

Latchmere School

Latchmere Road, Kingston upon Thames, Surrey KT2 5TT

Inspection dates

22–23 January 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides effective leadership. She has high expectations of staff and pupils. As a result, the school provides a good quality of education.
- By the end of key stages 1 and 2, the proportion of pupils who reach and exceed the standard expected for their age is above average. Pupils currently in school are making good progress in reading, writing and mathematics.
- Staff are skilled in the teaching of phonics. As a result, an above average proportion of pupils reach the expected standard in the phonics screening check.
- Pupils' progress in reading is a strength of the school. Pupils read widely and often, developing a love of, and enthusiasm for, reading.
- Teachers use secure subject knowledge to plan dynamic and interesting lessons which motivate pupils to learn.
- Children in the early years enjoy their learning and make good progress. By the end of Reception Year, they are well prepared to begin Year 1.
- Governors and trustees have the skills and information to hold school leaders to account.
- Pupils' behaviour is excellent. They enjoy school and participate with enthusiasm. In class, pupils concentrate well and respond very positively to different sorts of tasks. Pupils are unfailingly courteous. They work and play cooperatively and enjoy a wide range of activities. They clearly care for each other.
- The curriculum is strong and provides effective opportunities for pupils' spiritual, moral, social and cultural development. Teachers plan activities which enable pupils to collaborate successfully.
- At times, teachers' use of questioning does not deepen pupils' learning. As a result, pupils, particularly the most able, do not make the consistently strong progress of which they are capable.
- Leaders do not analyse performance information well enough. Pupils with special educational needs and/or disabilities are not identified early enough. Leaders are unclear on the impact of spending to improve the outcomes of disadvantaged pupils.
- Middle leaders are a strength of the school. They are knowledgeable about their areas of responsibility. Nonetheless, senior leaders' monitoring and evaluation of their work are insufficiently systematic.

Full report

What does the school need to do to improve further?

- Ensure that teachers consistently use effective questioning to deepen pupils' learning, particularly for the most able.
- Sharpen leaders' analysis of the impact of the different strategies and actions taken to improve the outcomes of disadvantaged pupils.
- Ensure that pupils with special educational needs and/or disabilities (SEND) continue to be identified quickly, and that programmes established for them are monitored and refined so that their rates of progress are increased.
- Develop the role of middle leaders so that the monitoring and evaluation of all areas of the school lead to stronger progress, particularly for disadvantaged pupils and the most able pupils.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher's ambition and vision for the school are shared by governors and staff. They work together well to ensure that their aims are translated into effective action in the classroom. Consequently, there is a shared commitment for all pupils to succeed, and most pupils are making good progress.
- Leaders accurately identify priorities for improvement and put in place appropriate actions to achieve them. For example, training in the teaching of writing has had a positive effect on improving pupils' progress.
- Morale is high because staff feel well supported and valued. A culture has been created where everyone is striving to do their best to help pupils make the most of the opportunities provided at the school. In turn, pupils show similarly high ambitions to do their best work and make good progress.
- Leaders ensure that teachers have opportunities for professional development and to share with one another what works well. Teachers, including those new to the profession, are positive about how leaders help them to develop their practice and improve the quality of teaching, learning and assessment.
- Leaders have established consistent procedures for tracking the progress of individual pupils. They have set up robust systems to discuss and support the progress of any pupil who is at risk of underachieving. Nevertheless, information from the monitoring of pupils' progress is not analysed to show the performance of groups of pupils. Leaders and governors are aware that closer scrutiny of the progress of disadvantaged pupils and the most able is required to ensure that these pupils make the progress of which they are capable.
- Middle leaders are a strength of the school. They are knowledgeable about the learning and pastoral needs of pupils and have clear plans in place to lead improvements in their areas of responsibility. However, their roles, responsibilities and lines of accountability are not well understood by all staff. Consequently, systems are not in place to enable middle leaders to measure the difference they are making to pupils' outcomes.
- Leaders provide a broad curriculum which engages pupils' interests. Pupils enjoy a range of after-school activities, such as computing, chess, choir and a range of sports clubs, which enhance and develop their skills and interests.
- Leaders have used the physical education (PE) and sport premium to very good effect to provide a wide range of high-quality sporting activities during and outside the school day. Pupils' participation in sporting events is high and the school has achieved considerable success in competitions with other schools.
- The school's use of the additional funding to support disadvantaged pupils is not evaluated carefully enough. Leaders do not have a clear view of pupils' barriers to learning and therefore they are unable to ensure that funds are used to overcome the barriers effectively. This is also true for pupils with SEND, including those in the resourced provision.

- In this very inclusive school, pupils' spiritual, moral, social and cultural development is exemplary. Pupils learn about other faiths and cultures. They show respect for others, including those who may be different from themselves.
- The overwhelming majority of parents and carers who responded to Ofsted's online questionnaire, Parent View, would recommend the school to others. They feel that their children make good progress and are well looked after. However, during the inspection, a few parents expressed concern to inspectors about the progress of pupils with SEND.

Governance of the school

- The local governing body and trustees monitor the work of the school and hold leaders and governors to account through regular review meetings. Trust representatives have an accurate view of the strengths of the school and what needs to be done to improve the school further.
- There is a range of expertise among the members of the local governing and trustee body. They undertake regular training to make sure their knowledge and understanding of statutory responsibilities, including safeguarding and safer recruitment, is up to date.
- Governors and trustees are aware of and carry out their statutory duties in terms of safeguarding pupils.
- Prior to the inspection, governors and trustees had identified that a review of the school's use of additional funding to support disadvantaged pupils should be undertaken.

Safeguarding

- The arrangements for safeguarding are effective.
- The school works well with families and external agencies to ensure that pupils are safe in all aspects of school life.
- Leaders carry out all the necessary checks to ensure that adults in the school are suitable to work with children. The record of these checks is accurately maintained and regularly reviewed by the nominated members of the local governing body and the trust.
- There are regular safeguarding training updates for all staff, including those new to the school. Staff are aware of the key messages from government guidance on keeping pupils safe in school. Staff know the procedures to follow should they have concerns about a child's safety or well-being.

Quality of teaching, learning and assessment

Good

- The atmosphere and culture in the classrooms and around the school support pupils' learning well. There is a well-organised learning environment which provides pupils with high-quality resources.
- Staff establish positive relationships with pupils and have high expectations of their

behaviour. Pupils are given frequent opportunities to work together and to support one another's learning. As a result, pupils cooperate well and demonstrate consistently positive attitudes to learning.

- Teachers have good subject knowledge. They plan lessons that are based on interesting topics with the aim that pupils are constantly interested and on task. Pupils demonstrate genuine excitement about their learning across the school.
- The strongest teaching is characterised by effective questioning to challenge pupils to think carefully and explain their answers in detail. However, as a result of inconsistencies in the effectiveness of questioning, the most able pupils are not routinely pushed to make the strong progress of which they are capable.
- The teaching of reading is strong across the school. Teachers help pupils to secure their phonics knowledge early on so that, by Year 2, they are keen readers. Teachers make the most of all opportunities for pupils to practise their reading. Pupils' work shows that they have ample opportunities to practise comprehension skills through answering questions drawn from a range of texts.
- Teachers do not use day-to-day assessment well to identify pupils' next steps in learning. This means, for example, that when most-able pupils have secured their learning quickly, teachers are not ready with more challenging work to stretch them further. This can slow progress for the most able pupils. Additionally, the assessment of subjects across the curriculum is not as well developed as in English and mathematics.
- While work is largely well matched to pupils' learning needs, over time teaching has been less consistently successful at accelerating the progress of disadvantaged pupils and those with SEND.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very well cared for. Pupils respond to the school's caring ethos and show a high degree of courtesy and respect for each other, their teachers and other adults. They respond very quickly to instructions from staff and are polite and well-mannered.
- Pupils' personal development is exemplary. Pupils have a well-developed moral code and are very caring. The school develops pupils' leadership skills through giving them increasing responsibility. For example, 'team captains' in Year 6 are expected to act as role models and work with school leaders to shape the school development plan.
- Pupils are highly confident when speaking to visitors and smile and say hello when greeting them. They say they are happy at school and very much enjoy their learning. This is evident in the way they conduct themselves.
- Although bullying is a rarity at Latchmere, pupils have a good understanding of different types of bullying and know about the impact that it can have on people.
- Pupils are unanimous in their views that they feel safe in school. They can recall lessons where they have learned about the need to eat a healthy diet and the benefit

of regular exercise. Online safety has a high profile and pupils can talk sensibly about the need to take care when using the internet.

Behaviour

- The behaviour of pupils is outstanding. They are very kind, considerate, respectful and polite.
- Teachers have high expectations for pupils' behaviour. At all times in the school day, pupils conduct themselves in an exemplary manner. Pupils' movement around the school and outdoors is a pleasure to see. All areas of the school are calm and well ordered. Pupils need minimal supervision in terms of managing their behaviour.
- In lessons, pupils listen attentively to staff and to each other. They work independently or in groups and show the utmost respect for each other's opinions. Inspectors saw no disruption to learning throughout their visit.
- Pupils enjoy school. Attendance, including for those who are disadvantaged, is consistently above average and few pupils miss school regularly.

Outcomes for pupils

Good

- Pupils enter Year 1 with a good foundation in all the areas of learning. At key stage 1, pupils are confident and make good progress in their learning. By the end of key stage 1, pupils are attaining above expectations for their age in reading, writing and mathematics.
- Outcomes in phonics are very strong. By the end of Year 1, a much higher than average proportion of pupils attain the expected standard in the national phonics screening check. As a result of good teaching and strong systems, these pupils make substantial progress in securing their knowledge of phonics.
- In 2018, the proportion of Year 6 pupils who attained both the expected standard and the higher level in reading, writing and mathematics was well above the national average. However, progress from starting points, although above average in reading, was average in writing and mathematics. This reflects some lack of challenge in the work they receive, particularly for the most able.
- Younger pupils develop fluency and expression when reading out loud, while older pupils read challenging texts and are able to see beyond the literal meaning.
- Work in current pupils' books shows that pupils are confident writers. They make good progress with their spelling, punctuation and grammar skills and present their work neatly. In mathematics, many are working at the level expected for their age, showing skills in application and reasoning. Pupils leave the school well equipped with the necessary academic skills to be fully ready for the next stage of their education.
- In 2018, the proportion of Year 6 disadvantaged pupils who attained the expected standard in reading, writing and mathematics at the end of key stage 2 was below that of other pupils in the school and other pupils nationally. Most disadvantaged pupils currently in key stage 1 and key stage 2 are making good progress from their starting points. Nevertheless, over time, teaching has been less consistently successful at accelerating the progress of disadvantaged pupils and there is some continuing

underachievement.

- Pupils working below the level expected for their age and those with SEND, including those who attend the resourced provision, make variable progress from their starting points. This is because the tasks provided are not routinely well matched to pupils' needs. Additionally, at times, adults over-direct pupils' work and do not provide resources to support learning or encourage pupils to think for themselves.
- Pupils who join the school at times other than Reception Year settle well in this welcoming school. They make good progress from their starting points, which are often lower than those typical for their age.

Early years provision

Good

- A significant proportion of children enter Nursery with levels of skills, knowledge and understanding which are below those typical for their age. Children are well supported and make good progress from their varying starting points. As a result, the proportion of children achieving a good level of development by the end of the Reception Year is above the national average and they are well prepared to enter Year 1.
- Leaders have created a stimulating and creative environment in which children enjoy their learning immensely. The indoor and outdoor areas are well set out so that children can engage with activities which interest them, and which support key aspects of their development. This is the case for different groups of children, including disadvantaged children and those with SEND. There are many resources for children to use and a wide range of opportunities for children to learn and to make good progress.
- Staff act as positive role models and know the children well; they have ensured that the welfare requirements of the early years are met. Children quickly become accustomed to the routines of Nursery and Reception classes. They behave well and show that they feel secure in their environment. They grow in confidence and are keen to learn.
- The quality of teaching, learning and assessment is good. Teachers usually provide well-planned activities which enthuse the children and are carefully matched to their learning needs. However, occasionally, activities to develop number work and writing do not provide enough challenge for the most able children or provide opportunities for them to demonstrate understanding at a level exceeding that expected for their age.
- Adults in the Reception Year question children well and encourage them to speak and develop their language skills. This practice is more uneven in the Nursery Year.
- Staff establish a positive partnership with parents. They are encouraged and supported in developing their children's learning at home. This positive partnership contributes to children's good progress.

School details

Unique reference number	138689
Local authority	Kingston upon Thames
Inspection number	10085713

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	944
Appropriate authority	Board of trustees
Chair	Lisa Stone
Headteacher	Julie Ritchie
Telephone number	020 8546 7181
Website	www.latchmereschool.org
Email address	office@latchmereschool.org
Date of previous inspection	7–8 July 2009

Information about this school

- Latchmere School is larger than the average-sized primary school.
- In 2012, Latchmere School converted to become an academy and is a member of Latchmere Multi Academy Trust.
- The school is the lead school in the Latchmere Teaching School Alliance.
- The school has a specialist resourced provision for pupils with autism.
- The proportion of pupils supported by the pupil premium funding is lower than the national average.
- The proportion of pupils with SEND who receive support is low in comparison with the national figure. The proportion of pupils who have an education, health and care plan is in line with the national average.
- The proportion of pupils who speak English as an additional language is in line with the national average.

Information about this inspection

- Inspectors visited classrooms to observe teaching and pupils' learning. They carried out some of these observations jointly with members of the senior leadership team.
- Inspectors observed and spoke to pupils during lessons and at playtimes.
- Inspectors met formally with two groups of pupils. An inspector heard a range of pupils read.
- Inspectors held discussions with staff, middle and senior leaders, trustees and the chair of the local governing body. Telephone conversations were held with the school improvement partner and with a representative from the local authority.
- Inspectors looked at a range of documentation, including arrangements for safeguarding. They took account of the school's self-evaluation and development plan and scrutinised pupils' books and assessment information.
- Inspectors spoke to parents as they brought their children to school, met formally with three sets of parents, spoke with two parents on the telephone, considered three emails and 286 responses to Parent View (Ofsted's online questionnaire).

Inspection team

Carolyn Dickinson, lead inspector	Her Majesty's Inspector
Barney Geen	Ofsted Inspector
Julie Davey	Ofsted Inspector
Milan Stevanovic	Ofsted Inspector

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