

# Ormiston Latimer Academy

**Address:** 194 Freston Road, W10 6TT

**Unique reference number (URN):** 140807

## Inspection report: 18 November 2025

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |  |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Inclusion

Strong standard ●

There is an embedded and systematic approach to inclusion at Ormiston Latimer Academy. Pupils' needs are identified quickly through, for example, induction assessments, collecting information from previous settings, parent and carer discussions and specialist reports. This all helps to ensure that support is timely and targeted. Leaders provide staff with the necessary information about each pupil's targets and how to help them achieve these. Leaders check on pupils' progress thoroughly, adjusting additional support in response to pupils' needs. The pupil premium strategy is also implemented with rigour, ensuring that disadvantaged pupils benefit from consistently high-quality provision.

Leaders ensure staff are supported by regular training on adaptive practice and strategies to support pupils with special educational needs and/or disabilities. Leaders ensure that high-quality teaching is in place to support all learners. Pupils at the earlier stages of reading receive support through literacy interventions so that they successfully catch up with age-related expectations.

Every pupil has a key member of staff who knows them well, celebrates their successes and supports them to overcome barriers, such as poor attendance and negative behaviour. The school works constructively with parents to understand each pupil's individual circumstances.

Partnership working is a strength. The school engages with external forums and collaborates with a range of experts to develop the school's expertise. Pupils in the short-term provision are supported by outreach work and careful transition planning to ensure they are reintegrated successfully into their mainstream settings or next placement.

### Leadership and governance

Strong standard ●

Leaders know the school well. They understand its strengths and act quickly and effectively to address areas for improvement. Their decisions are rooted in the needs of pupils, especially those who are disadvantaged, pupils with special educational needs and/or disabilities (SEND), and those known to social care. Safeguarding, inclusion and curriculum adaptation are central to leaders' work.

Improvement priorities are clear and appropriate. Leaders have recruited staff with expertise in supporting pupils with SEND and helping pupils to manage behaviour. This strengthens teaching and the pastoral support for pupils. Staff expertise helps to maintain high standards and ensures pupils are safe and included in all activities.

The trust and local governing body are deeply invested in the success of pupils at this school. Those responsible for governance meet their statutory duties. They ensure school leaders are supported and challenged appropriately, maintaining a sharp focus on ensuring that resources are used wisely and improvement work is timely and well focused.

Staff are involved in shaping the school's direction. Their views are valued. Professional learning is a priority. Training is evidence-based and tailored to whole-school, team and

individual needs. Leaders secure consistent classroom practice by modelling and training alongside staff.

Leaders support staff wellbeing effectively. Leaders ensure that responsibilities are shared and time is protected for staff learning and to reduce workload pressures. Leaders act to prevent discrimination and harassment, creating a safe environment for staff and pupils.

Partnerships with parents and the local authority and wider organisations strengthen this provision. Leaders' analysis of key data, such as attendance, punctuality, outcomes and destinations drives the right priorities and leads to sustained and swift improvement.

Overall, leadership and governance are strategic, compassionate and effective. They ensure pupils thrive in a culture of high expectations and inclusive practice.

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## Expected standard

### Achievement

### Expected standard

Pupils make expected progress through a curriculum that prioritises the repair of disrupted learning and rebuilds their trust in education. Overall, pupils' work demonstrates that they develop secure key knowledge over time, often from low or interrupted starting points. Pupils, including those with special educational needs and/or disabilities, benefit from carefully tailored support that enables them to re-engage and typically achieve well.

Leaders' focus on attendance, personalised pathways and therapeutic approaches ensures that pupils are able to sustain progress and prepare for their next steps. Success is measured not only by the qualifications that pupils achieve but also in pupils' readiness for education, employment or training. This reflects the school's particular context and the impact it has on securing pupils' future success. For some pupils, attainment in national examinations has been impressive considering their starting points. However, some pupils do not achieve as highly as they could because gaps in knowledge are not addressed consistently.

### Attendance and behaviour

### Expected standard

Leaders act swiftly to address barriers to attendance. They track absence patterns closely and use targeted support to reduce pupils' persistent absence. They show a deep understanding of individual circumstances and needs, such as anxiety, safety and special educational needs and/or disabilities (SEND). Strategies such as early intervention, family engagement and tailored mentoring have secured steady improvements for many pupils. In some cases, the work of the school has made a significant difference to pupils' life chances by helping them overcome their barriers to attendance. When attendance remains low, leaders' actions raise expectations effectively and ensure pupils re-engage with learning. As a result, pupils benefit from consistent routines and are better prepared for their next stage of education. Punctuality remains a key priority for school leaders.

Leaders have established a calm, orderly and respectful environment across the school. Pupils behave well in lessons and at social times, showing courtesy and consideration towards others. There are warm and trusting relationships between staff and pupils. Pupils are respectful towards each other. Clear systems ensure that pupils feel safe and supported. Staff adapt approaches where needed, ensuring pupils with SEND thrive alongside their peers. Leaders' work has created a positive culture, where pupils develop increasingly positive attitudes to learning and feel safe knowing that any issues are dealt with swiftly.

## Curriculum and teaching

Expected standard 

The school has designed a curriculum that is accessible to pupils who start at different times in the year with varying knowledge and needs. Leaders understand the quality of the curriculum and ensure that it is structured to support pupils to catch up and close gaps in knowledge, including in reading and language development. Preparing pupils for their next steps is given high priority. This includes gaining appropriate qualifications that help pupils to successfully transition to post-16 settings or employment. Despite these strengths, some inconsistencies remain in how well gaps in pupils' knowledge are addressed. Leaders are taking steps to address this.

The school considers likely employment opportunities and particular pupil interests to tailor the curriculum. For example, pupils who show a particular interest in music production or health and social care are helped to access these subjects. The school's curriculum also supports pupils to become independent and resilient learners. Staff teach pupils how to be safe and productive members of the community and help them to navigate challenging situations. Pupils regularly explore how to manage their emotions through difficult real-life scenarios that would be disruptive to their success or put them at risk, both inside and outside of school.

Teachers and support staff have secure subject knowledge. They work with experts, such as speech and language therapists, to make suitable inclusive adaptations in lessons and to provide targeted support.

## Personal development and wellbeing

Expected standard 

Leaders ensure that pupils are well prepared for life beyond school. The personal development programme is coherent and carefully designed. Pupils learn the knowledge and skills they need to succeed in education, employment and wider society. They understand how to reflect on their beliefs, respect the views of others and understand right and wrong. They engage thoughtfully with ethical issues and show growing confidence in discussing them.

Pupils learn cooperation, conflict resolution and active participation in their school community, while developing a secure understanding of fundamental British values. Leaders use a range of visits and activities to create opportunities and experiences for pupils, including rock climbing, dance and cultural food events.

Relationships and health education are age-appropriate and equip pupils with the skills that they need to recognise online and offline risks and make sensible decisions. Leaders ensure

pupils and those with additional needs benefit from tailored support, enabling them to take full advantage of the programme. Careers guidance is prioritised. Pupils receive clear advice and support for transition to further education, training or work. They are prepared well for adulthood and learn important life skills to support independence, such as how to manage their finances.

Disadvantaged pupils and those with special educational needs and/or disabilities benefit from targeted mentoring and partnerships. These relationships encourage vulnerable pupils, and their peers, to engage with personal development opportunities and to feel a sense of belonging in school. Overall, pupils' character, confidence and resilience are developed securely, reflecting leaders' commitment to pupils' wider growth.

## **What it's like to be a pupil at this school**

Pupils are fortunate to attend this school. Here, they mend their relationship with learning, forge trusting relationships with adults and feel valued. Pupils typically achieve well and successfully transition to their next steps in learning. This is because teachers design lessons carefully to meet individual pupils' needs. When pupils arrive at the school, their needs and starting points are quickly assessed so staff know how best to help them. As a result, pupils typically settle in quickly, enabling them to develop secure knowledge and positive attitudes to learning.

Most pupils arrive at this school having previously experienced disrupted education for a range of reasons. This includes pupils with special educational needs and/or disabilities who struggle with their anxiety and how to manage their emotions. Expert staff ensure that pupils are well supported to become more resilient and to catch up with their learning. For some, this may include the use of online or part-time provision before reintegrating fully into full-time attendance. Pupils receive timely careers advice and are well prepared for their next steps through tailored mentoring and enrichment activities. Pupils build confidence and readiness for employment or further study.

Pupils feel welcomed and included in all aspects of school life. They contribute to shaping their environment, for example, by designing the new library and outside spaces. Friday enrichment activities, such as visits to the zoo, theatre, karting, football, breakfast clubs, and mentoring help pupils to understand the wider world and develop a sense of belonging. Behaviour is calm and respectful. Pupils respond positively to consistent routines and staff address any conflicts swiftly and constructively.

Pupils feel safe and report that bullying is rare. They are taught about keeping safe online and in the community. Pupils who struggle to attend are supported through home visits, checks that pupils are safe and well and strong family partnerships.

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## Next steps

- Leaders should maintain and build on their well-focused work to ensure that all pupils achieve consistently well. This includes further strengthening approaches to addressing gaps in knowledge as well as ensuring that all pupils benefit fully from the school's high-quality provision by being punctual and attending regularly.
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## About this inspection

The principal of this school is Grant Monaghan.

This school is part of Ormiston Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tom Rees, and overseen by a board of trustees, chaired by Dr Julius Weinberg.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with a range of school leaders, including the principal, vice principal, student services manager and special educational needs coordinator, during the inspection. They also spoke to trust leaders, including the senior principal, national director of alternative provision and special academies and the chairs of the trust and local governing body. Inspectors spoke to local partners, including representatives from the local authority, headteachers who use the school's short-term provision and parents and carers.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

No relevant changes since the previous inspection.

Principal: Grant Monaghan

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### Lead inspector:

Una Buckley, His Majesty's Inspector

### Team inspector:

Robert Grice, His Majesty's Inspector

# Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 18 November 2025

## School and pupil context

### Total pupils

43

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

### School capacity

55

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

### Pupils eligible for free school meals (FSM)

83.7%

### What does this mean?

The proportion of pupils eligible for free school meals.

### Pupils with an education, health and care (EHC) plan

37.21%

### What does this mean?



The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

**Pupils with special educational needs (SEN) support**

62.79%

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

**Location deprivation**

Well above average

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Absence**

**Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school |
|------------------|-------------|
| 2024/25 (1 term) | 54.7%       |
| 2023/24          | 51.2%       |
| 2022/23          | 56.3%       |

**Persistent absence**

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school |
|------------------|-------------|
| 2024/25 (1 term) | 88.4%       |
| 2023/24          | 82.6%       |



| Year    | This school |
|---------|-------------|
| 2022/23 | 89.0%       |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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