal with it quickly. Students said that there is no bullying here. They are open and welcoming when new students join the school.*

“ *Leaders have created a curriculum that supports students. They have thought about what they are able to offer students so that they can succeed.*

“ *Students take part in activities such as visits to museums and art galleries. These help to broaden their understanding and experiences.*

Inspection report: [Ormiston Latimer Academy, 9 and 10 November 2021](#)





Involving parent and carers

Ormiston Latimer Academy is committed to working closely with parents and carers to ensure students succeed and enjoy life in school.

On referral - Parents and carers are invited to attend an initial intake interview alongside previous school staff and attached professionals. During this interview we seek to learn about a young person's educational history to date and detail the reasons that have led to their referral to us. The meeting also gives us the opportunity to tell you about what we offer educationally and how we work with the young people.

Progress reports - Key staff make weekly feedback calls to parents and carers to update on progress. We like to keep these conversations positive highlighting areas where progress has been made.

Structured conversations - These meetings at the start of each full term are an opportunity for school staff and parent and carers to review and set targets for the term ahead. Any concerns about progress can be discussed and targets set.

Academic review days/parents evening - These meetings include discussions with subject staff to review academic reports.

Academic mentoring - is in place as a comprehensive and rigorous programme of support and intervention for Year 11 students. Each pupil will have a cohesive plan to support post-16 transition.





Careers

Working in partnerships with a range of agencies including the Construction Youth Trust and UK Youth, students are given access to impartial information advice and guidance. This is further compliment through visiting speakers and careers fairs. We are further supported in delivery of our careers offer through our enterprise advisor who provides strategic challenge and practical help.

Ormiston Latimer Academy utilises the Compass+ tool developed by the Careers & Enterprise Company to benchmark, manage, track and report on our school's careers programme. This also supports us to assess the school's careers provision against the Gatsby Benchmarks.



Enrichment

Enrichment at Ormiston Latimer Academy takes a variety of guises. Scheduled to take place on a Friday afternoon, these sessions enrich and add value, creating opportunities for students to participate in new things. Activities are to support the development of cultural capital. In addition to bespoke activities, staff may often plan experiences that are closely linked to subject areas and can be considered extension activities.





Our sponsor

We are a national education charity, underpinned by our founder, Peter Murray's (Ormiston Trust) belief that every child should be given a chance to thrive. We serve students from many communities, all with their unique character, strengths, and challenges. Our sole purpose is:

“to provide OAT students with excellent learning opportunities, inside and outside the classroom.”

We are ambitious for the over 30,000 children and young people we are responsible for as they all deserve to be given every chance to succeed. Whether the students attend our primary, secondary, special or alternative provision academies we are determined that every pupil we serve will be given the opportunity to realise their dreams and aspirations.

For us to achieve this we know we must work in partnership with others. Children and young people live in families of different types, located in diverse communities. Our role is to provide a haven in which our students can thrive regardless of the context in which they are growing up. We are proud to be an outward-facing organisation committed to deepening and extending our work with others locally, regionally and nationally.

We believe that strength and impact are maximised by working as one team – from which comes our commitment to **achieving more together** – underpinned by **our values**, which inform all that we do.

- **Anyone can excel: unwavering belief that everyone can achieve**
- **Enjoy the challenge: perseverance pays dividends**
- **Share what is best: we achieve more from working together**
- **Be inclusive: celebrating our diversity and practicing equity**

Find out more at www.ormistonacademiestrust.co.uk.



How to refer

Ormiston Latimer Academy has been established to deliver education programmes (on behalf of the local authority (LA)) to children and young people who are out of school for a variety of reasons.

We are responsible for:

- All students who are permanently excluded from school.
- The support of children and young people who are at risk of exclusion from school and managed move to us.
- Provision of specific individual pupil programmes commissioned by special education needs section procedures.

Who can refer?

1. Mainstream schools
2. LA officers in the special education needs section.
3. LA admissions team via FAP

Places at OAT London academies are commissioned by local authorities and the child's home school. Please contact your home local authority or school to discuss further.

Please see the link below for the OAT London referral forms.

<http://www.oatlondonacademies.co.uk/key-info/admissions/>

For Royal Borough of Kensington and Chelsea residents, please send completed referral forms to **info@olamail.co.uk**.



Golborne - Managed Intervention Centre

The Managed Intervention Centres (MICs) work in partnership with schools and in collaboration with external agencies to offer early behaviour intervention and support to enable students to be successful in mainstream education. They offer three types of short-term placements:

Managed intervention placements (up to five weeks)

MICs offer a managed intervention programme with placements of up to five weeks. These placements support students whose behaviour in school continues to cause concern after having exhausted the school's internal interventions. The intervention aims to support students in addressing negative patterns of behaviour in order to return to their mainstream schools successfully. This includes our bespoke RSHE programme aimed at addressing and removing barriers to learning.

School support placements

In order to support periods of transition (for example managed moves between mainstream schools), MICs can offer short term placements of up to five weeks for mainstream students.

Six-day plus exclusions

MICs provide full-time educational support to learners from the sixth day of a fixed term exclusion or from day 1 for a looked after child (LAC).



The intervention process

School makes a referral to MIC



Induction meeting at MIC with student, parent/carer and school staff



MIC placement

- Curriculum
- RSHE focus
- Behaviour for learning
- Regular contact with schools, parents and carers and outside agencies



End of placement report sent to schools



Student re-integrates to their mainstream school

Partnership schools in Royal Borough of Kensington and Chelsea.

Mainstream schools in the local authority have a service level agreement with OAT to purchase places for the year

KS3 curriculum – staff teach a range of subjects through cross curricular topics and themes. RSHE topics include resilience, self-esteem, goal setting, healthy mind and healthy body and responsible choices.

KS4 curriculum – staff support students completing work online provided by their mainstream school.



Golborne Education Centre (GEC)

"We are pleased with the relationship we have GEC and the team. Communication between GEC and School is fluid and of a supportive nature."

SLT member from a mainstream referring school

Maureen Marryshow, Lead Teacher



At the Golborne Centre, we provide a safe, learning environment for students to show they can be successful in mainstream school, by making progress in their behaviour. We have high expectations of students and seek to support the development of good habits and routines. We practice how we speak to each other respectfully, and how we deal with situations when they don't go our way.

For the past ten years I have been working at alternative provision academies. Prior to this I had worked in mainstream school for ten years, so am aware of the high expectations there are for students. With this knowledge I try to understand the reasons underpinning the behaviour, and the needs of the students.

My staff are highly skilled at managing disruptive or challenging behaviour, and we aim to find strategies for students back at school, so they can be successful and make the most progress.

Many students join us at the GEC to prepare for their journey from alternative provision back to mainstream school, and reintegrate successfully.

Contact: gec@olamail.co.uk

Tel: 07872612694

Website: www.oatlondonacademies.co.uk/academies/latimer/contact/

Opening hours: 8:30am - 4:30pm

Location: Rugby Portobello Trust, 221 Walmer Road, London, W11 4EY

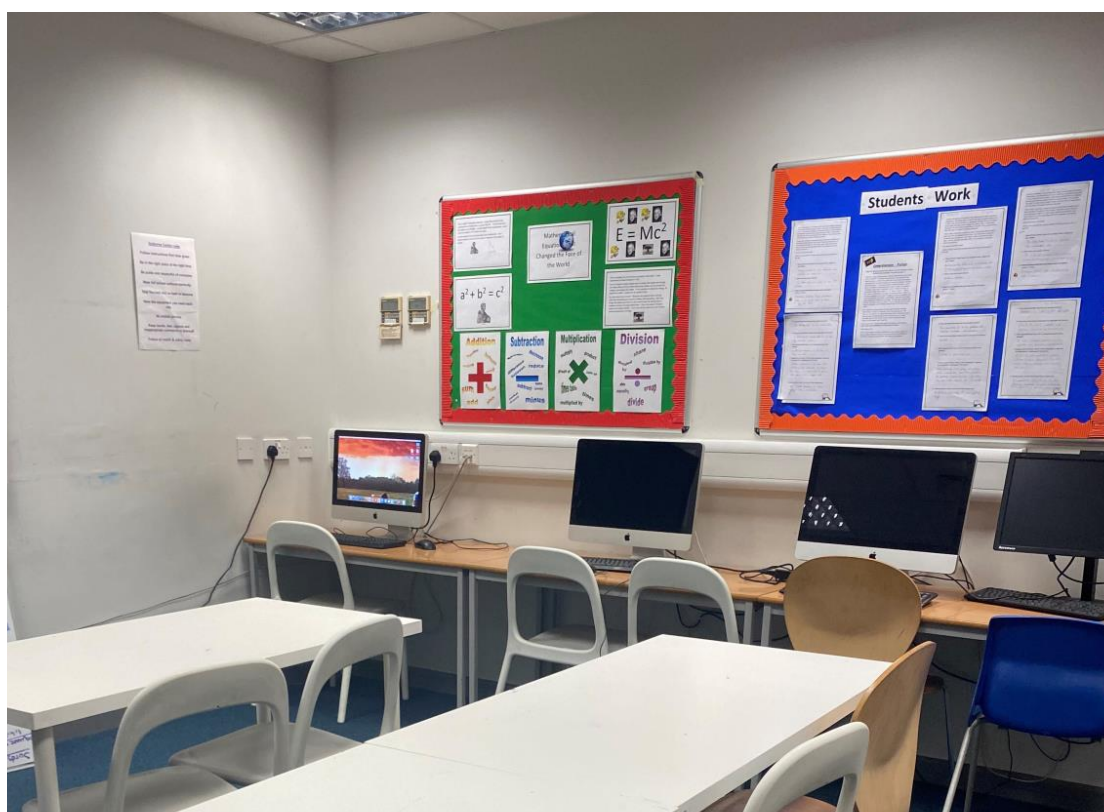
Pupil voice:

“ My behaviour has changed a lot. I don't answer back so much, and I follow instructions quicker. I don't try to be defiant so if a teacher asks me to do something, I'll just do it. (Year 8 pupil)

At GEC we...

- Use a trauma informed approach and seek to address the barriers to success.
- “ Polite, efficient, always eager to help schools. (Partner School)
- Find the strategies that will help regulate students and keep them focused learning for learning.
- “ I am calmer and less distracted in lessons. (Year 10 pupil)
- Explore different education pathways and think of achievable goals.
- “ Mid-point meetings are definitely good and helps keep everyone up to date with progress. (Partner School)
- Understand the relationship between thoughts, feelings and emotions
- “ I have learnt how to avoid being rude. (Year 9 pupil)
- Ensure our staff have expert knowledge and continuous training

Please do get in touch if you require more information regarding the way we work to support learners and schools.



Contact us

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ACHIEVING MORE TOGETHER

Ormiston Academies Trust

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