

Inspection of The Latimer Primary School

Latimer Street, Anstey, Leicester, Leicestershire LE7 7AW

Inspection dates: 26 and 27 November 2024

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

The school's 'five simple truths' are at the core of everything the school does. Pupils have a strong sense of belonging in the school. Pupils are happy and trust the adults in school to keep them safe. One parent, typical of many said: 'Our son is thriving because of every opportunity - both academic and holistically - that he's been given since being at Latimer.'

Leaders are highly ambitious for pupils' behaviour and learning. This includes ambition for pupils with special educational needs and/or disabilities (SEND). Most pupils achieve well.

Pupils benefit from an exceptional personal development programme. Pupils show a deep understanding of having a say in things of importance to them. For example, following class consultations on what they would like to improve, the school council bids for funds from the parish council for the chosen projects. Pupils act as well-being champions and look out for and help pupils at the 'friendship stops'. The school choir takes part in regional singing events.

Pupils understand how diverse the world is. They recognise and appreciate that families come in all shapes and sizes. Pupils take to heart the meaning of everyone being different but equal. This shines through their words and their actions.

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

The curriculum that pupils follow is broad and ambitious. The school has thought carefully and successfully about the design of the curriculum so that it meets the needs of its pupils. The school has identified the key knowledge and vocabulary that pupils should learn from the early years through to Year 6. It has set these out in a way that builds up into increasingly challenging themes and ideas. All pupils respond well to this structure. They deepen their learning in a way that allows them to achieve well.

The school is equally ambitious for pupils with SEND. Staff's thorough and accurate identification of additional needs, coupled with sensitive and targeted support, ensures that pupils with SEND learn the full curriculum and typically achieve well.

Pupils receive a well-planned wider curriculum, which they learn well. Pupils recall a range of information, including about different faiths. They remember key words and definitions across different subjects and apply this well within activities.

From the moment that they start school, children in the early years are 'rinsed in rich language'. Children learn in an inviting and stimulating environment. Partnerships with parents are strong. Stay-and-play sessions link play and phonics in a way that helps families to learn together. Staff help children to get to grips quickly with what the school's 'five simple truths' mean to them. Children play together, help each other, and make choices for their learning with increasing independence, enjoyment, and success. They embrace their move to Year 1 because they are well equipped with the skills and knowledge that they need.

Pupils achieve well in reading. The school's attention to detail in staff development, effective teaching and matching books closely to the sounds that pupils know play a strong factor in this success. Staff are swift to identify and support those pupils who need extra help. This ensures that pupils, including disadvantaged pupils, get a great start to reading. The school's commitment to pupils learning to read extends out into the community. Leaders work closely with local nurseries to train their staff to use phonics. This gives children a secure base from which to progress from as they start school.

The school has, rightly, identified that not all pupils can structure and compose their writing well enough. The school's recent focus on pupils talking through what they want to write and how they will put it together before putting pencil to paper is beginning to have a positive impact. However, there is more work to do. Pupil work has improved but leaders' ambitions are not yet fully realised.

Pupils' knowledge of and respect for the school rules is impressive. They truly take pride in doing their best as friends, as learners and as global citizens. Their high attendance shows that they appreciate all that the school has to offer them. Leaders have identified and supported vulnerable pupils who may struggle to attend.

The school plans carefully for pupils to grow and develop beyond the academic curriculum. Character development is exemplary. Leaders have identified the character strengths that they want pupils to learn and develop from early years to Year 6. In key stage 2, pupils take responsibility for forming their own lunchtime clubs, such as comic club and chess club. Pupils benefit exceptionally well from this approach. Pupils have access to a range of experiences that aid their spiritual, moral, social and cultural development.

Leaders at all levels, including those with responsibility for governance, know the school exceptionally well. They use this knowledge to look after staff in a way that ensures that everyone's focus and efforts benefit pupils' well-being, safety and achievement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that all pupils structure and compose their writing as well as they should. This means that some pupils are not producing work of a consistently high quality. The school should build upon their early development work in oracy to support pupils in attaining the high standards to which they aspire.

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	119903
Local authority	Leicestershire
Inspection number	10347389
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	The governing body
Chair of governing body	Simon Pizzey
Headteachers	Claire Moran and Michelle Swarbrook
Website	www.latimerprimary.co.uk
Date of previous inspection	26 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school has two co-headteachers.
- The school does not use any alternative provision.
- The school provides before- and after-school care for pupils.

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 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 spoke to the co-headteachers, members of the senior leadership team, governors and local authority officers.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, religious education and geography. 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.
- Inspectors spoke to leaders about behaviour, scrutinised attendance and behaviour records and took into account what parents and pupils told us about behaviour. Inspectors viewed behaviour in classrooms and during the school break and lunchtimes and between lessons.
- Inspectors spoke to leaders about the school's personal development programme, discussed curriculum plans and audits and took into account what staff, parents and pupils told us.
- Inspectors discussed the school with those who have responsibility for governance. Inspectors scrutinised governance records.
- 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.

Inspection team

Steven Barnes, lead inspector	Ofsted Inspector
Tim Leah	Ofsted Inspector
Steve Tague	Ofsted Inspector

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