

# Livingstone Primary and Nursery School

## Inspection report

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<b>Unique reference number</b>	101289
<b>Local authority</b>	Barnet
<b>Inspection number</b>	395729
<b>Inspection dates</b>	14–15 May 2012
<b>Lead inspector</b>	Nick Butt

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clive Partridge
<b>Headteacher</b>	Giovanna Phelan
<b>Date of previous school inspection</b>	25 June 2009
<b>School address</b>	Baring Road New Barnet EN4 9BU
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	14–15 May 2012
<b>Inspection number</b>	395729



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## Introduction

Inspection team

Nick Butt

Additional inspector

Janet Tomkins

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 23 lessons taught by 11 teachers. Meetings were held with parents, carers and pupils, the Chair of the Governing Body and another governor, and a wide range of staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation including self-evaluation documents, strategic plans and other development plans. Inspectors scrutinised 119 questionnaires returned by parents and carers and those returned by staff and pupils.

## Information about the school

Livingstone is average in size compared with other primary schools. The majority of pupils are from minority ethnic groups. Over a quarter of pupils speak English as an additional language. Large numbers of pupils join or leave the school outside the normal times, some joining with very little English. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those who have special educational needs (including those supported by school action plus or a statement of special educational needs) is high. The school does not meet government floor standards, which set the minimum expectations for attainment and progress. A new headteacher joined the school in September 2011.

The school runs specially resourced provision for 26 pupils on the autistic spectrum in three class bases, which includes a specially resourced nursery. Many of these pupils are integrated into mainstream classes at various points during the week according to their needs.

The school runs a daily family breakfast club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- Livingstone is a satisfactory school. The new headteacher has introduced new systems and procedures to monitor and develop the school's work which have brought about rapid improvement in teaching and attainment. The school is not yet good because attainment is below average and the quality of teaching is not consistently good. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. There has been a steady trend of improvement in Key Stage 1 with pupils achieving well to reach average levels of attainment from very low starting points. While significant groups of pupils make good progress, including those in the specially resourced provision and disabled pupils and those who have special educational needs in mainstream classes, pupils in Years 3 to 5 make satisfactory progress. This is because objectives for learning in writing and mathematics are not always challenging enough and some pupils have gaps in their mathematical understanding.
- Teaching is satisfactory. There is much good teaching in the school and outstanding elements, especially in the mainstream Nursery. However, in a small minority of lessons, introductions go on too long and pupils do not have sufficient opportunities to organise their own learning.
- Behaviour and safety are good. Pupils have positive attitudes to learning and show respect for others. In the specially resourced provision, pupils' behaviour is managed well and excellent relationships ensure a calm and orderly learning environment.
- Leadership and management are satisfactory. Senior leaders work well together to drive forward improvement, and staff have taken on board new approaches with enthusiasm. Some of these initiatives are not fully established. Strong leadership of teaching has resulted in more teaching becoming consistently

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good or better. While the management of performance is rigorous and systematic in many respects, the school does not always set out clearly how the improvements it plans will be measured.

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

- Improve the quality of teaching to ensure that it is consistently good or better by:
  - conducting lessons at a good pace so that all pupils have sufficient time for their independent tasks
  - involving pupils more in organising their own learning so they take increased responsibility for positive outcomes.
- Raise attainment at Key Stage 2 to at least equal the national average by:
  - setting challenging objectives in writing and mathematics for all groups of pupils
  - consolidating work to fill gaps in pupils' mathematical understanding.
- Improve the effectiveness of leadership and management by:
  - refining outcomes for improvement so that they are sufficiently measurable
  - consolidating the changes to systems and procedures so that they have maximum impact on improving outcomes for pupils.

## Main report

### Achievement of pupils

Children often join the mainstream Nursery with skills and abilities well below those expected. They make good progress in the Early Years Foundation Stage because of the focus on developing their early literacy and numeracy skills, and the consistently good provision they receive. Outcomes are a little below average by the end of the Reception Year. Progress has been improving in Key Stage 1, so that attainment was broadly average by the end of Year 2 for the first time in 2011. While pupils in Year 6 make good progress, because of the well-targeted interventions that tackle any gaps in their learning, progress is satisfactory in Years 3 to 5. The school narrowly missed meeting floor standards in 2011 because of gaps in pupils' mathematical knowledge. The school has been tackling this and improved progress this year means that pupils are on course to meet the floor standards. Attainment in Key Stage 2 is rising as more teaching is becoming consistently good. However, this is not yet the case in all classes. A significant number of older pupils join the school from overseas with little or no English. While these pupils often make good progress in their learning from very low starting points, attainment is generally below average by the end of Year 6.

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Pupils achieve well in the specially resourced provision because staff know them extremely well and tailor activities precisely to their needs, helping them to learn by using all of their physical senses. This expertise carries over into mainstream classes because of the school's inclusive policies. All disabled pupils and those who have special educational needs benefit from the good practice that is transferred. Consequently, these pupils also make good progress. There are no significant gaps in attainment for different groups apart from pupils who join the school late in Key Stage 2 and who have little English.

Pupils enjoy learning and are keen to take part in lessons. For example, Year 5 pupils relished the opportunity to debate whether zoos could be justified. Pupils learn the sounds that letters represent systematically and develop a good range of strategies to read unfamiliar words. They make good progress in reading up to Year 2, where attainment is broadly average. The school's centrally based and well-resourced library fuels pupils' enthusiasm for books. Progress in reading is satisfactory in Key Stage 2 and attainment is a little below average by the end of Year 6 because of pupils' lower starting points.

Parents and carers mostly believe that their children make good progress at school. Inspectors found that, while this was the case for many pupils, overall progress was satisfactory rather than good, especially in Key Stage 2.

**Quality of teaching**

Good relationships between adults and pupils create a positive learning environment in classes. Pupils behave well and respond with enthusiasm when they play an active role in lessons. For example, in science, Year 4 pupils found it very interesting to explore the effect of adding a switch to a circuit they had made. On rare occasions, particularly in Key Stage 2 classes, introductions go on for too long, which limits the time pupils have to undertake independent tasks and practise their skills. At other times, there is too much direction and pupils are not sufficiently involved in shaping their own learning. Teachers use resources well to engage pupils and to adapt learning to suit their needs, both in the specially resourced provision and in mainstream classes. They use technology well to promote learning.

Teaching is consistently good in the Early Years Foundation Stage and outstanding in the Nursery. Here, exciting and imaginative activities capture children's imagination and fire their love of learning. They were amazed when one of their pet caterpillars became a cocoon, and this stimulated a lively discussion about life processes. Teaching has a positive impact on pupils' spiritual, moral, social and cultural development by giving pupils opportunities to reflect on moral dilemmas and promoting their creativity. For example, Year 2 pupils immersed themselves in writing descriptively to set the scene to their stories.

Reading is well taught in the Early Years Foundation Stage and Key Stage 1, giving pupils plenty of practice to hone their developing skills. In Key Stage 2, a focus on guided reading has helped to build pupils' comprehension skills, although this is not

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fully established. Marking shows pupils how to improve their work and they know their individual targets for moving their learning on. Just occasionally in lessons, the objectives set for pupils are not challenging enough in writing and mathematics to ensure they make good progress. Good teaching, both in the specially resourced provision and in mainstream classes, enables disabled pupils and those who have special educational needs to achieve well. A thorough assessment is undertaken of pupils' needs, effective interventions adopted to support them and their progress is carefully monitored. Experienced and skilful staff use a wide variety of methods to engage pupils and help them reach their individual challenging targets.

Parents and carers say that teaching is good. Inspectors found that, while much of the teaching was good, this was not consistent enough, and the impact of teaching overall on pupils' learning was satisfactory.

**Behaviour and safety of pupils**

Pupils understand the school's system of rewards and sanctions, and work hard to ensure that their behaviour is typically good, both in mainstream classes and in the specially resourced provision. They move sensibly around the school and are friendly and polite, showing care and consideration for one another, and considerable tolerance and empathy to those who are different from themselves. Their attitudes to learning are good. During an excellent time of communal singing, pupils loved leading their peers in two- and three-part harmony and dancing to the rhythm of the rounds.

Pupils say that bullying is extremely rare and have every confidence in staff to deal with any concerns they may have. Pupils have a good understanding of different types of bullying such as name-calling and cyber-bullying. Parents, carers and the pupils themselves all say that behaviour is good and that pupils stay safe in school. Pupils have a good understanding of potentially unsafe situations and how to avoid them, for example with respect to the internet. Attendance has been improving and is now above average. The well-run family breakfast club promotes good punctuality and helps pupils to start their day in a structured and enjoyable fashion.

**Leadership and management**

The new headteacher has built successfully on the school's existing strengths, particularly in terms of its caring ethos and inclusive nature. This is something highly valued by parents and carers, who said, typically, 'The ethos of inclusiveness extends throughout the school, not just to educational provision but also to extra-curricular activities.' Equality of opportunity and tackling discrimination lie at the heart of the school's work, demonstrated in its successful integration of pupils from the specially resourced provision into mainstream classes.

The headteacher has also set out her own clear vision for the school centred on rapid improvement of teaching and attainment, something in which she is well supported by other senior leaders and staff. A new tracking system has enabled leaders and

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managers to see exactly how individuals and groups of pupils are doing and to hold teachers more to account. Well-focused professional development has helped teachers and support staff to improve their practice, for example in developing pupils' reading skills. The robust application of performance management has added momentum and rigour to the process of school development, matched by reforms to monitoring procedures. While not all are fully established, these measures have clarified the roles and responsibilities of leaders and managers, and helped to improve their impact on their subject areas. As a result, teaching has improved and attainment is rising. Self-evaluation is rigorous and gives leaders a clear understanding of the school's strengths and areas to develop. This contributes to the school's comprehensive plans for improvement, although some of the outcomes are not specific enough to be easily measurable.

The governing body is very supportive and members are generous with their expertise. It has developed strategies to make its monitoring of the school's work more systematic, and this is making it more efficient and better placed to hold the school to account. It ensures that all safeguarding requirements are met so that pupils are kept safe. The school has demonstrated that it has the capacity to improve further under its new leadership. The curriculum is broad and balanced, and adds enrichment in terms of music, art and sport. The curriculum promotes pupils' spiritual, moral, social and cultural development well, including through themed events such as 'cultural dance day' and visiting storytellers. It makes a positive contribution to pupils' experiences by means of visits to places of interest and a residential trip to the Isle of Wight.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 May 2012

Dear Pupils

**Inspection of Livingstone Primary and Nursery School, New Barnet EN4 9BU**

Thank you for making me so welcome when I visited your school recently. Many thanks to those of you who shared your views with me and filled in questionnaires. I found that your school is satisfactory and improving rapidly. I am glad that you find your lessons interesting and enjoyable. There is much good teaching in your school, but not all the time. Those of you in the Nursery and Reception do well, as do those in Years 1 and 2. You are reaching levels of attainment similar to most pupils. Those of you in Years 3 to 6 need to continue to work hard to achieve even better.

Your behaviour is good and your attendance is above average. You all get on well together, and you are kind and considerate to one another. The school cares for you well, especially if you are facing difficulties. There are plenty of visits and clubs for you to enjoy. Your new headteacher has made a good start at improving the school with her staff team.

For your school to do even better, we have asked leaders and staff to:

- make sure lessons run at a brisk pace
- involve you more in organising your learning
- give you work to do that really makes you think
- help you develop your mathematical skills in Key Stage 2
- have a clear idea about how they will measure the school's success.

You all can help by telling your teachers what you enjoy about learning and doing your best at all times.

Thank you once again for your support, and my best wishes for the future.

Yours sincerely

Nick Butt  
Lead inspector

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