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**CHALLENGE PARTNERS: Quality Assurance Review Written Report**

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| <b>Name of School:</b> | Latimer Education Centre         |
| <b>School Address:</b> | 194 Freston Road, London W10 6TT |
| <b>Hub School:</b>     | Woodfield                        |

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| <b>Telephone Number:</b> | 02079388120              |
| <b>Email address:</b>    | latimerAdmin@tbap.org.uk |

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| <b>Unique Reference Number:</b> | 100476  |
| <b>Local Authority:</b>         | Kensington and Chelsea  |
| <b>Type of School:</b>          | Pupil Referral Unit   |
| <b>School Category:</b>         | Pupil Referral Unit   |
| <b>Age range of learners:</b>   | 11-16   |
| <b>Number on roll:</b>          | 40  |
| <b>Head teacher/Principal:</b>  | Executive Headteacher- Seamus Oates<br>Head of School – Tony Meehan |

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| <b>Date of last Ofsted inspection:</b>  | 9-10 July 2013 |
| <b>Grade at last Ofsted inspection:</b> | Good           |

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| <b>Date of Quality Assurance Review:</b> | 4-5 March 2014 |
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES**

**School Improvement Strategies:** Outstanding

**Achievement is:** Outstanding

**Quality of Teaching:** Outstanding

**Area of Excellent Practice:**  
**Creative Curriculum:** Confirmed

### **Overall Review Evaluation**

The Quality Assurance Review found indicators that The Latimer Centre appears to have moved beyond the Good grade as judged by Ofsted in the school's previous Ofsted report of June 2013 and is working within the Outstanding grade.

## **Information about the school**

The Latimer Centre is part of the Tri-borough Alternative Provision (TBAP) across Kensington and Chelsea Hammersmith and Fulham, and Westminster local authorities. The Latimer Centre provides education for up to 35 learners who have been permanently excluded from mainstream schools, those on managed moves to prevent exclusion and those out of school. It also hosts the Golborne Centre for very short-term placements as well as for initial assessments and induction of the learners to the tri-borough alternative provision.

The majority of the learners have special educational needs, with a significantly above average number having a statement of their special educational needs. Most learners are educated in the Latimer Building with a small number attending other provision. All learners receive free school meals whether they are entitled to them or not. The ratio of boys to girls is usually between 2-1 and 5-3. The ethnic background is mixed and reflects the local community. Learners stay at the centre for varying amounts of time; the stated aim of the centre is to prepare learners for reintegration back into mainstream education. Several of the learners will stay until the end of KS4. Latimer is currently in the process of converting to an Academy.

## **School Improvement Strategies**

At the Latimer Centre all members of the school community including the kitchen manager, site manager and office staff, play their part in making the school a cohesive, effective and safe place for all. Everyone knows the learners extremely well and has high expectations for them all. Together, they provide very extensive well-focused programmes for learning which addresses individual needs.

The Head of School and the staff have worked incredibly hard to create and establish their shared ethos. There is a very positive climate for learning, one where it is safe for staff and learners to take risks and make mistakes without fear of failure. There is a culture where the 'love of learning' has real meaning and value for the learners; underpins the work of the Centre. Aligned to this is the therapeutic support given which plays a key role in helping young people develop emotional and social skills but also supports staff in understanding young people, families and their situations.

Teamwork and relationships amongst the staff and learners are outstanding. Staff are tremendous role models for the learners and demonstrate resilience, understanding and care. Communication between different members of staff, as well as other professionals, is detailed and transparent. Leadership responsibilities are delegated and shared extremely well amongst teachers with responsibility for aspects of the school's work. All staff have access to high quality professional development opportunities which are both linked to priorities identified in the school development plan and their own personal development. In addition the well-being of staff is seen as a priority and is well supported.

Issues identified in the previous Ofsted inspection have been fully addressed. There is no room for complacency at Latimer and the passion, commitment and determination of the

senior leadership team means that they continue to sustain and build on their excellent practice ensuring that learners are given every possible opportunity to succeed.

The school's engagement with parents is excellent and very much appreciated. Parents are particularly impressed by the gains their child makes in learning and improving their confidence and self-esteem.

The Centre recognises and values the support and close working partnerships with the other schools involved in the Tri Borough Alternative Provision (TBAP). Not only has the consistency of approach, achieved by all schools, in adopting and implementing the rigorous systems and procedures for monitoring the quality of teaching and learning, behaviour and achievement led to improved outcomes for learners, it has provided an opportunity for all staff to share and learn from the good practice of each other. There is now an increased sharing of resources and facilities across TBAP which has broadened the educational opportunities available for the learners, for example a drama and a MFL teacher are shared across the three schools and learners have the option of attending a particular provision to follow a preferred accredited course.

## **Pupil Achievement**

As part of the TBAP, Latimer has robust systems in place to baseline, track and record learners' progress. All planning documents make reference to the levels and targets for the individual learners and these are openly shared during the lesson. Creative activities and resources are used to achieve clear learning outcomes and objectives. All staff are confident in using these systems to produce detailed planning and record assessment. Difficulties evaluating data with small numbers of students and high mobility exist but the Centre is aware of the value of the systems now in place and use the data to inform their plans to ensure progress for each learner.

All learners are entered for GCSEs and Functional Skills tests. Every opportunity to allow learners to experience success is maximised by early entry, mock exams and use of on-line tests. Where learners have not achieved projected goals, strategies and interventions are in place to support and guide individuals and families.

Valuable case studies provide evidence of achievement where data does not give the full picture i.e. last year no learners achieved between grades A to C. This cohort included six learners who had joined the Centre as disengaged individuals. However this group are regarded as successful members of the Centre as engagement was achieved and this group went onto further education colleges or jobs in the work place.

The Centre is proud of the work they do to promote the confidence and self esteem of their learners. They use a variety of opportunities to support engagement i.e. KS4 learners are offered vocational opportunities, on line learning is available and after school revision and catch up classes are in place. Due to the successful attendance at the after school revision classes the Centre is now offering Saturday school to provide opportunities for year 11 learners to catch up on English coursework and exam preparation.

Leavers' progress is tracked up to three years and vulnerable leavers remain on the Inclusion Panel until a successful transition has been made.

Attendance is recognised as having an impact on progress. The Centre has clear systems in place to address this. It has successfully stopped learners absconding from lessons during

the day and uses appropriate reward systems to encourage engagement. IEP targets are set and discussed during structured conversations each term with parents. Progress is monitored and reviewed termly.

## **EBI**

Where pupils are enthusiastic and engaged, continue to encourage and provide opportunities for pupil voice, where the learner may be able to take a lead role.

## **Quality of teaching**

- The quality of teaching and learning has improved over time and now the majority is good or better and this was reflected in the learning taking place in the lessons observed during the review. Outstanding practice is evident in a number of areas.
- Teachers have high expectations and use their knowledge of learners' strengths and weaknesses to plan lessons which challenge each individual to do well.
- Teaching is supported by a detailed understanding of learners' current attainment, what they do well and what they need to learn next. School leaders check very carefully that the information collected about learners' progress is accurate and used effectively by teachers to plan their lessons. However, teachers are not afraid to move away and adapt these plans if they need to in order to re-engage pupils in learning.
- The warmth and positive regard with which all staff treat the learners enables them to offer support and guidance which is listened to and acted upon. Learners take pride in the Centre and their own achievements and treat adults and each other with courtesy and respect.
- Teachers have very good subject knowledge and learners are always exposed to the correct subject language and explanation of meanings. Activities are related to real life experience as far as possible which not only promotes interest and engagement but gives real meaning to what they are being asked to do.
- Teaching assistants and learning mentors make a significant contribution to learning. Like teachers they have excellent relationships with the learners. They are very involved in the planning of activities and know what they are aiming for, they also use their initiative and use questions really well to check how much learners have understood and push them a little bit further.
- The Centre provides an effective and developing curriculum. It provides a wide range of suitable experiences which build on the strengths and interests of individuals. It is well monitored for its effectiveness in meeting learners' needs. Senior leaders are effective in monitoring teaching, learning and assessment of progress. The focus is very much on preparing learners for life outside of school ensuring that they are confident and able to go on to full time training or employment.

## **EBI**

- The use of information communication technology (ICT) could be used more widely and creatively in a range of subjects.

## **Quality of Area of Excellent Practice Creative Curriculum**

At the Latimer Education Centre (LEC) staff believe that through creativity learners can become more confident and have a better understanding of themselves and others. For this reason the school has developed over the last five years what they rightly define as a 'vibrant' and 'strong' creative curriculum that permeates through many aspects of the learners learning.

The collaboration of the Heads of Departments of English and Art has produced rich results in the form of creative thinking that aims to push the learners' boundaries in terms of the limits of their comfort zones in order to express themselves through a variety of media including writing, painting, sculpting, weaving, etc. LEC is, this way, providing a diversity of methods of expression so that learners can bring out in an appropriate manner the emotional difficulties that they might experience.

LEC has supported the development of this area by allowing it to flow without restricting it but opening new streams for it to spread. This process has resulted in fruitful partnerships with the Muse Gallery and the V&A museum, the introduction of Creative Writing and Drama to the curriculum, and workshops, such as, with Synergy and Only Connect.

The plans for the future involve continuing to expand the outside partnerships and collaborations, future exhibitions, involving parents and publishing a book of the learners' art and writing. This is promising, encouraging and inspiring and set very high standards in the area of the creative curriculum.

### **EBI**

Following the example of the excellent collaboration of Art and English, it might be a good idea to reflect on how this creative thinking could be encouraged in other subjects. Could this approach be explored and the principles and practice made explicit?

### **Partnerships**

In addition to the many creative partnerships that have been developed with theatre groups, galleries etc, the close working relationships with a range of health, medical, therapy and social care agencies have helped to break down some of the barriers to learning for the learners.

The Centre benefits from the professional skills and experience of their management committee which has helped to establish very strong working partnerships with a number of other establishments. The sporting links with QPR football club are particularly beneficial to the learners.

The Centre staff are also very outward looking and are involved in delivering training to other schools and centres. Many are involved in research activities to extend and develop their own professional practice and links with The Wellcome Trust which is in an early stage of development will enhance this further.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**