

Lister Community School

Inspection report

Unique reference number	102778
Local authority	Newham
Inspection number	376767
Inspection dates	1–2 February 2012
Lead inspector	Samantha Morgan-Price HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,331
Appropriate authority	The governing body
Chair	Mr David Wood
Headteacher	Mr Anthony Wilson
Date of previous school inspection	25–26 November 2008
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Introduction

Inspection team

Samantha Morgan-Price	Her Majesty's Inspector
John Anthony	Additional inspector
Raminder Arora	Additional inspector
Helen Matthews	Additional inspector
Peter Nathan	Additional inspector

This inspection was carried out with two days' notice. Fifty lessons were observed and 49 teachers were seen. Meetings were held with groups of students, governors and staff. A telephone discussion was held with a representative from the local authority. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at, amongst other things, the school development plan and self-evaluation document, records of lesson observations, minutes of meetings of the governing body and student exclusion data. The inspection team scrutinised questionnaires completed by 229 parent and carers, 146 pupil and 109 staff.

Information about the school

This is a larger-than-average school. A higher-than-average proportion of students are known to be eligible for free school meals. Most students come from minority ethnic backgrounds, with the largest groups being Bangladeshi, Pakistani and African. Over half of the school's roll speaks English as an additional language. There is a higher than average proportion of disabled students and those with special educational needs, including those with a statement of special educational needs. The number of students who join or leave the school other than at traditional times is higher than the national average. The school has specialist status as a performing arts college and is a Newham school for the deaf. The school meets the current government floor standard. Staff and students moved into a new purpose-built building in September 2011, which was funded under the 'Building Schools for the Future' programme.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. After falling GCSE examination results in 2010, the school has made improvements to the curriculum and implemented strong interventions to ensure that attainment has risen and most students make satisfactory progress. There is good indication, based on the school’s information, that the proportion of students on course to achieve five or more GCSE grades A* to C including English and mathematics is set to rise in 2012, considerably closing the gap on national performance.
- Although little good teaching was seen during the inspection, teaching over time is satisfactory. Teachers do not routinely make use of information on students’ achievement to plan for their differing needs in lessons. As a consequence, teaching is focused on those of middle ability and not suitably addressing students with different abilities. Some teachers have high expectations of what students can achieve and give due attention to assessing how well students are learning. However, in the vast majority of lessons, work is not pitched at a suitable level to challenge all students, with a limited range of activities available to increase students’ interest or engagement in their tasks. The majority of teachers’ marking does not provide sufficient support to enable students to know what to do next to improve their performance. Work is often marked infrequently. Many teachers’ plans do not support improvements in students’ levels of literacy.
- Students’ attendance is above average; they enjoy coming to school. The school has worked hard and successfully to reduce the levels of fixed-term exclusions and to provide a harmonious community as students settle into the new school building.
- Leaders and managers have rapidly stepped up the pace of improvements, which has brought about an increase in GCSE examination results. They know what is required to improve the quality of teaching, and the pace to improve the proportion of good or better teaching is now beginning to accelerate.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise students' levels of attainment in their GCSE examinations, especially in English and mathematics, by ensuring that:
 - teachers use information on students' achievement to plan for their differing needs in lessons and increase the use of stimulating activities
 - teachers provide a good standard of marked work which regularly enables students to know the next steps required to improve their performance
 - leaders and managers accelerate the improvements in the quality of teaching so that at least 60% is good or outstanding by July 2012.
 - leaders and managers revise the curriculum across the school so that teachers provide effective support to students to improve rapidly their levels of literacy.

Main report

Achievement of pupils

Students enter the school with levels of attainment that are significantly below average. Although they make satisfactory progress throughout the school, their attainment by Year 11 remains below average. However, the school's tracking of progress towards its GCSE targets for 2012 shows that students' attainment is improving, with a good increase in the proportion of students on course to attain grades A* to C in English and science. Modest improvements are expected in mathematics. The attainment of boys in English is also improving and remains a considerable focus for the school. The recent improvements are mainly due to effective monitoring undertaken by the senior leadership to ensure that students who are slipping behind are supported effectively. The support provided for those at risk of underachieving is good. Many students underachieved in 2011. However, students of Pakistani and Bangladeshi backgrounds, the more able and those who required school intervention are now doing better. The school's data demonstrate that all groups are now making progress broadly in line with the national expectation. Disabled students and those with special educational needs, including those with a hearing impairment, are making progress in line with other students nationally. There have been satisfactory improvements for those students who enter the school with lower than average levels of literacy. The school's targeted support for these students in Year 7 has raised their levels of reading well.

The majority of students enjoy their learning and are keen to do well. In lessons seen, students make sound use of group working to improve their oracy skills and deepen their understanding of the tasks set. They work well when they are challenged to do their best. For example, in a good mathematics lesson, students were given quite complex probability questions which they answered well, with some choosing to extend their learning further than what was required of them. There are improving opportunities in lessons for students to evaluate their own performance and the performance of other students. Most parents feel their child is making good

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progress at the school. Inspectors found this not to be the case as the vast majority of students in lessons and over time make progress in line with students nationally.

Quality of teaching

Most parents feel their child is taught well. The inspection evidence, however, shows that the vast majority of teaching is satisfactory, because it is not enabling the majority of students to make good progress in their learning. Characteristics of the few good lessons seen included high expectations by teachers, resulting in students being asked probing questions that enabled them to make good progress. Students rise to the challenge when tasks require them to be active in their lessons. Students also make good progress when they are required to use high-level problem-solving techniques. In an outstanding lesson seen, the teacher used tin cans to demonstrate the musical rhythms of a poem. The group activity at the start of the lesson enabled students to consolidate their understanding before embarking upon the reading of poetry. They were thoroughly engaged in their tasks and worked well on their own. In many lessons seen, there is an over-reliance on worksheets or activities that do not encompass the needs of all students. Few examples were seen where students had an opportunity to reflect on their own experiences. In a personal, social and health education lesson, students were encouraged to think about how their choices in food and clothes were influenced by advertising. However, teaching overall is having a limited impact on students' social, moral, spiritual and cultural development. There are insufficient opportunities within the planned curriculum for students to develop their levels of literacy across subjects other than in English. Facilitators from the hearing-impaired unit work well with teachers to integrate students into lessons.

Behaviour and safety of pupils

Leaders and managers are driving improvements that have resulted in a significant fall in the levels of fixed-term exclusions. Students conduct themselves satisfactorily in lessons and often with courtesy around the school. There are effective strategies in place to address poor behaviour and students say that behaviour is improving. However, a small minority of parents feel that their child's lessons are disrupted by poor behaviour. In the lessons seen, there were very few instances of poor behaviour that disrupted learning for others. The very few incidents of bullying are dealt with well although a few parents did not feel this was the case. The majority of students are of the view that bullying is dealt with well. Students with a hearing-impairment are integrated well into the life of the school. Attendance has remained high and there are good strategies in place to ensure that poor attendance is addressed swiftly.

Leadership and management

The relatively new headteacher has been focused and determined in his approach towards school improvement. He has established a senior leadership team that is sharing the vision of improving achievement well. This is having a positive impact on students' outcomes. There are clear accountabilities within this team and the impact

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of their work can be seen in the improving GCSE results, the continued above average attendance and an improved curriculum, which has increased depth and balance to meet students' needs, especially higher-attaining and lower-attaining students. The performing arts specialism enables students to take a range of subjects that engage their interests. There is high participation in dance and drama courses. Along with the realistic self-evaluation, these factors demonstrate the school's sound capacity to improve. Some middle managers' use and understanding of students' attainment data and their subsequent action planning to address underachievement is limited. Their actions have yet to have a full impact on school improvement. The curriculum provides satisfactory opportunities for students to develop socially, morally, culturally and spiritually. To enhance these aspects of their personal development, it has taken steps to create good opportunities for students to develop understanding of the Olympic values, and 80 Lister students will be performing in the opening ceremony of the Olympic Games. The work to reduce the number of exclusions and to close the gap for those students who were previously underachieving enables the school to demonstrate that it promotes equality and tackles discrimination satisfactorily. The arrangements for safeguarding the well-being of students meet statutory requirements. The partnerships forged by the school are helping senior leaders to bring about the changes required to improve the quality of teaching. Appropriate professional development has led to the reduction in the proportion of inadequate teaching.

Members of the governing body are knowledgeable of the main barriers to improving students' achievement. However, the level of challenge they provide to the work of school leaders is not yet consistently sharp enough to hold the school fully to account. The contribution that parents and carers' make to school improvement is limited.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2012

Dear Students

Inspection of Lister Community School, London, E13 9AE

You may remember that we visited your school recently. I am writing to let you know what we thought about the school. We would like to thank you for helping us when we came to find out how well you are getting on. We particularly enjoyed visiting your lessons and talking to you. We judged that your school is satisfactory. The headteacher, the senior managers, governing body and other staff within the school are working hard to improve the quality of education that you receive.

You achieve satisfactorily throughout the school. Your attainment in the GCSE examinations has been low but the school's information about your progress shows that it is set to improve considerably this summer. The performing arts specialism has added additional enrichment to your curriculum and some of you will be performing at the Olympic Centre. The school has created an atmosphere where you feel safe and supported; your senior teachers have done really well to achieve this by tackling poor behaviour.

There are some things that the school can improve upon to help you achieve well. These are the areas we have asked leaders and managers in the school to do:

- Increase the proportion of GCSE grades A* to C you achieve, particularly in Mathematics and English by
 - ensuring that all teachers use information about your performance well to create activities that are stimulating and suit your needs
 - ensuring that all teachers mark your work regularly and to a good standard
 - increasing the proportion of good and outstanding teaching by July 2012 to help you make faster progress in your learning
 - developing a better curriculum to improve your levels of literacy.

All of you can help by behaving well and contributing as much as possible to your lessons.

Yours sincerely

Samantha Morgan-Price
Her Majesty's Inspector

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