

Inspection of Livingstone Road Junior School

Livingstone Road, Parkstone, Poole, Dorset BH12 3DX

Inspection dates: 19 and 20 October 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders are ambitious for all pupils. They are determined that all can achieve. Leaders have carefully planned a curriculum that considers pupils and the local area closely. This supports pupils' understanding of their locality and helps them develop resilience and confidence.

Pupils enjoy coming to school. They feel safe and know who to go to if they have a concern. Staff have a clear and accurate view of children's individual needs. Pastoral care is strong, including the provision for pupils with special educational needs and/or disabilities (SEND). Parents overwhelmingly support this view.

Pupils behave well in classrooms and around the school. Pupils say that staff are fair and quick to deal with any poor behaviour when it occurs. They understand that some pupils struggle with their behaviour. However, this does not impact on their own learning. Pupils say bullying can happen, but when it does, staff act upon it swiftly.

Pupils know that people are different and that all must be respected. They understand why people should be treated equally. Pupils have strong and trusting relationships with staff.

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

Senior leaders ensure that staff work together in a cohesive team. Pupil well-being is at the heart of all they do. Staff feel valued and supported by leaders. They receive relevant and helpful professional development, including those new to the profession.

Reading is a priority across the school. The learning environment, particularly the library and reading garden, inspire pupils to want to read. Staff are well trained. They use consistent strategies to enable pupils to become fluent readers. Careful assessment enables staff to provide targeted support to those pupils who need it. Leaders prioritise pupils' comprehension and vocabulary development. As a result, teachers expose pupils to a range of different texts with new words that they are keen to explore.

Pupils say they enjoy reading. They talk enthusiastically about the range of books that are available for them to read. Staff use effective questioning to check pupils' understanding of texts. Consequently, pupils read widely and with understanding.

The mathematics curriculum is clearly planned and sequenced. Leaders ensure staff have strong subject knowledge and challenge pupils' thinking. Pupils confidently recall prior knowledge. Teachers provide them with regular opportunities to revisit and discuss previous learning. Pupils know the importance of making sure they understand new concepts before moving on. Staff use assessment effectively in

mathematics to identify where pupils have gaps in their learning. Staff deal with misconceptions quickly and effectively.

Leaders have thought carefully about what they want pupils to know across the wider curriculum. In design technology, there is a clear focus on identifying knowledge teachers want pupils to gain. Pupils make relevant links to prior learning. However, in history, pupils cannot recall relevant knowledge as this is not made explicit to them. Teacher assessment is not providing the information they need to check what pupils know and can do. Pupils are unable to talk about key concepts they should know and remember. This leads to gaps in their historical knowledge and understanding.

Leaders and teachers know their pupils well. Pupils' positive attitudes and their attentive behaviour in lessons help them to learn well. They have a particularly strong understanding of pupils with SEND. The new special educational needs coordinator (SENCo) ensures that early and precise identification of pupils with SEND enables staff to plan and use relevant resources effectively. This means staff include pupils with SEND in all lessons.

The pastoral team provide good support for vulnerable pupils. They help pupils' understanding of how to stay safe and enjoy healthy relationships. Pupils recognise the importance of individuality, equality and diversity. They are aware of different faiths and beliefs. Staff encourage pupils to be active. They provide a range of activities for pupils during social times. Pupils enjoy the extra-curricular activities available to them, including residential visits and forest school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors are vigilant and keep pupils safe. Adults describe safeguarding as 'everyone's responsibility'. Staff have a clear understanding of what to do when concerned about a child. They know leaders take any concerns seriously. Leaders work effectively with families in need of extra help.

Pupils feel safe in school. The curriculum supports pupils to stay safe online and understand risk, both in school and within the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, the curriculum is coherent, well planned and sequenced. However, in a minority of subjects, pupils are not always clear about what knowledge teachers want them to know. As a result, pupils cannot talk about their learning well enough. Teachers need to precisely define the subject-specific content they want pupils to know and remember.

- In a few subjects, such as history, assessment information is not detailed enough to check what pupils know and can do. Consequently, gaps in pupils' knowledge are not identified. Teachers need to check how well pupils are learning the curriculum, so they can assure themselves that key knowledge is being retained in pupils' long-term memory.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144602
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10201008
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	Board of trustees
Chair of trust	Alice Wrighton
Executive Headteacher	Suzy Hayward
Website	www.livingstoneroadjunior.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Hamwic Education Trust in June 2017.
- The school is federated with Livingstone Road Infant School. They have worked as part of a federation since 2015. Both schools share a senior leadership team and local governing board.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the executive headteacher, deputy headteacher, assistant headteacher, SENCo, representatives from the multi-academy trust, groups of staff and representatives of the governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and design technology. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work. An inspector also looked at curriculum planning for art, geography and computing. An adult was present when one inspector met with a group of pupils about their learning.
- An inspector listened to pupils from Years 3, 4 and 6 read to an adult.
- Inspectors looked at how the school keeps pupils safe. The lead inspector spoke to the designated safeguarding leader. An inspector checked the school's records of the suitability of staff to work with children.
- Inspectors considered 32 responses to the online survey, Ofsted Parent View, including 18 free-text responses, 16 responses to the pupil online survey and 18 responses to the staff survey.

Inspection team

Heather Barraclough, lead inspector

Her Majesty's Inspector

Mark Lees

Ofsted Inspector

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