

# Lister Primary School

## Inspection report

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<b>Unique Reference Number</b>	134053
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	328811
<b>Inspection dates</b>	2–3 February 2009
<b>Reporting inspector</b>	Andrew Clark

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	464
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Dale Smith
<b>Headteacher</b>	Ms Moira Hunt
<b>Date of previous school inspection</b>	3 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Scotchman Road Manningham Bradford West Yorkshire BD9 5AT
<b>Telephone number</b>	01274 401060
<b>Fax number</b>	01274 401061

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average school serves an area of significant social and economic disadvantage. The vast majority of pupils are from Pakistani families and almost all speak English as an additional language. A few pupils are from Eastern European backgrounds. The percentage of pupils eligible for free school meals is above average. The proportion of pupils with learning difficulties and/or disabilities is well above average. The Early Years Foundation Stage provision consists of the Nursery and two Reception classes. The school has the Healthy Schools Award, Sport England Activemark and Investors in Families.

The school opened in 2003 with just Foundation Stage and Key Stage 1 provision. Since then it has grown year by year. There has been significant building work and staff change, including several senior staff, since the last inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Lister Primary is a satisfactory school with good features. The clear vision and calm guidance of the headteacher have ensured that the school has continued to improve through an extended period of change and growth. The extensive building work was only completed during 2007 when the school's first group of pupils reached Year 6. There has also been a long period of staff change but this is now settling. The school is at the centre of the community and provides good levels of support to pupils and their families. Children get a good start in the Early Years Foundation Stage and make satisfactory progress through the rest of the school. Teaching and learning are satisfactory and improving. It is an inclusive school and pupils' good personal development is a strength. The comment, 'The atmosphere in the morning when you drop your children off is very calm and peaceful,' is typical of the parents' views.

Children enter the Nursery with skills which are very low, especially in communication, literacy, and personal and social development. By the time they leave Year 6 standards are nearer to, although still below, average in English, mathematics and science. The higher attaining pupils do not always reach high enough standards, although there have been some good improvements by Year 2. While all groups of pupils make satisfactory progress overall, it is inconsistent for the higher attaining pupils because they are not given enough opportunity to use and apply their skills and knowledge or to use their initiative.

Pupils' spiritual, moral, social and cultural development is very good because of the positive and inclusive ethos. Pupils enjoy school and feel very safe there. Pupils feel engaged by their lessons and they are eager to learn. Behaviour is good because pupils are clear about the rules and respect them. Attendance has improved well and is now satisfactory. Pupils' understanding of healthy living is good and they take full advantage of after-school opportunities to take part in sports. Pupils make a positive contribution to the life of the school and the wider community through the school council, buddy groups and charitable fundraising activities. They develop satisfactory skills to promote their future economic well-being.

The quality of teaching and learning is satisfactory. Lessons seen on inspection ranged from satisfactory to outstanding. They are usually well planned so that work is matched closely to individual needs. This is effective in helping pupils with learning difficulties and/or disabilities make progress. However, there are inconsistencies, especially in the extent to which teachers involve pupils in assessing and improving their own work and enable them to take initiatives in their learning. Teaching assistants provide good support.

The curriculum is satisfactory with good features. The school has begun to make links between subjects, making learning more relevant and meaningful. Good opportunities for pupils to work with parents and join in extra-curricular activities at the weekends make a very good contribution to community cohesion. Care, guidance and support are good. Procedures to identify and support the most vulnerable pupils are effective and underpin much of the school's work. High standards of pastoral care and the strong family ethos contribute very effectively to pupils' personal development. The quality of marking is good and pupils are becoming increasingly involved in assessing and improving their own work.

Leadership and management are satisfactory. The good leadership of the headteacher has ensured that the focus on raising achievement forms the bedrock of school development. There are good procedures in place to measure and analyse most aspects of pupils' progress. However, the procedures to assess the effectiveness of curriculum changes are not yet fully in place. The

governing body has provided sound support to steer the school through its period of growth. Community cohesion is good because the school successfully meets the needs of parents in supporting their children's learning and pupils are involved in many local and other community activities. The promotion of equal opportunities is good. For example, it supports the most vulnerable pupils well and combats any gender stereotyping. After a period of change, the school is beginning to settle in all areas. It has a satisfactory capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The skills of most children who join the Nursery are very low due to their very limited acquisition of English and social skills. They make good progress, reaching levels which are still lower than those expected but closer to them. Children's knowledge and understanding of the world tends to be narrow when they start Nursery. The school successfully strives to compensate for these factors by providing a curriculum that is stimulating and varied with a strong emphasis on practical experiences such as growing seeds or observing ice melt into water. Teaching is good. Staff create clear boundaries and positive relationships and children respond with good behaviour and growing independence. Children are purposefully occupied with well-planned and focused activities that are relevant to their needs and experiences, with a strong emphasis on the acquisition of language. The learning environment is vibrant and children's own cultural heritage is celebrated, as seen when they tasted a range of foods from other cultures. Children's welfare is promoted well. Provision has improved significantly in the past year due to focused leadership; teaching now makes good use of robust systems to monitor children's progress to plan for future learning.

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

- Raise standards, particularly for the more able pupils in Key Stage 2.
- Improve the consistency of teaching.
- Ensure that new curriculum developments are closely monitored.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils enter the school with skills that are very low compared with the average. They make satisfactory progress from the end of the Early Years Foundation Stage until the end of Key Stage 1 when their standards are well below average in reading, writing and mathematics. Improvements to outcomes at the Early Years Foundation Stage are now feeding into Key Stage 1 and it is evident that current Year 2 pupils are working at higher levels than previously. Overall, the progress made by pupils through Key Stage 2 is satisfactory, including that of the more able pupils. There is evidence from the detailed and accurate tracking procedures that the progress of pupils with learning difficulties and/or disabilities is satisfactory and improving because of the sharply focused intervention and support they now receive. Pupils at an early stage of learning English as an additional language often make good progress because of effective induction and support procedures. All pupils make good progress in developing their information and communication technology (ICT) skills.

## Personal development and well-being

### Grade: 2

As a result of the good provision for pupils' personal development, pupils enjoy coming to school and being 'Lister Learners'. Behaviour throughout the school is very good and the vast majority of pupils relate well to each other and have sensible attitudes to their work. They say they feel safe from any bullying and there are good opportunities to discuss any issues or concerns in the regular 'circle time' in each class. Pupils successfully adopt healthy lifestyles, having achieved a Healthy Schools Award and the Sport England Activemark for the school. Boys and girls both participate in a wide range of sporting activities and there is a particularly ambitious girls' football team. A strength of pupils' development is that they appreciate many faiths and cultures, whilst celebrating their own heritage. Pupils participate in a wide range of local events as diverse as supporting a road safety protest, taking part in the 'Manningham in Bloom' competition and fundraising for the support of those affected by an earthquake in Pakistan. They learn to become responsible future citizens in many ways. For example, they apply for 'jobs' in school such as library monitors and become involved in mini-enterprise projects. However, pupils do not always take enough initiative in organising and improving their own work.

## Quality of provision

### Teaching and learning

#### Grade: 3

The best lessons are well planned, clear and imaginative. For example, in Year 1 the teacher made excellent use of the interactive whiteboard and digital photography to give the pupils a sense of amazement when studying the work of an artist as a basis for their own pictures. Teaching assistants are deployed well to provide support and focused teaching, particularly to the less able pupils. Pupils are often challenged by good questioning. For instance, teachers match questions very closely to individual needs in mental and oral mathematics sessions. Through skilful questions, teachers model good examples of spoken language, which provides strong support for pupils who speak English as an additional language. Teachers make increasingly good use of a wide range of structured resources to help pupils develop their literacy and numeracy skills. Classrooms are bright and attractive and displays of pupils' work are used well as the springboard for further learning. Pupils are increasingly involved in assessing and explaining their own achievement and steps towards improvement. However, these features are not applied consistently. A few lessons are directed too much by teachers, limiting opportunities for more able pupils to use their initiative and apply new skills. Teachers sometimes do not create enough opportunities for pupils to reflect on their own work and relate it to their targets and goals.

## Curriculum and other activities

### Grade: 3

The new curriculum provides pupils with a range of interesting and challenging activities aimed at removing social, emotional and linguistic barriers to learning and at providing wider access to learning. It is still being introduced across the school. There is a good focus on developing literacy and numeracy skills, which increasingly allows pupils to apply their learning in realistic situations, although this is not yet fully effective. A strong emphasis on the creative arts and sporting opportunities enriches pupils' experiences and broadens their cultural understanding.

The school participates in projects to promote singing, drama, ICT and modern foreign languages. There is a good range of extra-curricular opportunities including unusual activities at the weekends, such as 'robotics', which involves parents working alongside their children. Parents participate in several learning and educational programmes alongside their children, which contributes to good community cohesion. A typical comment from parents is, 'The key to success is that my child has the wide and varied education that she needs.'

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of all pupils and provides sensitive support for their parents too. Clear and effective systems are in place to ensure all who work in the school are correctly vetted to work with children. Inclusion is a strong thread that runs through all the school's work and good provision is made for all pupils who have learning difficulties and/or disabilities. Procedures to promote good behaviour and personal development are robust and supported by outstanding assemblies. Pupils know their targets and what they must do to achieve them, though this process is relatively new and its effects have yet to be seen in rising standards. There are good links with many services to support pupils with learning difficulties and/or disabilities, such as the educational psychology service. The school is working very hard to improve and maintain attendance rates, which have been too low in past years. As a result of rigorous monitoring and a range of incentives to encourage pupils to attend regularly, attendance rates have improved and are now closer to the national average. Punctuality has improved too, although a few pupils are still persistently late.

## **Leadership and management**

### **Grade: 3**

A positive culture of learning exists across the school. The quality of middle leadership is satisfactory and improving. The school is making good use of specialist skills of middle managers, especially in literacy and the Early Years Foundation Stage, to develop the curriculum. This complements the robust procedures already in place for monitoring the quality of teaching and learning to promote higher standards. Senior leaders have a secure view of the quality of lessons across the school and there is much in place to encourage all teachers to develop good practice.

Self-evaluation is largely accurate, although procedures to evaluate the effectiveness of curriculum change are not fully in place. Performance management is sharply focused on raising standards and the school sets realistic yet challenging targets, which are shared with pupils and, increasingly, their parents. As a result, the school has realistic and strategic action plans for future improvement.

The governing body has provided sound support to steer the school through its period of growth. Governors are well informed and ambitious for the school. They have played a key role, alongside the headteacher, in creating and maintaining the inclusive and supportive ethos through a period of some turbulence since the last inspection. This has led to good community cohesion and equality of opportunity for all pupils.

Parents are wholly supportive of the school. They are particularly appreciative of the educational support they receive which equips them to give of their best to their children.

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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?	3
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?	2
The capacity to make any necessary improvements	3

### 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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
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**

Thank you for the warm welcome you gave the inspection team on a cold and snowy winter's day. We will especially remember the fun you were having playing in the snow and making snowmen, even a snow Tyrannosaurus Rex!

I would like to tell you about the things we found out about your school. This is a satisfactory school with good features. You make satisfactory progress in your lessons and meet your challenging targets. Some of you could do even better if you were given more chance to use your new knowledge and skills. Your personal development is good because you are very happy at school and eager to learn. Your behaviour is very good and you play and work together happily, even in the snow. You have a good understanding of how to keep fit and healthy and you take full advantage of the fruit snacks and regular physical activity in PE lessons and after-school clubs. Older pupils take many responsibilities and contribute well to the running of the school through the school council and playground buddies. You enjoy school and are proud of it. You know how to be tolerant and care for others and you take a good part in activities with your parents and other parts of the community. The quality of teaching is satisfactory. Teachers are friendly and teaching is often imaginative. Occasionally, teachers do not involve you enough in your own learning and allow you to show initiative. There is a good range of visits and good sporting activities, in which many of you take part. The school is aiming to make learning even better by building the links between subjects. You learn a lot about your own and other cultures. The staff look after you well and measure your progress carefully. The headteacher knows you all very well and staff and governors provide sound leadership.

We have asked the school to help everyone reach the highest standards they can, especially the more able pupils. We have asked them to make sure the teaching is consistently good. We have also asked the school to check to make sure the new curriculum meets everyone's learning and personal development needs. You can help by trying hard in all your work and continuing to enjoy school.