

Inspection of Latymer All Saints CofE Primary School

41 Hydethorpe Avenue, Edmonton, London N9 9RS

Inspection dates: 10 and 11 December 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Requires improvement**

Previous inspection grade Good

What is it like to attend this school?

At Latymer All Saints, the school's values of 'love, aspiration and service' are embodied in the actions of staff. Pupils are safe and happy, knowing that trusted adults will help them if they have any concerns. This is a highly inclusive school. Pupils are welcomed and valued as unique individuals.

Pupils behave well, and disruption to lessons is rare. This means that staff can focus their attention on teaching. Pupils enjoy taking on leadership roles, such as eco leaders and prefects. They know their voice is listened to and valued.

The development of pupils' character is a strong feature of school life. The school provides a broad set of experiences outside of the classroom to enrich the curriculum, such as clubs, educational visits and fundraising activities.

Leaders and staff put the best interests of pupils at the heart of everything they do. The school has high expectations of pupils' achievement. Overall, pupils achieve highly, particularly in reading and mathematics. However, there is more work to be done to ensure that children in the early years experience a high-quality curriculum.

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

In most subjects, leaders have designed a well-sequenced and ambitious curriculum. In these subjects, the curriculum supports pupils to build on their understanding. As a result, pupils can confidently recall their learning. Their understanding is also evident in the quality of work they produce. Teachers recap important concepts and skills before moving on to deliver new content. This helps pupils to build their knowledge securely. For example, in mathematics, pupils in Year 5 revisit their knowledge of multiplication to prepare them for learning about fractions.

In some other subjects, the tasks that pupils complete do not align as closely to the curriculum content. This means that pupils develop some gaps in their knowledge. The school has put in place training for staff to address this, but it is too early to see the full impact of these changes.

In the early years curriculum, the school has not clearly defined the knowledge that children should learn. There is insufficient consideration of how skills and knowledge build through the early years. Consequently, children are not prepared as well as they should be for the next stage of their learning.

This school values reading. Leaders have made significant improvements to how the school supports pupils during the early stages of learning to read. Pupils from Reception onwards follow a phonics programme that increases their confidence and fluency with reading. Well-trained adults provide effective support for pupils to catch up and keep up with their peers. The books pupils read are closely matched to the sounds they know. Pupils enjoy a range of texts that develop both their vocabulary and their awareness of the world. Pupils are keen to share the stories they have recently read.

The school has recently reviewed its approach to identifying and supporting pupils with special educational needs and/or disabilities. There are appropriate systems in place to support the early identification of need and to closely monitor pupils' progress through the curriculum. The school is now focused on adapting the curriculum to meet the needs of all pupils within the classroom. This enables all pupils to access the same curriculum as their peers.

There is a positive learning culture. Children quickly settle into routines in the early years. They play well together, share and take turns. Classrooms are calm, orderly places. Staff treat pupils with respect and value their contributions. Pupils can explain why the school has rules and can relate these to the school's values. The school takes pupils' occasional use of derogatory language seriously. Bullying is rare, but if it happens, the school deals with it quickly. The school prioritises attendance. Pupils attend well.

The school provides a comprehensive programme to promote pupils' personal development. Pupils learn to be safe, including online and in the wider community. They develop an age-appropriate understanding of healthy relationships. Pupils know their opinions and beliefs may differ from those of others. They learn that everyone is unique and accept difference in a positive way. Pupils value and participate in a range of clubs, such as art, ballet, coding and gymnastics.

Governors know the school well. They know the school's strengths and areas that require further development. Staff value the training they receive to support them in their roles, such as in the delivery of new areas of the curriculum. Leaders are considerate of staff's workload and well-being. Parents and carers appreciate the hard work and dedication shown by staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Aspects of the curriculum beyond English and mathematics have recently been revised and are still becoming embedded. This means that there are gaps in pupils' knowledge in some subject areas. The school should ensure that staff have the support they need to develop their confidence, pedagogical and subject knowledge so that the curriculum is implemented consistently well.
- The curriculum and assessment processes in the early years are underdeveloped. This means that, in some areas, staff are unclear about what children need to learn and children do not develop the knowledge they need across all of the areas of learning. The school should complete its work on the early years curriculum to clarify the

important knowledge that children need to know and remember so that they are prepared well for Year 1.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102041
Local authority	Enfield
Inspection number	10345773
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	519
Appropriate authority	The governing body
Chair of governing body	Stella Mwa
Headteacher	Sandra Johnson
Website	www.latymerallsaints.enfield.sch.uk
Dates of previous inspection	29 and 30 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England primary school within the Diocese of London. The school's religious character was last inspected under section 48 of the Education Act 2005 in October 2022.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and modern foreign languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors reviewed a range of school documentation, including records related to attendance, behaviour and pupil movement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with representatives from the governing body. They also spoke with the school improvement adviser from the local authority.
- Inspectors considered the views of parents, pupils and staff, including through their responses to Ofsted's online surveys.

Inspection team

Robert Grice, lead inspector	His Majesty's Inspector
Abi Misselbrook-Lovejoy	Ofsted Inspector
Harvey Webb	Ofsted Inspector
Stephen O'Brien	Ofsted Inspector

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