

# Inspection of a good school: The Latimer Arts College

Castle Way, Barton Seagrave, Kettering, Northamptonshire NN15 6SW

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Inspection dates: 19 and 20 April 2023

## Outcome

The Latimer Arts College continues to be a good school.

## What is it like to attend this school?

Pupils are happy to attend this school. The school's values include honesty, excellence, ambition, respect and teamwork. The school's culture is rooted in these values. There are positive relationships between staff and pupils. Staff have high expectations, and pupils live up to these.

Pupils at this school learn in a calm and well-ordered environment where they feel safe. Teachers know their pupils well. Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). This ambition is reflected in both the curriculum and in the extensive range of additional opportunities that the school offers. Curriculum content has been carefully considered and is taught by staff with strong subject knowledge.

Pupils behave well in lessons and around the school. They are respectful towards each other and to their teachers. Pupils told inspectors that if bullying occurs, they can report it to a trusted adult, who will deal with it. Pupils have been taught how to keep themselves safe, including how to stay safe when they are online.

Pupils develop their talents and interests through a wide range of clubs. Those who take part in music, drama and sports clubs are particularly enthusiastic about these.

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

Leaders have constructed a curriculum that is challenging for pupils and for students in the sixth form. As a result of this, pupils achieve well. In Years 7 and 8, all pupils follow a broad range of subjects. These include dance and drama as part of the school's performing arts specialism. In Years 9 to 11, pupils can choose from a range of academic and vocational courses. However, not all pupils have a broad and balanced curriculum in Year 9. Leaders are aware of the need to ensure that this is reviewed. There is a wide range of courses available to students in the sixth form.

Lessons are well planned and sequenced in a logical order. This helps pupils and students in the sixth form to build on knowledge over time. Content has been carefully sequenced and is broken down into manageable amounts. Pupils benefit from a clear structure to their lessons and from teachers who are enthusiastic about their subjects. Teachers regularly check for understanding. They quickly identify any misconceptions so that pupils' mistakes can be rectified promptly. Leaders rightly want pupils to revisit routinely what they have learned before so that knowledge becomes deeply embedded in their long-term memory. Sometimes, the tasks that have been designed to do this are not effective, and pupils do not fully embed their earlier learning as intended.

Pupils with SEND are well supported. Leaders identify the needs of pupils with SEND and ensure that plans are put in place to meet these. As a result, pupils with SEND access the same curriculum as their peers.

Leaders have prioritised supporting pupils who are at the early stages of reading. These pupils have bespoke interventions so they can improve their reading age and work to improve their comprehension skills. As a result, these pupils are quickly becoming more confident and fluent readers.

Pupils behave well in lessons. During lesson changeover times and at breaktimes, the school is calm and orderly. Pupils are polite, listen carefully to teachers and follow instructions. Leaders' behavioural expectations are clearly communicated to pupils, and staff uphold high standards. Any dips in behaviour are swiftly and positively corrected by teachers.

Leaders have a clear vision for pupils' personal development. This includes a strong focus on ensuring positive mental health. Pupils learn about other people who are different from themselves, including recognising the importance of any protected characteristics they may have. Leaders have planned a careers programme that focuses on preparing pupils for the next stage in their education or training. Pupils find out about apprenticeships, employers and further education. They say that they feel well prepared for their next steps in learning and future careers.

Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing pupils' behaviour. Staff value the professional development they receive.

Governors at this foundation school are experienced and know the school well. They ensure that resources are well managed and that the school fulfils its statutory duties.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Appropriate checks are made on adults working in the school. Staff understand the priority that should be given to safeguarding. They receive effective training and report concerns appropriately.

When pupils are at risk, leaders make timely referrals to safeguarding partners. They engage external agencies and their own staff to support and educate pupils. Leaders are not afraid to challenge partners to secure the support that children need.

Pupils feel safe in school and are comfortable in talking to staff about any concerns they have. They appreciate the recently introduced online system where they can also report their concerns.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, strategies designed to revisit and embed previous learning are not implemented effectively. This means that, sometimes, pupils do not remember subject content that they have previously covered. Leaders should ensure that teachers use activities that help pupils to revisit and embed prior learning in their long-term memory effectively.
- Not all pupils have a broad and balanced curriculum at key stage 3. Some pupils in Year 9 do not study the full national curriculum. Leaders should implement the planned review of the curriculum to ensure that all pupils at key stage 3 have a broad and balanced experience for as long as possible.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

## **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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	122066
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10269133
<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,109
<b>Of which, number on roll in the sixth form</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Wood
<b>Principal</b>	Kathryn Murphy
<b>Website</b>	<a href="http://www.latimer.org.uk">www.latimer.org.uk</a>
<b>Date of previous inspection</b>	28 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The principal started in the role in April 2023.
- The school makes use of one registered alternative education provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the principal, senior leaders, governors (including the chair of the governing body) and a representative from the local authority.
- Inspectors carried out deep dives in English, mathematics, geography and physical education. For each deep dive, inspectors met with subject leaders, discussed curriculum thinking with leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with leaders, members of staff and pupils to evaluate the arrangements for safeguarding in school. They looked at records of actions taken by leaders to protect pupils at risk. Inspectors checked whether members of staff understood the safeguarding policy and procedures. They checked whether pupils know how to keep themselves safe, including when they are online.
- Inspectors spoke formally and informally with pupils across the age range.
- Inspectors considered the views of parents and carers who had responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from the Ofsted online questionnaires.

### **Inspection team**

Jamie Clarke, lead inspector

Ofsted Inspector

Nick Asker

Ofsted Inspector

Dave Gilkerson

His Majesty's Inspector

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