

Livingstone Primary School

Inspection report

Unique Reference Number	101289
Local Authority	Barnet
Inspection number	276488
Inspection dates	12–13 June 2006
Reporting inspector	Mike Thompson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Clive Partridge Mrs Nicole Lobo
Date of previous school inspection	Not previously inspected
School address	Baring Road New Barnet Hertfordshire EN4 9BU
Telephone number	02084492592
Fax number	02084492592

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Livingstone Primary School serves an area of some social deprivation. Just over half of the pupils are from minority ethnic groups, and about one in ten is in the early stages of learning to communicate in English. Almost a third have learning difficulties or disabilities. There is a high proportion of pupils with statements of educational need because the school's provision includes a base for pupils with autism, known as 'Kingfisher'. A high number of pupils, many of whom live in temporary accommodation, join or leave the school during the course of each year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- * Raise standards in writing for all pupils, and provide more consistently challenging work for the more able pupils.
- * Share good practice in teaching to minimise the variations in quality between year groups.
- * Provide more opportunities for pupils to develop independence in their work.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning is good overall. However, there is significant variation in the quality of teaching between year groups, with some examples of outstanding practice while in other lessons teaching is satisfactory. In all classes, teachers use a range of effective strategies and interesting resources to promote enjoyment and learning. A strong feature of teaching is the good use of skilled teaching assistants to help ensure the good integration of pupils from the Kingfisher base into mainstream lessons. Teachers use questions well to help pupils learn, and there are very good relationships between the adults and pupils. Most lessons have good pace and challenge, so pupils' interest is maintained. Where teaching is less successful, introductions are overlong and pupils' enthusiasm and rate of learning wanes. On other occasions, adults provide too much direction and therefore pupils do not have enough opportunities to develop skills of independence.

Systems for checking pupils' attainment are good and teachers use assessment well to inform planning the next stages of pupils' learning. Pupils' work is carefully marked with detailed comments to help them to improve.

Curriculum and other activities

Grade:

The curriculum is good at meeting the needs of all pupils. Most teachers make useful links between subjects in order to make learning more interesting. Pupils speak warmly of their enjoyment of 'activity days' where learning is creative, exciting and fun. However, opportunities for pupils to use enquiry skills and to develop as independent learners are often overlooked in planning. The improvements in ICT provision have had a positive impact on the way pupils use computers in many aspects of their learning.

The school ensures that all pupils have the opportunity to participate in a range of enrichment activities and after-school clubs. A residential visit for the older pupils, visitors from the local community and outings to places of interest, all add to the pupils' enjoyment of learning.

Care, guidance and support

Grade:

The school's consideration for pupils' safety and well-being is a fundamental part of its ethos. Pupils' personal and academic development are monitored thoroughly, and pupils are given clear individual targets to help them to improve further. Pupils in the Kingfisher base are given excellent care and support, and this helps them to integrate successfully into mainstream classes. Arrangements for child protection are rigorous. Health and safety procedures are reviewed regularly.

Pupils particularly value the 'worry box' and the school's 'listening service' both of which help to relieve anxieties or concerns. One pupil commented, 'All adults will listen to you and say something to cheer you up.'

Parents welcome the school's support for pupils and families. For example, the Family Learning programme helps parents and carers to understand what happens in school and become more involved in their children's learning.

Leadership and management

Grade:

Annex B**Text from letter to pupils explaining the findings of the inspection****Pupils**

I would like to tell you what your inspectors think about how well you are getting on and how well your school is helping you to learn.

We liked lots of things about your school. Some of them are: * You do well in your lessons and make good progress in your work, especially in maths and science. * Your school is a nice place to be in. You behave well and get on with each other. * You are taught well. We particularly like the help you are given by all of the adults who work with you. If you find things difficult, there is always someone to help you. * There are lots of interesting things for you to do. Your activity days are a really good way of learning new skills. * All of the adults who work in your school, make sure that you are safe and are really well looked after. * Your headteacher is doing a really good job.

We think that you go to a good school. Your headteacher and all of the other people who help run your school want it to be even better. To help them to do this we think that the things to do next are: * Improve your writing, and give those of you who sometimes find work easy a bit more to challenge you. * Make sure that when teachers from other classes come to look at what you are doing they share the good things that they see with their own class. * Give you more opportunities to use your own ideas and plan out your own ways of doing your work.

Yours sincerely

Mike Thompson

Lead Inspector