

# David Livingstone Primary School

## Inspection report

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<b>Unique Reference Number</b>	101716
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	307785
<b>Inspection date</b>	28 September 2007
<b>Reporting inspector</b>	Lynn Bappa

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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Cluer
<b>Headteacher</b>	Mrs Sheryl Kent
<b>Date of previous school inspection</b>	28 October 2002
<b>School address</b>	Northwood Road Thornton Heath CR7 8HX
<b>Telephone number</b>	020 8653 4240
<b>Fax number</b>	020 8768 0295

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

David Livingstone is a smaller than average, one-form entry school serving a relatively disadvantaged community in south London. The proportion of pupils entitled to free school meals is above average. Nearly three quarters of the pupils are from minority ethnic groups - a much higher proportion than in most schools. A higher than average percentage of learners join the school during the school year. The school has been awarded the Silver Arts Mark and Healthy Schools status. The current headteacher was appointed in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

Although the school provides an acceptable standard of education, its overall effectiveness is inadequate because systems for safeguarding pupils do not meet current government requirements. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to safeguarding procedures.

There is no doubt that the school provides a caring and supportive environment for its pupils. They say clearly that they trust the adults around them and know to whom they can turn if they have a problem. However, the systems for ensuring that pupils are safeguarded fully are inadequate and constitute a serious breach of legal requirements. The headteacher and the governors are now fully aware of their responsibilities in this area and have already begun to take action to put things right.

In all other respects, David Livingstone is a good school. Pupils and their parents hold it in high regard. As one parent commented, 'It is a very good school with fantastic morals and great facilities.' It is a happy and harmonious place. By the time they leave the school, pupils have become confident and well-rounded individuals because of their good spiritual, moral, social and cultural development. In a Year 6 lesson, for example, pupils talked maturely and thoughtfully about the best ways to say sorry to a friend you have offended.

Standards are above average overall. Over the time they are in the school, most pupils achieve well. They make the best progress in Reception and in Years 3 to 6. Achievement in Years 1 and 2 is more variable. Although many pupils make good progress, higher attainers are not building well enough on their previous learning and their progress is only satisfactory relative to their starting points. Standards by the end of Year 6 have risen from well below average to above average in the last two years. The 2007 results show that the percentage of pupils achieving the higher levels at the end of Year 6 has also increased, particularly in mathematics and science. Standards in Years 1 and 2 have also risen in the last two years, although they remain below the national average overall. The school is on its way to meeting its challenging targets for this year and prepares its pupils well for the next stage of their education.

Pupils enjoy their lessons, are well motivated and work hard because of good teaching. Behaviour is satisfactory and improving. The school provides a good curriculum and pupils are appreciative of the wide range of extra-curricular activities on offer.

Although the school is well led and managed in almost all areas of its work, leadership and management overall are inadequate. This is because safeguarding procedures do not meet current government requirements in significant areas.

## Effectiveness of the Foundation Stage

### Grade: 2

Foundation Stage provision is good. Children start school with levels of knowledge and understanding that are well below those expected of four year-olds, with particular weaknesses in language and literacy skills. Although they make good progress, children do not reach the levels expected by the end of the Foundation Stage. Home visits before children join Reception help them to settle quickly into school. They learn to cooperate with one another, developing

positive attitudes to their learning that are subsequently maintained across the school. The Foundation Stage curriculum is good with an interesting range of activities to support the different areas of learning, both indoors and out. Children particularly enjoy, for example, their sessions with a specialist basketball coach. Teaching in the Foundation Stage is lively and interesting and provides children with good opportunities to acquire essential skills. Children are well prepared for more formal learning when they enter Year 1.

### **What the school should do to improve further**

- As a matter of urgency, ensure that it meets all statutory requirements in relation to child protection.
- Strengthen the governance of the school so there is more systematic monitoring of all aspects of the school's work, particularly those relating to children's welfare.
- Increase the challenge for higher attaining pupils in Years 1 and 2.

## **Achievement and standards**

### **Grade: 2**

Standards are above average overall. Achievement is good overall, irrespective of pupils' gender or ethnic group. Standards by Year 2 are below average. The school has rightly identified that it needs to do more to raise the attainment of higher attaining pupils in Years 1 and 2. Progress accelerates in the junior classes, resulting in above average standards by the end of Year 6. Pupils do particularly well in English. Their progress in this subject last year was exceptional and was in the top 1% of schools nationally. The school's good curriculum adds breadth to pupils' achievements and the quality of their work in subjects such as music, sports and art is extremely good.

Pupils with learning difficulties and disabilities, as well as those with English as an additional language, make good progress. Pupils who join the school during the school year are well supported and make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. The majority of pupils say they enjoy coming to school and feel safe there. They report bullying, if it occurs and play and work together happily. Pupils show real pride in their school and appreciate the many good things that are on offer. They spoke with enthusiasm, for example, about the strategies for improving their punctuation and writing. School councillors are pleased that the school takes their views seriously. Members are proud, for example, of the new salad bar that they suggested. Pupils show a good understanding of safety issues and the importance of a healthy diet and exercise. They are keen to take responsibility both within the school and the wider area. The school is working hard with parents to ensure that their children attend regularly. As a result, attendance has improved, although it remains just below the national average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. As a result, most pupils achieve well. There are good relationships between adults and pupils, based on mutual respect and trust. Most teachers

manage their classes well. Typically, teachers challenge pupils and have high expectations of their success. As one parent commented, 'My son is enjoying being in Year 6 and is finding the teaching very stimulating. He is inspired in a way I haven't seen before.' In a small number of lessons, teachers do not deal effectively enough with low-level challenging behaviour. Although teachers engage pupils in lively whole-class discussions, they do not always provide enough opportunities for learners to develop their ideas with a partner before sharing them with the whole class.

Support for pupils with learning difficulties and disabilities, or those for whom English is an additional language, is good. As a result, these pupils make good progress. Teachers are getting better at tailoring their teaching to the right level, although they are not yet consistently challenging higher attaining pupils, particularly in Years 1 and 2.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is broad and balanced and meets the needs of the pupils. There is a good programme for personal, health and social education. Senior leaders have made a good start toward developing a more creative curriculum. Particular strengths of the curriculum include art, music and sport. Recent improvements to planning in Years 3 to 6 are reflected in rising standards. The curriculum for pupils in Years 1 and 2 does not provide enough challenging activities for the most able pupils.

There are good enrichment opportunities and pupils participate eagerly in the wide range of clubs, visits and other activities. Regular visits provide first-hand learning experiences and promote pupils' social development.

## **Care, guidance and support**

### **Grade: 4**

The school provides a supportive learning environment. Adults make a real effort to get to know the children and their families. As a result, the relationships between them are good. Arrangements for ensuring the safeguarding of learners, however, are inadequate and do not meet current government requirements. This is a serious weakness in the school's provision. The appropriate bodies are examining concerns raised by the inspectors during the inspection.

Academic guidance is good. There are good systems in place to identify and support pupils who have learning difficulties and disabilities. Teachers make good use of assessment to identify learners who need extra help or who are at risk of underachieving. Pupils know how well they are doing and have clear targets to aim for.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate overall because systems for safeguarding learners do not meet statutory requirements. Governors are supportive and show a good understanding of the academic strengths and weaknesses of the school. However, governance overall is inadequate because governors have failed to discharge their statutory responsibilities and meet government requirements in relation to child protection procedures.

In other areas of the school, leadership and management are good. The school has successfully tackled the issues for improvement from the last inspection. Self-evaluation is largely accurate. There are many signs of real improvement and the school is in a sound position to build on these. Standards in Years 3 to 6 have risen, for example. However, the percentage of pupils who exceed the expected levels in Years 1 and 2 is still not high enough. There is a clear commitment from all staff to improve their performance and the progress made by all pupils. Academic monitoring systems are good, although there are significant weaknesses in checking and implementing safeguarding policies. The school ensures that money is spent wisely on staff and other resources, such as interactive white boards. Teachers work very hard to enhance learning with imaginative displays, although classroom resources and the physical environment are looking a bit 'tired'. The school runs smoothly and there are clear and well-understood daily routines.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

## **Text from letter to pupils explaining the findings of the inspection**

25 October 2007

Dear Pupils

Inspection of David Livingstone Primary School, Thornton Heath, CR7 8HX

Thank you very much for welcoming us to your school when we visited recently. We enjoyed our visit very much.

We are writing to tell you what we found out when we inspected your school. By now, you have probably heard that we think your school needs some extra help. We have decided that it requires something called 'A Notice to Improve'. Although there are very many good things about your school, the Headteacher and the Governors must make sure that they obey all the government rules that apply to how we look after children in schools. We think they can do this quickly and that they will soon have all their paperwork in order. This means there is nothing for you or your parents to worry about.

You obviously enjoy lessons and other activities and we think your behaviour is getting better. We were impressed by how neat and tidy you all are. Your teachers obviously care about you and many of you told us how much you appreciate all that they do. Your headteacher and all the staff are working hard to improve the school. We think that standards have improved in Years 3 to 6.

We have asked your teachers to make a few other improvements to make your school better. We have asked them to find even more interesting and challenging activities for those of you who find learning easy in Years 1 and 2. You can help your teachers by always trying your best in lessons.

I hope that you continue to enjoy your time at school and wish you well for the future.

Yours sincerely

Lynn Bappa

Lead Inspector