

Inspection of Livingstone Academy Bournemouth

Madeira Road, Bournemouth BH1 1PA

Inspection dates: 16 to 17 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The Principal of this school is Loren Tharme. This school is part of Aspirations Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Kenning, and overseen by a board of trustees, chaired by James Pomeroy.

What is it like to attend this school?

The school has very high aspiration for what pupils can achieve. All aspects of school life support pupils' character and wider development. Staff nurture pupils and know them well. Consequently, pupils flourish.

Behaviour is exemplary. As a result, pupils feel safe and learn without interruption. Warm, respectful relationships underpin the purposeful atmosphere. Pupils are considerate of their peers. They help each other with learning and at social times. Pupils attend well and enjoy being at school.

Pupils explore their passions and interests, and develop new ones, through the many clubs and trips the school provides. Pupils with special educational needs and/or disabilities (SEND) or who are disadvantaged take part in these because the school ensures they can.

Pupils are kind, thoughtful and eager to contribute within the school community and beyond. The school ensures that the many cultures represented in the pupil community are valued and celebrated. This contributes to the sense of belonging that pupils feel, and their pride in their school.

What does the school do well and what does it need to do better?

Pupils, including those with SEND or who are disadvantaged, achieve well. The work that pupils complete is of a high quality. Teaching ensures that pupils apply new learning in different situations, including 'real life' scenarios. This helps pupils to remember what they have learned and understand how it is relevant to their daily lives. In the early years, children have very strong recall of what they have already learned. The activities that they do help them to practise new knowledge and skills repeatedly in a way that they find enjoyable.

The curriculum aspires to improve the life chances of all pupils through its breadth and ambition. The school has worked with employers to identify skills which will help pupils to be successful in the future. These 'power' skills are taught alongside the knowledge that the school wants pupils to learn. The early years curriculum excites children and prepares them very well for key stage 1. They are eager to write about what they are learning and proudly show their work to others.

Teachers are passionate and knowledgeable. They explain new learning clearly and enthusiastically. However, sometimes they do not check that all pupils have fully understood new learning before moving on. As a result, some pupils do not build their knowledge securely. Staff support pupils with SEND well and those for whom English is an additional language. Consequently, these pupils learn the ambitious curriculum as their peers.

Children in the early years learn to read with fluency and confidence. The school provides parents with high quality information so that they can support their children

at home. Younger pupils love reading and being read to. Pupils of any age who do not read well enough get appropriate support to catch up.

The way that the school develops pupils' character contributes strongly to exemplary behaviour. Pupils, including the very youngest, concentrate well. They strive to do their best. Pupils persist with learning when they are finding it challenging.

Pupils learn how to stay safe, including online, and how to protect their own mental and physical health. Pupils have confidence to share their opinions. They listen respectfully to the perspectives of others.

From early years onwards the school makes sure that pupils learn that they can be anything they want to be. For instance, in Reception year children meet people with jobs that challenge stereotypes for particular roles. Pupils get high quality information about options open to them after school, including jobs, apprenticeships and university.

Pupils experience democracy in action through the work of the student council. Pupils develop their sense of responsibility and contribute to the wider life of the school. There are many leadership roles that give formal opportunities for this. For example, older pupils listen to younger pupils read. The culture of the school is one of being mutually supportive. Consequently, pupils know that they can and should contribute to the wider school even if they do not have a specific leadership role.

Staff have the knowledge, passion and time to perform their roles to a high standard as a result of leaders' actions. Those who are new to leadership roles get exceptional levels of support so that they can have a positive impact on the areas that they are responsible for.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, some staff do not check pupils' understanding well enough. As a result, some pupils do not have the secure knowledge they need and cannot build well enough on what they have learned before. The school needs to ensure that all pupils have a thorough understanding of what they are taught, so that they can learn more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148590
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10298109
Type of school	All-through
School category	Academy free school
Age range of pupils	4 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	597
Appropriate authority	Board of trustees
Chair of trust	James Pomeroy
CEO of the trust	Steve Kenning
Principal	Loren Tharme
Executive Principal	Natasha Ullah
Website	www.livingstone-aspirations.org
Date of previous inspection	Not previously inspected

Information about this school

- At the time of the inspection the school had pupils in early years, key stage 1 and key stage 3.
- The school uses 1 unregistered alternative provision and 1 registered alternative provision.
- 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.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into these subjects: Early reading, mathematics, science and computing.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector/inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with the chair of trustees and with representatives of the multi academy trust, including the Regional CEO and the National Director of Education and Standards.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of pupils in Ofsted's online survey. Inspectors also spoke to pupils and staff in meetings and around the school site.

Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Deborah Wring	Ofsted Inspector
John Weeds	Ofsted Inspector
David Simons	Ofsted Inspector

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