



ISI Independent
Schools
Inspectorate

Advice Note for an Additional Inspection

Latymer Upper School

December 2021

School's details

School	Latymer Upper School		
DfE number	205/6306		
Registered charity number	312714		
Address	Latymer Upper School King Street Hammersmith London W6 9LR		
Telephone number	020 8629 2024		
Email address	head@latymer-upper.org		
Headmaster	Mr David Goodhew		
Chair of governors	Mrs Ros Sweeting		
Age range	7 to 18		
Number of pupils on roll	1428		
	Juniors	175	
	Seniors	863	Sixth Form 390
Date of visit	14 to 15 December 2021		

1. Introduction

Characteristics of the school

- 1.1 Latymer Upper School is an independent co-educational day school. Latymer Upper School was established in 1895 and the prep school opened in 1995. The school has a head of the upper school and a principal for the prep school. The prep school educates pupils from the ages of 7 to 11 with pupils aged 11 to 18 educated in the upper school. Both schools are overseen by a board of governors. The school has 367 pupils who require support for special educational needs and/or disabilities (SEND), of whom five have an education, health and care plan. There are 197 pupils who speak English as an additional language (EAL).

Purpose of the visit

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).

Regulations which were the focus of the visit	Team judgements
Part 1, paragraphs 2 (curriculum) and 2A (relationships and sex education)	Met
Part 1, paragraph 3 (teaching)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraphs 9 (behaviour) and 10 (bullying)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraphs 2 and 2A]

- 2.1 The school meets the standards.
- 2.2 The school has a suitable curriculum policy which includes effective provision for personal, social, health, citizenship and economic education (PSHCE) in line with the school's aim to value diversity and develop awareness and tolerance. The policy is specific in encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. The overwhelming majority of parents who responded to the questionnaire felt that the school promotes tolerance and respect for others, including those with protected characteristics. The inspection agrees with this view as the PSHCE policy is effectively implemented and inspection evidence, in the form of pupils' knowledge and understanding, clearly shows this. The required elements of statutory guidance for relationships and sex education (RSE) are covered within the PSHCE curriculum. In the prep school, relationships education (RE) is taught in weekly lessons. Pupils in Years 7 to 9, have PSHCE lessons once every two weeks, as well as planned activities within the daily tutor times. In Years 10 and 11 pupils have two timetabled lessons a fortnight, one delivered by specialist PSHCE teachers and the other led by their form tutor. In the sixth form the curriculum is extended and pupils experience a programme of tutorials, assemblies and visits from outside professional speakers, under the heading of spiritual, moral, social and cultural development. This includes developing an effective understanding of relationships and sex education.
- 2.3 The RE and RSE policies are available on the school website. Parents, pupils and staff have been consulted and had their views taken into consideration. In line with statutory guidance, the school continues to listen to the views of all pupils and take them into account when developing its RSE curriculum. As a result of issues highlighted in various media, the governors commissioned an internal review and the school conducted an effective listening exercise. In response to some of the points raised by pupils, the school has suitable plans to further root the material covered by RSE in the experiences of the pupils and to ensure there are more opportunities for small group discussions. This was observed during the inspection, in an effective pilot lesson, delivered by sixth form pupils to Year 8 pupils, as part of a sixth form led initiative. In agreement with parents and at the suggestion of pupils, some curriculum material has been moved into schemes of work for younger pupils. A small number of pupils in discussion and in response to the questionnaire, felt that the curriculum was repetitive on certain topics, for example consent. The policy is clear that the school aims to deliver PSHCE through a robust 'spiral' curriculum that gradually expands and enriches key concepts. The schemes of work and lesson plans clearly show this and inspection evidence, in the form of pupils' understanding, confirms the success of the school's approach. In discussion pupils expressed support for the increased focus on and discussions about, areas of equality and respect for humanity. These are evident in changes both in the formal curriculum and in many discussions about other aspects of school life. The pupils value the fact that there is a continued impetus for ongoing reflection and change as the school implements each of the recommendations made to governors arising from the internal review.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.4 The school meets the standard.
- 2.5 Teaching effectively enables pupils to acquire new knowledge, through well-planned PSHCE lessons which are appropriate to pupils' ages and aptitudes. Staff include those specifically trained as PSHCE specialists who have applied to teach the subject as part of their timetable. These staff, in line with one of the internal review recommendations, are now part of a subject department in their own right and are currently discussing early plans for developing the assessment framework further, in order to

inform the reporting of progress for individual pupils. There is a suitable framework, using peer and self-reflection, as well as teacher observation and review of work, which allows pupils' understanding to be assessed and their needs taken into account. Information from this process is used to plan future teaching so that all pupils can make good progress. Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It does not discriminate against pupils as required by Part 6 of the Equality Act 2010.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.6 The school meets the standard.
- 2.7 The school values, and ethos of respect for others, actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Almost all the parents who responded to the pre-inspection questionnaire felt that the school treated their children fairly, regardless of their gender, faith, race or needs. Most of the pupils felt that they treat one another with respect, including those with protected characteristics. Some of the pupils in the LGBT+ community felt that very occasionally hurtful comments are made to them but that this is more out of ignorance than malice, and that those who made such comments were dealt with appropriately, when it was brought to the school's attention. The school successfully enables pupils to develop their self-knowledge, to distinguish right from wrong and accept responsibility for their behaviour. It has taken clear and appropriate steps to address the issues highlighted in media reports.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.8 The school meets the requirements.
- 2.9 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.10 The school meets the standard.
- 2.11 Arrangements are implemented effectively to safeguard and promote the welfare of pupils, by means that pay due regard to current statutory guidance and the school policy. This includes ensuring a culture of listening to pupils. Pupils confirm that they have a variety of people to whom they can turn to for support and different ways of requesting support. The school ensures that pupils receive a response when they express concerns and that appropriate action is taken. This includes prompt referrals to external agencies where necessary. This was confirmed during interviews with pupils and staff. The school liaises effectively with local safeguarding partnerships and, where appropriate, the school has reported allegations to the police. In discussion and in response to the questionnaire some senior pupils indicated that they would still feel reluctant to choose these avenues of reporting and accessing support. They fear embarrassment in talking about such issues with staff, that the obligation on staff to report concerns will escalate the situation out of their control, or that their parents will be told. In response to these concerns, also raised during the school's own listening exercise, leaders have produced a guidance booklet available to all pupils and their parents. This clearly explains what day-to-day support is available in school and a wide variety of external support options; how pupils can safely share sensitive information; and what will happen if they do.

- 2.12 Records of safeguarding incidents, which detail instances of sexual harassment and sexual violence including those occurring online, are appropriately detailed. They provide an accurate and comprehensive account of actions taken, include suitable detail on discussions with external agencies and indicate that the school intervenes early to prevent abuse. Safeguarding records are used to identify patterns, which are reported to governors. The low number of cases previously recorded which come under the heading of sexual harassment and abuse, have not made it possible to identify any patterns to date. Now that the culture of reporting such concerns is promoted effectively by the school and reporting such cases is increasing, the school is identifying how best to use the data to enable patterns to be spotted and governors informed, to enable them to ask questions, appropriate to their role in oversight. This is an effective response to one of the recommendations from the independent review sent to the school in November 2021 and acted on immediately, with a preliminary report to governors in December 2021.
- 2.13 All staff, including those in positions of responsibility, are suitably trained in line with locally agreed procedures and have a clear understanding of local thresholds for referral. Safeguarding is effectively managed and leaders work productively with the local safeguarding partnership. They are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour, and these are used when necessary. Suitable risk assessments or 'site plans' are drawn up by the school to mitigate risks for all parties involved in allegations of harmful sexual behaviour; these include guidance on both internal and external support available. Staff and governors have been trained to understand, identify and how to respond to sexual harassment; sexual violence, including online sexual abuse; and peer-on-peer sexual abuse. There is an appropriate staff code of conduct and suitable arrangements for whistleblowing. Interviews with staff confirmed suitable understanding of these and willingness to act appropriately should the need arise.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9] and bullying [ISSR Part 3, paragraph 10]

- 2.14 The school meets the standards.
- 2.15 The school has clear behaviour and anti-bullying policies which follow guidance. Policy is successfully implemented in school practices to promote good behaviour. The one fundamental school rule that pupils should, at all times, behave responsibly, sensibly and courteously is effective in promoting good behaviour. The overwhelming majority of pupils said that the school expects them to behave well and records of behaviour confirm the effectiveness of this expectation. Most parents and pupils feel that bullying is taken seriously by the school. Inspection evidence shows that, in the few instances where bullying behaviour is reported, it is dealt with appropriately. Bullying is prevented in so far as is reasonably practical. The school is successful in meeting clear aims to prevent sexual harassment and abuse. It is clear that such behaviours are completely incompatible with the school's values; contrary to an ethos of inclusivity; and are not tolerated. Sanctions given for these behaviours, and all serious misbehaviour, are clearly logged in detailed records and are appropriate. A very few pupils in questionnaire responses and discussion during the inspection, said they felt that sanctions are not always applied consistently, undermining their confidence in the system. In line with one of the recommendations made by the independent review, the school continues to work effectively with the school community to address this perception. This was reflected by older pupils who stated that they understand that the school has to take individual contexts into consideration in applying sanctions, and that the school body cannot necessarily be informed of all details.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

- 2.16 The school meets the standard.

- 2.17 School staff are appropriately deployed to properly supervise pupils. Access to areas of risk are suitably restricted. The very large majority of pupils reported that they felt safe in school. Pupils stated that when staff are made aware of any concerns, appropriate action is taken.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

- 2.18 The school meets the standard.
- 2.19 The welfare of the pupils at the school is safeguarded and promoted through the effective implementation of a written risk assessment policy. Appropriate action is taken, through the drawing up and application of actions identified in 'site plans', to reduce the risks of harm to pupils sharing the school site when an allegation of sexual harassment or abuse between pupils has been made. These plans also suitably identify the appropriate support available to all those involved.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.20 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Quality of leadership and management [ISSR Part 8, paragraph 34]

- 2.21 The school meets the standard.
- 2.22 The leadership and governance of the school responded immediately and has taken specific steps to address the issues reported in the media. Leaders initiated a listening exercise and the governors commissioned an independent review of the allegations and the school's response. The school has communicated the recommendations from the review effectively and promptly with all interested parties, including pupils, staff and parents.
- 2.23 Evidence from interviews, questionnaires and documents show that the school continues to prioritise an ongoing response and action to the issues raised and to safeguarding pupils' welfare. The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the standards are met consistently, and they actively promote the well-being of the pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and no further action is required as a result of this visit.

4. Summary of evidence

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the chair of governors. They visited different areas of the school, observed teaching and talked with groups of pupils. They scrutinised a range of documentation, records and policies.