

# School inspection report

14 to 16 November 2023

## **Latymer Upper School**

King Street,  
Hammersmith,  
London.  
W6 9LR

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. The governing body is effective in monitoring and supporting the work of school leaders. It ensures that leaders and managers have the skills, knowledge and understanding to actively promote the wellbeing of pupils.
2. The findings of a recent external review of pupils' behavioural culture and attitudes have been diligently implemented by school leaders. Appropriate action is taken to minimise the risks to pupils' wellbeing. Pupils are well supported by personal social and health education (PSHE) and relationships and sex education (RSE) programmes that are adaptable and relevant to the needs of pupils. Governors and senior leaders have a development plan in place that promotes aspects of pupils' wellbeing, such as pupil mental health.
3. Leaders are alert to many of the consequences of their proposed curriculum changes. They acknowledge that some of the longer-term plans require further consideration of the possible challenges and outcomes for pupils including pupils who have SEND.
4. There is a strategic approach by leaders to risk management and consequently risks to pupil wellbeing are identified, mitigated and minimised.
5. Teaching meets the needs of pupils. The majority of lessons are well planned and use resources effectively. Much teaching introduces demanding concepts that require pupils to think deeply and critically. Effective support from teachers means that pupils, including the most able, are intellectually challenged. Pupils are enthusiastic about learning and apply themselves readily in lessons, contributing their ideas.
6. Pupils make good progress. Those pupils who have special educational needs and/or disabilities (SEND), also make good progress as a result of the support made available to them and teaching which reflects their needs.
7. Due to the tailored support provided, pupils for whom English is an additional language (EAL) make good progress in developing their fluency in English.
8. Most leaders use assessment data to inform planning and identify development priorities effectively though in a minority of departments the use of such data is less well developed.
9. Leaders have taken the decision to provide an extensive extra-curricular programme. This consists of a wide range of activities, many of which are led by pupils. This allows pupils to both follow their own interests and to gain new skills, knowledge and understanding as well as develop their leadership experience. Pupils value this provision highly.
10. The school is a diverse community where pupils from a wide range of faiths, backgrounds and beliefs show understanding and support for each other. Leaders have worked carefully to ensure the school's PSHE curriculum meets the needs of pupils in developing an understanding of themselves and an awareness of the needs of others. This has resulted in a community where poor behaviour is unusual and, if reported, effective action is taken.
11. School leaders give pupils opportunities to take a lead in supporting other pupils both within the school and in the school's locality. Pupils readily support charities by raising funds or volunteering

and they have a keen sense of social responsibility. Pupils are proud of their school's role in the community.

12. School leaders prepare pupils for the next steps in their academic career with a carefully planned careers programme, which includes personal guidance, and supports pupils to make informed choices. Pupils are ambitious for their futures and go on to a wide range of universities and courses, many of which have stringent academic entry requirements.
13. Leaders ensure that safeguarding arrangements are robust. They think carefully about the contextual risks to pupils. Leaders make sure that support is available to pupils such as making disclosures to school staff. Staff have appropriate training to recognise and respond to concerns and on liaison with relevant external agencies. Action, if required, is prompt and effective.

## The extent to which the school meets the Standards:

- Standards relating to leadership and management, and governance are met
- Standards relating to the quality of education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are met
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met

## Recommended next steps

Leaders should:

- Build on the school's self-evaluation and strategic appraisal of unintended consequences and potential impacts on pupils in order to ensure that the Standards continue to be met consistently.
- Continue to strengthen the consistent use of assessment data across departments to support pupils' progress through effective teaching and learning

## Section 1: Leadership and management, and governance

14. Leaders and managers possess the required knowledge and skills to effectively fulfil their roles. Appropriate policies are in place and leaders monitor their implementation with care. Staff training is matched to identified priorities. It is comprehensive and up to date.
15. School leaders are successful in fulfilling the aims of the school particularly in inspiring a love of learning and the nurturing of self-confidence. This is a result of the breadth and depth of the curriculum, an extensive range of activities beyond the classroom and the provision of a range of pupil leadership opportunities.
16. The school has a detailed strategic vision in place, formulated by governors and senior leaders, following a careful consideration of the school's relative strengths and weaknesses. Pupil wellbeing is central to these plans with the consideration given to mental health support as an example.
17. Planned curriculum developments are ambitious both in scope and timeframe. Leaders have carefully assessed the risks of adverse outcomes for pupils associated with the majority of the proposed changes. However, they accept that some longer term developments need further consideration before full implementation to ensure that the impact on pupils and on pupil outcomes is fully understood, and any identified risk mitigated.
18. There is a clear leadership structure in place to ensure the wellbeing of pupils is actively promoted. The majority of departmental leaders' use of data to assess pupils' progress and monitor the quality of teaching is effective though this is less well developed in a minority of subjects.
19. Leaders are proactive in seeking pupils' views including through surveys and the school council. This pupil feedback is thoughtfully analysed and used to enhance the support available to pupils.
20. Governors monitor the work of the school including through the scrutiny of leaders' reports, supported by the checking of what the governing body is told by senior leaders. Governors offer both effective support and challenge to senior leaders and ensure they have the skills, knowledge and understanding to carry out their duties.
21. Governors review safeguarding arrangements appropriately and are rigorous in ensuring that the school has effective pastoral and pupil support arrangements in place.
22. A strategic approach is taken to ensure that any risks to pupils' wellbeing are identified and suitable mitigation measures put into place for activities both on and off the school site.
23. Complaints are recorded and managed appropriately and are dealt with within the stated timeframes. Parents receive reports regularly and all other required information is made available to parents. There is an appropriate accessibility plan in place that make both the curriculum and the school site more accessible.

### The extent to which the school meets Standards relating to leadership and management, and governance

All the relevant Standards are met.

## Section 2: Quality of education, training and recreation

24. The curriculum is suitably providing a wide range of subjects appropriate to the needs of pupils. Schemes of work and plans are in place to promote British values. Pupils develop their knowledge, skills and understanding well across all curriculum areas.
25. Teaching typically engages and challenges pupils. This is particularly the case in the prep school and in the majority of lessons in the Upper School. For example, Year 4 pupils recite Spanish poetry that they memorise. Pupils make links to other texts and the historical context of the works they read, prompted by careful questioning by teachers. Teachers have secure subject knowledge and understanding and use effective teaching methods and a range of classroom resources well. Pupils receive helpful feedback which clearly indicates what they need to do to improve that they then act on.
26. Pupils make good progress and attain well at GCSE and A level. Pupils in the prep school also progress well, particularly in numeracy and literacy. Those pupils who speak English as an additional language (EAL) receive suitable support in this aspect of their learning, and often make rapid progress in their fluency in English. Pupils who have SEND are provided with the support specified in their individual education plans and there is effective communication between teachers and those leading the provision of SEND. As a result, pupils with SEND make good progress.
27. In lessons, pupils collaborate enthusiastically and instinctively, demonstrating an obvious enjoyment of learning. This is most notable when they share and discuss their ideas and learn from each other. Pupils are highly articulate, creative and speak with self-assurance and communicate clearly in their written work. They work well independently, solve problems and research concepts and ideas effectively.
28. In the majority of departments, assessment data is used effectively to inform longer-term departmental planning. However, the way that departmental leaders analyse and use pupils' academic data to inform the planning of teaching shows considerable variation, as does leaders' analysis of the data. In the small number of departments where this analysis is less detailed, pupils' progress is harder to track effectively.
29. There is an extensive extra-curricular programme. A wide range of activities allows pupils to follow their interests and develop new knowledge and skills. Pupil participation rates are high. Pupils also benefit from the programme in terms of balancing the demands of schoolwork with relaxation and recreation. Pupil leadership plays a considerable role in the extra-curricular programme and pupils feel that their involvement has developed their self-confidence and given them a sense of responsibility, which they take seriously. Pupils also benefit from the academic mentoring programme that pairs older pupils in the sixth form with younger pupils to provide support to their learning.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation:**

All the relevant Standards are met.

## Section 3: Pupils' physical and mental health and emotional wellbeing

30. Leaders continually review the PSHE and RSE programmes to encourage pupils to have greater understanding and tolerance of others. Pupils treat each other and staff with respect as a result of the effective PSHE and RSE curriculum. Extensive work is done to ensure that both the PSHE and RSE programmes meet the needs of pupils by seeking and acting on pupils' feedback to make appropriate adjustments. Leaders ensure that that the PSHE curriculum develops pupils' understanding of British values and gives pupils the opportunity to develop their understanding of how to stay safe, healthy and be prepared for later life.
31. Pupils' physical education is enabled by a wide variety of activities that meets the needs of pupils, whether performing at an elite to more recreational level. Appropriate care has been taken by leaders to ensure that the physical education programme does not discriminate and that it is accessible to all pupils. Pupils recognise the importance of physical fitness to a healthy lifestyle.
32. There are several different faith groups within the school community. Pupils contribute to their leadership and they are welcoming and accessible to all. Pupils' spiritual and moral development and understanding of others is also enabled by a range of activities within the curriculum, including in PSHE and RSE lessons and assemblies. Festivals and events which reflect the diversity of its community are celebrated. This results in pupils placing a high value on each other's faith and background and a pervading culture of mutual respect amongst pupils. This develops both their self-knowledge and self-esteem.
33. Leaders have high expectations of pupils and policies related to behaviour are effectively implemented. As a result, pupils behave well and engage with their learning. Instances of serious misbehaviour and bullying are uncommon and when they do occur, appropriate action is taken to deal with it. Suitable records are maintained so that trends and patterns can be identified. Pupils are keen to mix with those beyond their age group and a range of mentoring opportunities enables this.
34. Leaders ensure that relevant policies and procedures are in place to comply with health and safety legislation and fire safety and evacuation requirements. These are effectively implemented in practice. The school site is secure and well supervised by staff. Appropriate first aid arrangements are easily accessible to pupils. Leaders provide support for pupils' mental health through counselling where required.
35. The school's admission and attendance registers are stored and maintained appropriately, and any pupil transfers are reported to the local authority.

### The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing:

All the relevant Standards are met.



## Section 4: Pupils' social and economic education and contribution to society

36. The curriculum enables pupils to develop their knowledge and understanding of British society and institutions and the wider world. Leaders also promote in pupils an understanding of ethical and moral issues. Pupils readily engage in debate and discussion within and beyond the classroom. This broadens their understanding and awareness, such as the responsibilities that come with the freedom of speech.
37. The PSHE programme and visiting speakers help pupils to develop a respect for democracy, the rule of law and British values. The World Perspectives lessons examine themes such as political theory, economic issues and the challenges of racism. Pupils learn about finance and how to manage money. Pupils are prepared well for their life after school.
38. Leaders promote an inclusive and diverse community where pupils of all faiths and backgrounds respect and understand each other. Differences are celebrated and pupils have a strong awareness of a range of other cultures and beliefs as a result of the curriculum and assemblies. The LGBT community within the school feel they are well supported and understood. Pupils are proud of their individual identities and recognise the active promotion of inclusivity is consistent with the school's values of inclusion, tolerance and respect.
39. Leaders encourage pupils to support those within the community and beyond and they engage with this readily. There are a wide range of pupil leadership opportunities including being part of the school council, prefects and sports captains. Pupils value these experiences and what they can learn from them.
40. The school is successful in its aim of educating pupils to recognise their wider social responsibilities and the needs of others. There is extensive engagement with volunteering and with charities within the local community, such as collecting clothes for homeless people. Pupils are actively involved in the decision making relating to the support of charities. Their willingness to support charities with evident enthusiasm demonstrates pupils' readiness to help others and their keen awareness of the difficulties that can be encountered in the wider community.
41. Pupils have appropriate impartial careers advice to assist them in making decisions relating to both subject and career choices. Pupils have high aspirations for their futures after school. Careers education includes opportunities that enable pupils to develop skills and experience for the workplace. Pupils go on to a range of universities in the UK and abroad, as well as following options such as degree apprenticeships.

### The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society:

All the relevant Standards are met.

## Safeguarding

42. Safeguarding arrangements are effective. Leaders clearly understand the thresholds at which liaison with external agencies is required and know the referral pathways. When necessary, contact with the police, children's services and the local authority designated officer is made promptly and without delay.
43. School leaders recently commissioned an external review of pupils' behavioural culture and attitudes. They have taken appropriate action in response to the findings of that review. School leaders proactively seek the views of pupils and take steps that prioritise and promote the safeguarding of pupils.
44. The safeguarding policy reflects the most recent statutory guidance and is effectively implemented. It is available to staff, parents and pupils on the school website and contains all necessary contact details. A helpful summary document is also issued to visitors.
45. School leaders ensure that staff and volunteers receive suitable safeguarding training as they join the school and this training is updated regularly. Those staff with safeguarding lead responsibilities are appropriately trained and know and understand the contextual risks to pupils, such as child-on-child abuse, and how to mitigate them. Pupils know how to stay safe online. There is suitable monitoring and filtering of online activity.
46. Detailed safeguarding records are maintained and stored appropriately. Child protection concerns are acted upon promptly. Pupils feel safe in school.
47. A suitable record of appointments is kept and carefully monitored. Safer recruitment checks are completed for staff, volunteers and governors.

### **The extent to which the school meets Standards relating to safeguarding:**

All the relevant Standards are met.

## School details

<b>School</b>	Latymer Upper School and Latymer Prep School
<b>Department for Education number</b>	205/6306
<b>Registered charity number</b>	312714
<b>Address</b>	King Street Hammersmith London W6 9LR
<b>Website</b>	latymer-upper.org
<b>Proprietor</b>	The Governors of the Latymer Foundation
<b>Chair</b>	Mr Kieran Murphy
<b>Headteacher</b>	Mrs Susan Wijeratna
<b>Age range</b>	7 to 18
<b>Number of pupils</b>	1441
<b>Date of previous inspection</b>	December 2021

## Information about the school

48. Latymer Upper School is an independent co-educational day school in Hammersmith, London. The school consists of a prep school and senior school that includes a sixth form. The prep school is on the same site as the senior school. The school is a charitable trust overseen by a board of governors. Since the previous inspection, a new chair of governors was appointed in July 2022 and new head appointed in September 2023.
49. The school has identified 303 pupils as having special educational needs and/or disabilities. Five pupils in the school have an education, health and care (EHC) plan.
50. English is an additional language for 42 pupils.
51. The school states that its aims are to encourage independence of thought, inspire a love of learning and life, and to nurture self-confidence and resilience in pupils. It seeks to educate pupils so that they recognise their social responsibilities and to ensure that the diversity of backgrounds within the school community is recognised and celebrated.

## Inspection details

**Inspection dates** 14 to 16 November 2023

52. A team of eight inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.
53. Inspection activities included:
- observation of lessons and activities, some with school staff
  - discussions with pupils
  - discussions with senior leaders and staff
  - discussions with governors
  - observation of registration and tutor periods
  - examination and discussion of pupil work with pupils and leaders
  - a tour of the school site
  - examination of a range of policies and documents provided by the school.
54. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

### How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
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CAP House, 9-12 Long Lane, London, EC1A 9HA

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