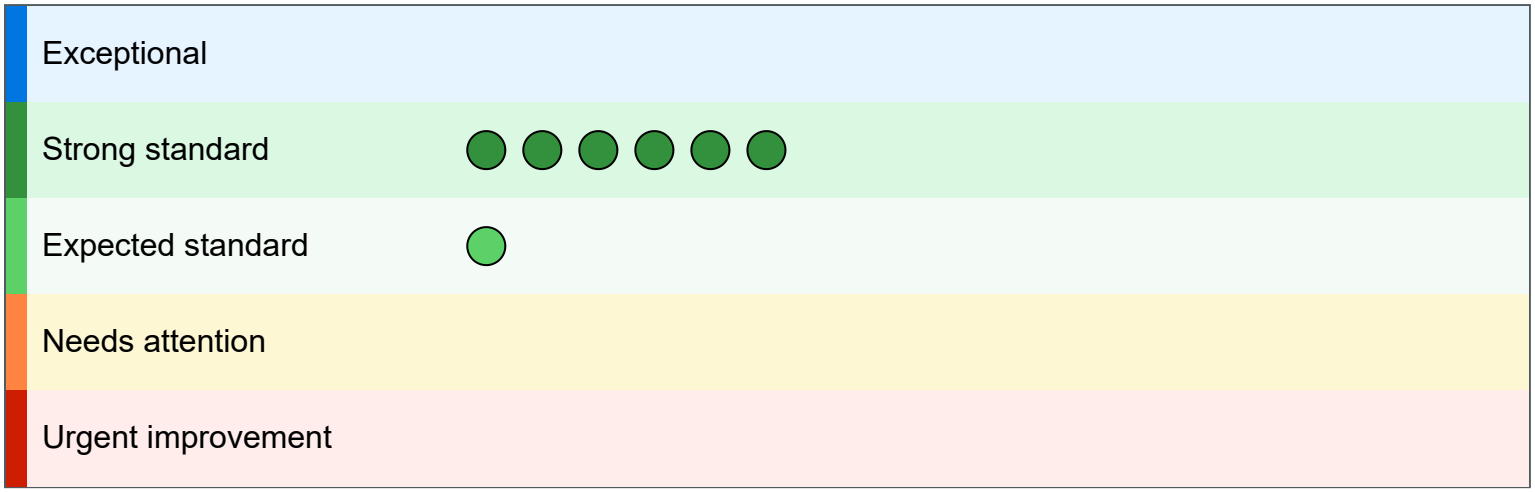
The Latymer School

Address: Haselbury Road, London, N9 9TN

Unique reference number (URN): 102055

Inspection report: 15 April 2026



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

Achievement

Strong standard

In national tests and examinations, all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), attain very well. Leaders ensure that, across subjects, pupils make positive progress from their starting points. Pupils master subject content across the whole breadth of the curriculum, building detailed knowledge year on year, including in English and mathematics.

Pupils consistently strive for and produce high-quality work, reflecting the ambitious expectations that leaders and staff have of everyone, including pupils with SEND. Pupils' work shows the depth of knowledge and understanding of what they have been taught.

Pupils are very well prepared for the next stages of their education. This is well demonstrated by the number of pupils in sustained education, employment and training on leaving the school. The education that pupils receive at this school consistently sets them up for success in their future lives.

Attendance and behaviour

Strong standard

Leaders have established well-understood routines and procedures to ensure that pupils attend school each and every day. The attendance at this school is well above national averages and persistent absence is below national figures. This includes for pupils who are disadvantaged and those with special educational needs and/or disabilities. Leaders' careful and thorough checks on attendance mean that any potential issues or patterns are flagged early. These checks are supported with a suite of effective strategies to address specific attendance issues as they arise.

The school is an inclusive environment in which bullying and any form of bullying, discrimination and harassment are not tolerated and dealt with quickly and effectively. Behaviour in classrooms is consistently excellent and supports pupils to learn the curriculum well. Pupils' highly positive attitudes to their learning are clear in the way that they take pride in their work, settle quickly to tasks and contribute readily when questioned. When pupils need support to improve or develop their behaviour, leaders put this in place and ensure that it is effective.

Inclusion

Strong standard

The school is a truly inclusive environment in which pupils know that they belong and are respected. Leaders make sure that pupils from all backgrounds, including those who are disadvantaged, benefit from the guidance and opportunities that they need to thrive. Leaders ensure this through many well-targeted activities and strategies, including, for instance, the outreach work that sixth-form students complete with local primary schools. Leaders also work proactively with these schools to ensure that pupils, including those with special educational needs and/or disabilities (SEND), are well supported through the transition to their secondary education. Should a pupil arrive at school with undiagnosed

SEND, leaders have effective processes in place to identify needs quickly and then put in place effective support.

Leaders carefully monitor the impact of support for pupils with SEND or other barriers to learning and make necessary adjustments, when appropriate, to ensure that pupils' needs are met. Oversight of how additional funding is used to support disadvantaged pupils is equally rigorous, with the school's work sharply focused on reducing barriers to pupils' academic success and participation in the wider offer of clubs and trips. Pupils who are disadvantaged, those with SEND and those with any other barriers to their learning (including those who are known or were previously known to social care) learn extremely well. They are fully prepared for the next stages of their education.

Leadership and governance

Strong standard

Leaders and those responsible for governance have a clear and accurate understanding of the strengths of the school. They maintain a culture of high expectations, supported by well-established and effective approaches to pastoral care, enrichment and careers education. Parents and carers are effusive about the positive impact that the school has on their children. Leaders know exactly what could be done to further enhance the education that pupils at the school receive, both academically and for their personal development. For instance, professional development for staff is focusing sharply on extending expertise in assessing pupils' learning.

Staff value how leaders support their wellbeing and their professional development. For example, leaders have taken steps to reduce any unnecessary workload and strengthen clarity in expectations for what staff need to do and by when. Leaders have also put in place a range of initiatives to promote staff wellbeing and morale.

Governors ensure that they uphold all of their statutory duties, including those relating to the Equality Act. Leaders consistently act in the best interests and needs of pupils. They continually look to enhance the experience that all pupils receive, demonstrating a laser-like focus on supporting those who are disadvantaged or pupils who face any other barriers to their learning. Recent changes to leadership have further strengthened the school's effective and timely approaches to enhancing the quality of pupils' learning.

Personal development and wellbeing

Strong standard

Leaders have a strategic approach to supporting pupils' personal development. They regularly review and strengthen the school's work to develop pupils' character, and maintain rigorous oversight of the effectiveness and appropriateness of the non-qualification activities that pupils experience. Leaders make sure that personal development opportunities are a entitlement for all pupils, including those with special educational needs and/or disabilities and those who are disadvantaged. These opportunities are individually tailored to meet pupils' needs, such as support for public speaking for pupils who are developing confidence in this area.

Pupils learn to appreciate their differences and celebrate their different cultures and religions. Through the personal, social and health education programme, pupils gain extensive knowledge about how to keep themselves fit, safe and healthy in both the real and

virtual worlds. The curriculum for relationships and sex education is tailored to pupils' needs and covers all statutory requirements. Leaders and staff ensure that pupils learn the intended knowledge well. Pupils also have a sound understanding of fundamental British values and the ways that differences are protected by law.

Leaders aim to grow pupils into the leaders of tomorrow. Pupils benefit from extensive leadership opportunities, ranging from running school societies, publishing pupil magazines and captaining sports teams. Pupils also take on key roles in ensembles and orchestras, enabling them to develop and showcase their talents in the arts. Educational visits support pupils to gain a deeper understanding of both their subjects and the wider world. Language exchanges are one example of the school's successful approach to enriching pupils' opportunities.

Leaders ensure that there is highly effective pastoral support for all pupils. Pupils' wellbeing is well cared for, for example through the work of tutors, heads of year, counsellors and pupil wellbeing ambassadors.

Leaders ensure that all pupils receive appropriate careers opportunities and experiences and that they learn about a diverse range of destinations and pathways. Leaders are currently working on developing even more robust systems for identifying possible gaps in pupils' experiences, particularly for those pupils who joined the school after the start of Year 7.

Post 16 provision

Strong standard

Leaders ensure that students in the sixth form receive an ambitious and well-planned curriculum and that they learn this curriculum very well. This is amply demonstrated by both the high-quality work that students complete in their subjects and their performance in national examinations. Teaching makes sure that students build deep knowledge, and in turn, are very well prepared for the next stage of their education or training. Students obtain the knowledge and qualifications they need to pursue their future goals, including, for example, taking up places at the university of their choice. Leaders deliberately plan and, as needed, adjust the curriculum offer to support the success of all students, including those who may have any barriers to learning.

Students access a wide range of opportunities and experiences that extend beyond the classroom. Leadership roles and careers guidance build effectively on students' prior experiences, with sixth-form opportunities focused on their individual needs and aspirations. Students value how the school's support, teaching and extra-curricular activities ensure that they are ready to be successful in their life beyond the school.

Expected standard

Curriculum and teaching

Expected standard

Across subjects and year groups, leaders have designed and implemented a curriculum that supports pupils to successfully progress on to aspirational next steps. Teachers know their

subjects well and generally use their expertise to extend pupils' thinking and understanding. They also usually check what pupils already know and which gaps in knowledge need to be filled. This supports pupils to build solid foundations for learning new concepts in a subject. However, while pupils learn the curriculum very well, some teaching does not make the most of assessment approaches to check for pupils' understanding. This results in pupils being set tasks that, at times, do not maximise the depth of their learning.

Pupils with special educational needs and/or disabilities and those who are disadvantaged are well supported to learn the curriculum through the use of effective strategies, routines and interventions. Leaders work closely with staff to ensure that barriers to pupils' learning are understood and that any adjustments to teaching reflect pupils' needs. Leaders also ensure that all pupils benefit from a curriculum that gives them a strong grounding in English and mathematics. This learning is carefully planned to ensure that pupils develop and apply knowledge in a progressive and well-sequenced manner.

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

Pupils at this school achieve consistently highly. This is demonstrated by their performance in national assessments and examinations. Pupils are very well prepared for the ambitious destinations that they progress to after leaving the school. Leaders ensure that pupils learn a broad and diverse curriculum which inspires them to strive for the very best outcomes. All pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, learn this curriculum very well. Throughout their time at the school, they successfully build on and apply their prior knowledge. Pupils find joy and satisfaction in learning new concepts. They also speak highly of the different ways that staff support and guide them, both pastorally and with their studies.

Pupils enjoy their day-to-day school life and have positive relationships with their peers and teachers. Pupils are proud to run or take part in societies and clubs that support a diverse range of pupil interests, from chess to crochet. Music is at the heart of much that takes place at the school. There are many ensembles and orchestras that pupils excel when performing in. Pupils also relish opportunities to compete on the sports pitch and to shine in school plays, whether that be as a performer or in roles such as the stage manager.

Pupils feel safe at the school and they attend well. Pupils benefit from lessons which ensure that they know ways to keep themselves safe, for example when travelling to and from school. The positive behaviour of the pupils supports their learning well. Incidents of bullying and discriminatory behaviour are rare and dealt with swiftly and effectively if they do occur. Pupils appreciate and are considerate of the differences between one another. This is clearly shown through the way that pupils celebrate the cultural diversity of the school.

Next steps

- Leaders should embed approaches for checking pupils' understanding and ensure that teaching consistently sets activities that enable pupils to optimise how deeply they

understand subject content.
- Leaders should continue, and as necessary refine, the school's work to identify and address any potential gaps in personal development opportunities, especially for those pupils joining the school after the start of Year 7.

About this inspection

The chair of the board of governors in this school is Stephen Way.

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 HMI.

Inspectors spoke with pupils, staff, governors (including the chair of governors) and senior leaders (including the headteacher) during the inspection.

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:

The school is a selective grammar school.

The school currently uses no alternative provision.

The school has appointed a new headteacher since the last inspection took place.

Headteacher: Joseph Gilford

Lead inspector:
Luke Stubbles, His Majesty's Inspector

Team inspectors:
Charlotte Elizabeth Robinson, Ofsted Inspector
Jonathan Newby, Ofsted Inspector
John Blaney, Ofsted Inspector
Rima Kakkad, Ofsted 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 15 April 2026

School and pupil context

Total pupils

1,374
Above average

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.

National average: 1,067

School capacity

1,438
Above average

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.

National average: 1,153

Pupils eligible for free school meals (FSM)

9.09%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

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

0.44%
Well below average

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.

National average: 3.09%

Pupils with special educational needs (SEN) support

2.11%
Well below average

What does this mean?

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

National average: 13.4%

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.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	99.0%	45.4%	Above
2023/24 (final)	99.0%	45.9%	Above
2022/23 (final)	98.4%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	80.1	46.0	Above
2023/24 (final)	81.0	45.9	Above
2022/23 (final)	81.6	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.74	-0.03	Above
2022/23 (final)	0.79	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	92.9%	25.8%	Above
2023/24 (final)	100.0%	25.8%	Above
2022/23 (final)	88.2%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	72.2	34.9	Above
2023/24 (final)	80.3	34.6	Above
2022/23 (final)	74.8	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.77	-0.57	Above
2022/23 (final)	0.47	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	92.9%	53.1%	39.7 pp
2023/24 (final)	100.0%	53.1%	46.9 pp
2022/23 (final)	88.2%	52.4%	35.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	72.2	50.4	21.8
2023/24 (final)	80.3	50.0	30.3
2022/23 (final)	74.8	50.3	24.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.77	0.16	0.61
2022/23 (final)	0.47	0.17	0.30

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	99%	91%	Above
2022 leavers (revised)	99%	93%	Above
2021 leavers (revised)	99%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	47.33	34.99	Above
2023/24 (final)	47.28	34.38	Above
2022/23 (final)	45.75	34.16	Above

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.0	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

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	National average	Compared with national average
2024/25 (2 term)	3.1%	8.1%	Below
2023/24 (3 term)	3.5%	8.9%	Below
2022/23 (3 term)	4.2%	9.0%	Below

Persistent absence

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

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.5%	21.9%	Below
2023/24 (3 term)	3.7%	25.6%	Below
2022/23 (3 term)	6.1%	26.5%	Below

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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