

Livingstone Primary School

Inspection report

Unique Reference Number	101289
Local Authority	Barnet
Inspection number	323440
Inspection dates	25–26 June 2009
Reporting inspector	Vivienne McTiffen

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	234
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Clive Partridge
Headteacher	Mrs Nicole Lobo
Date of previous school inspection	12 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Baring Road New Barnet Hertfordshire EN4 9BU
Telephone number	020 8449 2592
Fax number	020 8447 1277

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Livingstone Primary is an average size primary school. The majority of pupils are from White backgrounds but the proportion of pupils from minority ethnic backgrounds is higher than in most schools. The proportion of pupils who speak English as an additional language is above average. The proportion of pupils who have learning difficulties and/or disabilities is well above that found nationally and a higher proportion than average have statements of special educational needs because the school's provision includes a base for autism, known as 'Kingfisher'. The proportion of pupils entitled to free school meals is well above the national average. A high number of pupils, many of whom live in temporary accommodation, join or leave the school during the course of each year. The Early Years Foundation Stage comprises a Nursery and a Reception class. Kingfisher also offers Nursery provision. The school has achieved several awards, including Healthy School Status and Activemark accreditation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a highly inclusive and extremely caring school with the emotional and personal needs of all its pupils at its core. Greatly valued by parents, one commented, 'I would like to thank the school for the excellent help, care and commitment they have shown me'. The outstanding level of care results in pupils' exemplary personal development. Pupils behave extremely well. They focus fully on their work and respond promptly to requests from adults. They are consistently polite and very considerate towards each other. Pupils make an impressive contribution to the wider community through many charitable actions and they benefit from the excellent partnerships the school forges with others to promote academic, social and sporting achievement.

From starting points that are below average, pupils achieve well so that, by the end of Year 6, they reach standards in line with those expected for their age. In mathematics, they exceed them because the school provides booster groups and setting according to pupils' abilities. As a result, a good proportion of pupils reach the higher levels. In English, the increased focus on writing provides greater opportunities for pupils to write for a variety of purposes. The systematic approach to teaching letters and sounds (phonics) is having a beneficial effect on pupils' reading skills because it is well matched to ability. Progress is not so marked by the end of Year 2. Although improvements in reading and writing are evident, more needs to be done to build upon the good start made in the Nursery and Reception classes, especially for the more able pupils.

Pupils achieve well because teaching is good. Classrooms are well managed and support staff make a significant contribution to learning. Relationships are excellent and pupils are very keen to learn. Good opportunities exist for pupils to carry out independent research; this is an improvement since the last inspection. Increasingly, teachers use what they know about pupils' learning to help them plan activities but insufficient attention is paid to ensuring enough variety for the range of abilities. Pupils know their targets well and know what they are working towards to try and improve their work. However, teachers' marking misses opportunities to help pupils make the link between their targets and the work they are doing.

Improvement since the last inspection is good. The drive to improve writing has seen standards rise and the current focus on reading is beginning to reap beneficial results. Extensive recent spending on books enhances pupils' enjoyment and raises the profile of reading. The school has worked hard to close the gap in attainment between different groups. As a result, it has consistently maintained at least average standards by the end of Year 6, even though the proportion of pupils who have special needs has increased. Staff at all levels are involved in setting realistic targets for improvement and the school is well placed to refine its use of assessment in order to meet the needs of all pupils as fully as possible. Thoughtful extension and refurbishment of the school premises, both indoors and out, means spacious areas are used well to enhance the curriculum. For example, the Art room provides a space for creative development for all ages, while the airy and inviting library area serves as a hub for pupils and parents.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The colourful and enticing Nursery and Reception classes offer a good range of stimulating activities. The recently improved outdoor areas are used well to extend children's learning. Good teaching nurtures very good development of social skills and early independence. Children self-register on arrival and choose for themselves what they will do. They accept responsibility and are happy to 'have a go', for example, when cutting up food for snails. The Kingfisher Nursery gives autistic children an excellent start by providing a calm environment where confidence grows before enabling the children to participate in mainstream Nursery activities. Teachers plan around themes that children thoroughly enjoy. For example, during the inspection, Reception children visited Paradise Park and this formed the basis for the next day's learning about animals. Teachers are extremely careful to meet individual needs and build up Learning Journals of children's work, and these are shared with parents. Excellent arrangements exist for children starting school, reflecting the very high level of care consistently offered. Children are helped to see the importance of being healthy and play safely. Behaviour is very good because of effective systems that ensure children have regard for each other. Staff work well together as a team, led by a dedicated manager who is keen to develop the new outdoor areas to their full potential.

What the school should do to improve further

- Raise standards for pupils in Year 1 and 2, especially for the more able.
- Build upon the good start made by teachers in using assessment by ensuring that work is consistently matched to ability and that marking refers to pupils' targets.

Achievement and standards

Grade: 2

On starting school, many children have underdeveloped personal and communication and language skills. Some speak little or no English. Progress by the age of five is good, especially in personal development, and many make a good start in reading and writing, although skills remain low for some. By the end of Year 2, pupils make satisfactory progress but standards are below average. In the junior classes, achievement accelerates so, by the end of Year 6, pupils reach average standards in all subjects. Pupils who have learning difficulties and/or disabilities and those for whom English is an additional language make similarly good progress to their classmates because of the very good level of support they receive.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is excellent. Wonderful art displays celebrate the rich diversity of cultures within the school. All are highly sensitive to others' needs. Pupils who have learning difficulties and/or disabilities are very well integrated. Other pupils include them fully in everything that they do. Pupils enjoy school enormously and, for most, attendance is good. However, for a small number, academic performance is affected by absence despite the school's considerable efforts to discourage families from taking holidays during term time. Pupils very willingly take on a range of responsibilities and are keen to help others. The school council is actively involved in promoting healthy lifestyles. As a result, pupils are fully aware of the importance of exercise and a balanced diet. Talents flourish due to pupils'

involvement in a wide range of sporting and creative pursuits. They effectively develop skills for future employment through excellent teamwork and satisfactory key skills.

Quality of provision

Teaching and learning

Grade: 2

There is a buzz in lessons and pupils love learning. Good pace keeps them focused. A consistent approach promotes good behaviour and teachers have high expectations. As a result, pupils respond very well. Planning is strong and teachers give clear direction. They ask questions effectively and praise efforts. Pupils are given good opportunities to share ideas with each other, often resulting in thoughtful answers. Good use is made of resources to interest and motivate. Pupils are helped to make links between their learning, especially in literacy, but work is not always sufficiently varied for different abilities. The high quality of displays shows pupils that their work is valued. Those for whom English is an additional language receive a good level of support. The teaching of pupils who have learning difficulties and/or disabilities is impressive. The excellent Kingfisher base is greatly appreciated by parents, reflected in the comment about the provision, 'Teachers are caring, concerned and highly efficient'.

Curriculum and other activities

Grade: 2

The curriculum is enriched by strong links between subjects. For example, pupils study historical characters using websites and express their findings in art. Attractive artwork links well with literacy by describing feelings connected with pictures. French is fun and pupils enjoy the many sporting activities. Pupils go on numerous trips and learn to cook. A wide range of visitors come to the school. Music is strong, with polished band performances and confident singing because of highly effective partnership with specialists from the borough. Literacy, numeracy and computer skills are promoted well. As the thematic approach to curriculum planning develops, the school has identified the need to monitor the development of key skills to ensure the progress of all pupils.

Care, guidance and support

Grade: 1

Staff are friendly, vigilant and compassionate and pupils feel safe at all times. Superb support is given to those who have learning difficulties and/or disabilities, enabling these pupils to be involved in school activities as fully as possible. Procedures for safeguarding are robust and very well maintained. Provision for those who have special gifts and talents has a very beneficial effect on learning. Healthy School Status and Activemark accreditation have very effectively helped the school raise the profile of healthy living. The current initiative to encourage pupils to walk to school continues this focus. The school knows exactly how well pupils are doing because it accurately measures individual progress and keeps parents and pupils informed. Those who join school at other than the normal times are quickly monitored and their progress checked.

Leadership and management

Grade: 2

One parent commented, 'Livingstone is a wonderful school under an exceedingly caring management team'. The headteacher energetically provides very good leadership. She has built a team of capable and dedicated staff who work enthusiastically and effectively. Good attention is paid to professional development which is highly appreciated by staff who feel fully involved in the school's mission to create well-rounded and mature pupils. The school evaluates its own performance accurately and knows the priorities for improvement. It makes a good contribution to community cohesion by developing pupils' awareness of belonging to a local, national and global community. Governors are well informed and highly supportive of the school's work and ably carry out their responsibilities.

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Annex A

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?	2
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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 eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

10 July 2009

Dear Pupils

Inspection of Livingstone Primary School, Hertfordshire, EN4 9BU

Thank you very much for the warm welcome you gave us when we visited your school recently. We particularly enjoyed seeing your fun lessons in French and music and listening to you telling us about all the things you enjoy.

You go to a good school that looks after you very well. Because everybody is so caring you all learn how to be very considerate to each other and understand each others' needs. Your behaviour is excellent and you get on very well together. You really enjoy school and most of you attend well. You are very good at taking on responsibilities and take part in events in your locality and beyond to help others. The school is good at helping you with things you find difficult so that you make good progress in your learning. We were pleased to see how much better your writing is and how your reading is improving. You do well at mathematics.

These are the things we have asked your school to do to help you achieve even more. We want the school to help all infant pupils to do as well as they can so that their work is level with pupils of the same age in other schools. We know that all of you, especially in the junior classes, have targets so we have asked your teachers to make sure they put in their marking how well you are doing towards reaching those targets. We've also asked your teachers to make sure they give you work that is matched to your ability so that you can make as much progress as possible. You can help the school in these things by ensuring you continue to behave as well as you do now and remember how important it is to come to school as often as you can.

We hope you will always enjoy coming to school.

Yours faithfully

Vivienne McTiffen

Lead Inspector