



Lister Infants School

Inspection Report

Unique Reference Number 104555
Local Authority Liverpool
Inspection number 286976
Inspection dates 16–17 October 2006
Reporting inspector Clare Henderson

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

Type of school	Primary	School address	Green Lane
School category	Community		Liverpool
Age range of pupils	3–7		Merseyside L13 7DT
Gender of pupils	Mixed	Telephone number	0151 2284069
Number on roll (school)	256	Fax number	0151 2282031
Appropriate authority	The governing body	Chair	Mrs J McGinty
		Headteacher	Mrs J McEwan
Date of previous school inspection	3 March 2003		

Age group 3–7	Inspection dates 16–17 October 2006	Inspection number 286976
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Introduction

The inspection was carried out by two Additional inspectors.

Description of the school

Lister Infants School has more pupils than the average school and they come from a mixed socio-economic background. The majority of pupils are of White British heritage. A small number speaks English as an additional language. The number of pupils with learning difficulties and/or disabilities is below average, while those who are entitled to free school meals is above. The school is a centre of excellence for French. It has gained awards for healthy eating, Quality Marks for Basic Skills, Inclusion (Intermediate level) and Dyslexia Friendly, Eco-Schools (Bronze) and BT Language and Communication. It has Investors in People status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lister Infants is a good school that provides good value for money. The strength of the school is the firm belief held by all that every pupil's individual progress and enjoyment matters. This results in pupils' personal development and well-being being outstanding. Purposeful leadership by the headteacher is pivotal in ensuring that leadership and management at all levels are good and is instrumental in providing pupils with a good start to their education. The care, guidance and support provided for pupils are outstanding and contribute strongly to the standards they achieve by the time they leave school at the end of Year 2. The school has the overwhelming support of parents. As one parent wrote, 'Children really enjoy the many fantastic facilities and opportunities made available to them.' The shared vision and dedication of all staff to enrich the opportunities experienced by the pupils, has resulted in an outstanding programme of additional activities, both within and outside the school day. This enhances children's learning further. Pupils say that they enjoy school, especially the information and communication technology (ICT) facilities, 'fun' lessons, and the exceptional range of after-school activities. The strong focus undertaken to improve attendance has paid off, and the gap between school figures and national averages is now closing and attendance is satisfactory.

Children enter the school with skills well below the level expected for their age, especially in communication and personal and social development. Provision for all aspects of children's learning in the Foundation Stage is good. Teaching in the Foundation Stage is effective and at times outstanding; consequently, pupils achieve well. Pupils make good progress, particularly in their personal and social development. However, because of their lower than average starting points, many children do not reach the national expectations for their age by the time they enter Year 1. Consistently good teaching in Years 1 and 2 enables most pupils to attain standards which are broadly average. Pupils with additional learning needs and those at the early stages of learning English reach similar standards; this represents good progress for these groups, when compared to their needs and abilities. However, the standards reached in writing and mathematics by higher-attaining pupils could be better. Although the school recognises this and has put in place strategies to tackle this, it is too soon to judge the impact on pupils' attainment.

In almost all aspects the inspectors' judgements match those of the school. However, in the case of personal development and care, guidance and support, the school was too cautious in the grades it awarded. Since the last inspection, because of strong leadership and management, effective steps have been taken to bring about improvements, particularly in promoting pupils' personal development. The school's capacity for improvement is good.

What the school should do to improve further

- Raise the standards achieved by higher-attaining pupils in writing and mathematics by the end of Year 2.

Achievement and standards

Grade: 2

During their time in the Foundation Stage, children achieve well from below average starting points as a result of good teaching and early intervention to support their speaking, listening and literacy skills. Good achievement continues in Years 1 and 2. For the past three years, pupils in Year 2 have attained above average standards in reading while mathematics has been broadly average. Writing standards have been average with the exception of 2005 when they rose to above average. In particular, during the same period of time, fewer pupils gained the higher levels in writing and mathematics than in reading. Pupils with learning difficulties and/or disabilities and those at the early stages of learning English achieve well. This is because tasks are adapted to suit their needs and they receive very good support from teachers and teaching assistants.

Personal development and well-being

Grade: 1

Outstanding spiritual, moral, social and cultural development is reflected in pupils' excellent behaviour, relationships and awareness and celebration of their own and other cultures. Pupils respond enthusiastically to any responsibilities given to them, such as being school councillors. The school council is effective in enabling pupils to contribute to decision making. An example of this is the introduction of healthy menus for lunchtimes in response to their understanding of what it means to live a healthy lifestyle. Pupils participate with interest in the exceptional range of out-of-school activities, which develop their sporting and creative talents very well. They commit themselves to the needs of others by holding successful charity fundraising events throughout the year. Outstanding links with parents keep them well informed about their pupils' personal development.

Quality of provision

Teaching and learning

Grade: 2

Introductions to lessons are typically lively and imaginative, particularly in the Foundation Stage. They capture pupils' interest and fire their enthusiasm for what is coming next. One pupil said, 'Our teachers are good fun and help us to learn well.' Very strong relationships between adults and pupils are a notable feature of all lessons. This ensures that the teaching of academic knowledge and provision for personal development go hand in hand. Interactive whiteboards are used well to demonstrate and explain difficult concepts and to move the lesson along apace. Rigorous systems for assessing and tracking pupils' progress mean that teaching is focused on ensuring that pupils do well. The exception is in mathematics and writing lessons, where insufficient challenge for the higher-attaining children holds back their learning.

Teaching assistants are well informed and work in close partnership with teachers, often providing very good support for pupils who need a boost to help them to make progress or those who have particular gifts and talents.

Curriculum and other activities

Grade: 2

Curricular provision is good. A strength lies in the emphasis given to teaching basic skills in English, mathematics and ICT, thus providing a strong foundation upon which pupils will be able to prepare for the world of work. These subjects are well planned and adapted to the diverse needs of all pupils, although work at times lacks challenge for the higher attainers in mathematics and writing. Physical education, music and French are given a high profile, ensuring that pupils receive a rounded education. In the Foundation Stage, children experience exciting activities and acquire self-confidence and a strong desire to learn. There is an abundance of stimulating activities which enrich the curriculum and ensure that pupils enjoy coming to school. Many visitors share their expertise, for example, a local dairy farmer and an African drummer; this extends pupils' learning. Visits to places of interest such as local museums and art galleries give meaning and relevance to class work. A wealth of clubs complements an already stimulating curriculum.

Care, guidance and support

Grade: 1

The school takes exceptional care of all its pupils. Staff have very trusting relationships with pupils and support them very effectively. This is backed up by clear policies and procedures for child protection, risk assessment and health and safety measures. One Year 2 child commented, 'Our school is a nice one because there are no bullies here.' Playground buddies from the junior school carry out their duties in a sensitive way and ensure that everyone has a friend to play with. Teachers keep very comprehensive records of pupils' academic progress and regularly inform them of how well they are doing in relation to their personal targets. Support for pupils who are at the early stages of learning English, and for those with learning or behavioural difficulties, is very good and this helps most of them to meet the targets which guide their progress. The school's second Healthy School Award demonstrates the attention it gives to keeping fit and eating a well balanced diet.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy headteacher have established an outstanding climate for learning. They have a very clear vision for the school's future. Teamwork amongst staff is very effective. All these very positive features enable pupils to enjoy school and to do well, particularly in their personal development. Together, staff have set out a sharply focused plan to achieve their

agreed improvements. For example, the 'talking partners' initiative has resulted in improved standards in reading.

Parents value the school's commitment to their children's learning and personal development, which is evident in the comment: 'Activities and concerts are a delight to attend and everyone puts their heart and soul into it.' The school regularly seeks and acts on parents' and pupils' views, responding well to suggestions made. For example, when pupils requested improvements to play activities during wet lunchtimes, the Parents, Teachers and Friends Association (PTFA) provided funds to enable this to happen. Governors, through challenge and support, make a good contribution to the school's work.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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 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?	1

¹ 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.

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	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	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	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

Text from letter to pupils explaining the findings of the inspection

As you know, two inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and welcoming to us. We really enjoyed being in your exciting school and listening to what you had to say. The things we particularly liked were:

- your excellent behaviour and attitudes to school
- the way the teachers work hard to help you learn
- the excellent range of interesting activities and visits that make learning more exciting for you
- how well the school is run by the headteacher and staff.

We think you have a good school, but have asked your teachers to improve one thing to make your school even better. We want them to:

- help you to do even better in your writing and mathematics.

Thank you for helping us so much with the inspection of your school. We hope that you will carry on working hard in school and help the teachers so that Lister Infants School becomes even better.