

# David Livingstone Academy

Northwood Road, Thornton Heath, Surrey CR7 8HX

## Inspection dates

5 to 6 June 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an outstanding school

- Leaders have brought about significant improvements in the school because of their high expectations.
- Trustees acted promptly following the previous inspection, and they have been instrumental in bringing about change.
- There is a relentless pursuit of the highest standards.
- The school's comprehensive programme for professional development has been crucial in ensuring rapid improvement.
- Leaders at all levels have an excellent understanding of their roles, and they provide compelling evidence of the impact of their work.
- The quality of teaching is routinely outstanding. Teachers have an excellent understanding of how children learn. Consequently, learning is planned very well to ensure pupils make very strong progress.
- The school's information on pupils' progress shows a picture of sustained high standards and improving outcomes.
- The promotion of pupils' personal development is outstanding. Pupils behave very well. They are polite, resilient, courteous and considerate.
- Safeguarding is effective. There is a culture of vigilance across the school. Pupils feel secure at school and cared for by staff.
- The early years provision gives children an excellent start to their education.
- The use of specialist teaching is highly effective in music, physical education and French.
- Governors know their role well, and they hold school leaders to account effectively for the actions that they take.
- All pupils with special educational needs and/or disabilities (SEND) make excellent progress.
- Leaders make good use of additional funding to ensure that vulnerable pupils do very well.
- The school's curriculum is very well developed. It meets the needs of all pupils. Nonetheless, the leaders have identified that there is more to do to extend the richness of pupils' experiences.
- Parents are overwhelmingly supportive of the school.

## **Full report**

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

- Continue to develop and enrich the curriculum to extend pupils' experiences even further.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher, well supported by the executive headteacher and other leaders, has brought about significant change in the culture of the school. This has enabled pupils to make very strong progress, standards to be consistently high and behaviour to be excellent. Their high expectations and relentless focus on improvement enables all pupils to excel.
- Actions taken by leaders are based firmly on evidence from the latest research. This informs the comprehensive programme of professional development that has inspired teachers. Teachers new to the school confirm that training has been beneficial to their practice. This includes twice-weekly staff training meetings and teachers working collaboratively to improve aspects of their practice. The programme is closely linked to staff appraisal and the school's priorities.
- Leaders at all levels have an excellent understanding of their role. They continually search for ways to improve outcomes for pupils. Consequently, pupils enjoy their learning and all pupils thrive in the school. The recent 'Centre of Excellence' award validates this.
- School systems are strong and there is an extensive and rigorous monitoring system in place. There is great attention to detail, including, for example, in the risk assessments that are routinely undertaken. Analysis of assessment information is robust so that prompt action can be undertaken. Tracking of pupils' progress is meticulous. Teachers are expected to promote high expectations of pupils and set them challenging targets.
- Provision for pupils with SEND is strong. Leadership has ensured that all staff are aware of their role to provide appropriate support within the classroom. This is systematically monitored through learning walks. Evidence from these observations is shared with senior leaders, and any support is promptly arranged. Assessments are secure. These demonstrate strong progress, academically and emotionally. Strong liaison with parents and the close involvement of external agencies greatly support children and families.
- The headteacher makes reading a priority for all pupils. This enables them all to make good progress. Teachers are determined that every pupil will read accurately and fluently. Consequently, any pupil who falls behind is provided with additional support.
- The curriculum is constantly kept under review to ensure that it meets pupils' needs. There is a clear rationale for the curriculum and for each subject. The curriculum is broad and balanced, and it effectively meets the needs of all pupils. It is enriched through a full range of visits and visitors. The choice of study within each subject enhances pupils' cultural understanding. For example, in art, pupils study a range of artists, including Banksy, Munch and Kandinsky. Leaders keep the curriculum constantly under review to ensure that gaps in pupils' knowledge are eliminated. The aim is to deepen pupils' understanding and extend the richness of their learning experiences, thereby equipping them for life.
- Leaders and governors are committed to ensuring that pupils develop a strong code of values. This is reflected in the emphasis on promoting pupils' spiritual, moral, social

and cultural development. The values of a 'Rights Respecting School' effectively support these aspects very well.

- The school has a strong commitment to sport, in part through the very effective use of the sports premium. Sports coaches provide expert teaching. They also run clubs and train teachers. Pupils participate in a wide range of competitive sports.
- Parents speak with much enthusiasm about the school. They appreciate the improvements made, which have strengthened learning for their children.

### **Governance of the school**

- Governors are highly effective in their roles, and they are analytical in the questions they ask school leaders. Finances are monitored closely and the impact of spending is carefully evaluated. Governors have willingly undertaken training so that they are well informed about school performance measures and safeguarding practice.
- Trustees acted speedily following the previous inspection. They have been instrumental in bringing about successful change. Governors and trustees have an in-depth understanding of pupils' needs, and of what is needed to improve the school further. They are confident that the school has the necessary capacity and expertise to support other schools in the trust.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- School staff know their safeguarding responsibilities and are up to date in their training. All staff have a secure understanding of the 'Prevent' duty, peer-on-peer abuse and local risks, for example knife crime. Frequent challenges to staff through consideration of possible scenarios maintain the high priority given to safeguarding in the school. Records, such as the child protection register, are meticulously organised. The school promptly refers cases that cause concern, and they follow these through. Leaders are relentless in ensuring that pupils get the support they need.
- Leaders have a strong understanding of the specific needs of the community, the challenges facing families and the risks pupils might face. The school's curriculum includes a programme to support pupils' mental health. This helps pupils keep physically and emotionally safe. It is designed to help the most vulnerable pupils so that they are better prepared to combat issues, such as knife crime, and remain safe.
- Pupils said that they feel safe in school. They know that staff care about them, and that there are key members of staff to whom they can go if they need help. The school ensures all pupils know the appropriate behaviours necessary to stay safe online.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- Learning is the focus for all lessons. Excellent relationships exist. The school seeks to maximise pupils' learning by ensuring that key knowledge precedes all topics, which are, in turn, linked to quality texts. Constant repetition develops pupils' memory skills so that they can recall relevant information. Working with teachers, pupils learn to know and understand what they need to do. As a result, they make strong progress.
- The school's approach to English and mathematics emphasises a 'mastery' approach.

This means that teachers teach all pupils the same material. There is an emphasis on reading knowledge, key vocabulary and literary devices. For example, the ‘pathetic fallacy’, which pupils know is giving inanimate objects human emotions, is discussed in lessons. Praise is used judiciously to reinforce good reading. For example, teachers say, ‘Well done. You changed your voice for each character.’ Similarly, in Year 1, pupils fully engage in sorting coins following a reinforcement of prior learning and modelling by the teacher. Questions deepen their understanding. Mathematical vocabulary is emphasised as pupils sort heptagonal coins and develop their reasoning skills.

- Training has contributed to teachers’ very good subject knowledge. This has enabled them to teach confidently across the curriculum. In all subjects, pupils are challenged to improve their work.
- The use of specialist teachers in music, physical education and French supports learning well. All pupils learn to play a musical instrument. For example, Year 3 pupils all enthusiastically play a string blues on the violin or cello.
- Phonics is taught routinely well across the school. This starts in the early years and, by Year 1, all pupils are matching words to sound choices fluently. All pupils are heard read regularly at home and at school. They demonstrate an effective use of their phonics knowledge to sound out unfamiliar words. By the end of Year 6, pupils show strong word recognition and have developed intonation and predictive skills.
- The study of high-quality texts each year extends pupils’ knowledge about other subjects. For example, Year 1 pupils learn more about Germany in their study of ‘Hansel and Gretel’. Year 6 pupils extend their historical and geographical knowledge through studying ‘The Boy in the Striped Pyjamas’. Additionally, these texts expose pupils to more challenging vocabulary.
- Teachers have high expectations. These are clear for pupils, and they are embedded so that they listen well and follow instructions. Pupils enjoy their learning, and working with a partner and sharing. Teachers phrase questions skilfully to deepen pupils’ understanding and challenge their thinking. They ensure that everyone is involved, including the most able. Pupils articulate their thinking well. Teachers frequently check understanding, provide further explanation where necessary, and consistently challenge pupils.
- Learning starts either with establishing what pupils already know and/or recalling what they have previously learned. This enables teachers to focus on new knowledge and skills effectively. This supports pupils’ good progress, while also revising previous learning for those who do not have strong recall.
- Throughout the school, the deployment of teaching assistants is effective. They skilfully ask questions and provide explanations to support learning. Pupils supported on a one-to-one basis are helped extremely well.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is outstanding.
- The school strives to support pupils’ well-being in a number of ways. For example, ‘worry envelopes’ are available for pupils to share their private concerns with adults.

Pupils are highly motivated and are clear about the school's values. They explained to inspectors the importance of these values in underpinning learning. For example, they respect each other and know why this is important. They are proud of their achievements.

- Pupils understand democracy, and they have a strong voice in the developments in the school. This includes their role as members of the pupils' parliament. Each class elects members, following a speech. Elected members have been instrumental in leading improvements in playground equipment and provision from the school's cafeteria.
- Pupils have opportunities to fulfil a range of roles, for example as monitors, house captains and 'rights respecting' ambassadors. Undertaking such roles teaches pupils leadership skills and how to take responsibility, and increases their self-confidence.
- Pupils' exposure to quality texts enhances their spiritual, moral, social and cultural development. This is supported by, for example, visits to the Houses of Parliament and the Globe Theatre. The school's 'wellness week' helps pupils manage change appropriately. It enables pupils to better understand issues such as puberty, transition and loss.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils fully understand the school's high expectations of their behaviour. Their conduct is often impeccable. Pupils are very polite, courteous and respectful. They have excellent attitudes to learning.
- Pupils say that 'there is very little bullying here', but they acknowledge that 'people fall out'.
- The school has put in place very strong systems for checking and promoting high attendance. This includes the use of attendance improvement plans and external agencies to make home visits. Attendance is broadly in line with the national average, and the proportion of pupils who are persistently absent is low.

## Outcomes for pupils

## Outstanding

- Pupils make strong and sustained progress in each year group and in each subject. They are very well prepared for the next stage in their education.
- Most Year 6 pupils reached at least the expected standard in reading, writing and mathematics in 2018. Although fewer pupils reached the higher standard than the national averages in each subject, progress was strong in each. In reading and mathematics, pupils' progress was significantly above the national average.
- Work seen in a sample of books shows high rates of progress across the school, especially in English and mathematics. Current assessment information shows that pupils' progress across the curriculum is strong. Progress and high standards are being sustained.
- Foundations are laid by the end of key stage 1 as a basis for pupils' strong progress in key stage 2. By the end of Year 2, most pupils reach the expected standards. Over time, an above-average proportion of Year 1 pupils meet the required standard in the

national phonics screening check.

- The proportion of disadvantaged pupils attaining the expected standard at the end of key stage 2 is above the national average. In mathematics, pupils' progress was significantly above the national average. Disadvantaged pupils make strong progress which is at least similar to that of others in their classes. This is because of the targeted support they receive.
- The school's performance information shows that most-able pupils also make strong progress.
- Pupils with SEND make strong progress as a result of the excellent support they receive.

### Early years provision

### Outstanding

- Leadership of the early years is extremely strong. The early years leader has actively sought out advice and best practice. This has ensured that practice is planned carefully, and according to the needs of each child. Teaching is highly effective and, as a result, most children achieve a good level of development.
- Children are engaged in activities and collaborate well with each other. Teachers ensure that all activities are supported by key questions, which are read to children. Children are very interested in and curious about what they are learning. They behave very well.
- Children make very good progress in all areas of learning from low starting points. They extend their phonics, writing and number skills. Adult-led activities are effective. For example, a mathematics activity challenged children to use their knowledge of number. They used counters to match numbers, and they were challenged to write number sentences. The use of pincers to place counters developed children's fine motor skills.
- Other children were engrossed in a wide range of activities. For example, they developed their understanding of the life cycle of the butterfly, washed babies, role played in the 'David Livingstone Academy Office', or used construction materials. Outdoors, children are able to dig as part of their mini-beast study. They enjoy 'catching' numbered fish to match their mathematics learning, including numbers to twenty.
- Leaders provide a rich and challenging curriculum, which includes the teaching of French. Much focus is placed on ensuring that children develop the core skills to help them to learn. This includes specific and regular teaching of phonics and mathematics, which underpins children's exceptional progress. Most-able children write sentences independently, using capital letters and full stops. They have gained experience and knowledge of sentence structure. Their letter size is becoming more consistent and spaced.
- Adults have established a safe and very caring environment, where children are treated in a sensitive and appropriate way. Adults respond positively to children. In turn, children behave positively towards adults and each other.
- Transition into Year 1 is carefully planned to ensure security, settled behaviour and

independence.

- Excellent relationships exist with parents. For example, they are invited to attend sessions each half-term to better understand the curriculum topics their children learn. Leaders work hard to engage with all parents as part of a home-learning project.



## School details

Unique reference number	137195
Local authority	Croydon
Inspection number	10088883

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	Board of trustees
Chair	Isabelle Dennigan
Headteacher	Ryan Ardé
Executive Headteacher	Tim Mills
Telephone number	020 8653 4240
Website	<a href="http://www.davidlivingstone.croydon.sch.uk">www.davidlivingstone.croydon.sch.uk</a>
Email address	<a href="mailto:office@davidlivingstone.croydon.sch.uk">office@davidlivingstone.croydon.sch.uk</a>
Date of previous inspection	1 to 2 March 2017

## Information about this school

- David Livingstone Primary School was judged as requiring improvement in March 2017.
- This is a one-form of entry primary school, but with two classes in Year 6. The early years consists of one Reception class.
- The majority of pupils come from a White British, Black African or Black Caribbean background.
- A large proportion of pupils speak English as an additional language, and this is in the top 20% nationally.
- The proportion of pupils known to be eligible for the pupil premium is high.
- The proportion of pupils with SEND is slightly above average.

## Information about this inspection

- Inspectors observed learning in all year groups. Most observations were undertaken with the executive headteacher and the headteacher.
- Inspectors met with two members of the governing body and three representatives of the academy trust.
- Inspectors had a telephone conversation with a representative of the local authority and a representative from the academy trust.
- Inspectors met with a group of pupils to discuss their learning and their views on the school.
- Inspectors met with leaders to discuss their roles and the impact of their work.
- Inspectors met with teachers new to the school to discuss the support provided and the impact on their work.
- Inspectors heard pupils read. They talked to pupils in the lunch hall, as they moved around the building, and in the playground.
- Inspectors met with groups of staff to discuss their work and experiences at the school. Inspectors talked to staff on duty in the lunch hall and in the playground.
- Inspectors met with the attendance officer and staff who oversee the single central record of staff suitability checks.
- Inspectors examined a range of school documents, including information on pupils' progress and outcomes across the school, improvement plans, curriculum plans, and checks on the quality of teaching. They also examined school records relating to governance, safeguarding, behaviour, complaints, pupils' attendance and welfare.
- Inspectors scrutinised a sample of books to check the progress pupils make over time.
- Inspectors took account of the 25 responses to the most recent staff survey.
- Inspectors took account of the responses to information gathered from discussions with parents during the inspection, and of the 202 responses to the most recent parents' questionnaire.

## Inspection team

Rick Barnes, lead inspector

Ofsted Inspector

Jo Jones

Ofsted Inspector

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