

Lister Primary School

Inspection report

Unique Reference Number	134053
Local authority	Bradford
Inspection number	381596
Inspection dates	13–14 December 2011
Reporting inspector	Katharine Halifax

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	The governing body
Chair	Dale Smith
Headteacher	Moira Hunt
Date of previous school inspection	2 February 2009
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons or parts of lessons taught by 17 different teachers. Further time was spent looking at pupils' records, work books, and information about pupils' progress. Inspectors held meetings with leaders, representatives of the governing body, staff, pupils, parents and carers, and other professionals. They looked at a range of documentation including: the school's review of its work, the current development plan, minutes of the governing body meetings and documentation to ensure pupils are safe. The responses to 162 parental questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective the provision is in raising the attainment of girls in mathematics at Key Stage 1.
- Whether there are differences in the progress and attainment between the different groups who have English as an additional language.
- How effective the provision is in accelerating the progress of pupils known to be eligible for free school meals.
- How effective the new leadership team is in monitoring the school's performance and in driving school improvement.

Information about the school

This is a larger-than-average-size primary school. Most pupils are of Pakistani heritage and very few have English as their main language. There are an increasing number of pupils from Eastern Europe, who are new to the United Kingdom and join the school with little or no English. A far higher proportion than is usual arrives throughout the school year. The percentage of pupils with special educational needs and/or disabilities varies considerably from year to year, but is average overall. The proportion of pupils known to be eligible for free school meals is above average. The school has achieved Healthy School status, the Drug Charter, and Investors in Families Award. A new deputy headteacher and an assistant headteacher have been appointed since the last inspection.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Under far-sighted leadership it has successfully overcome a number of difficulties and is going from strength to strength. The care, guidance and support pupils receive are of the highest quality. This enables pupils to have an excellent understanding of keeping safe and healthy. Equally, leaders' outstanding appreciation of community cohesion has resulted in the school being the heart of the community. Pupils make an exceptional contribution to society, including their link school in Pakistan. In this warm, welcoming environment, the aspirations of pupils and families are raised.

Children's attainment on entry to the Early Years Foundation Stage is well below that typically found. Children make good progress in the Early Years Foundation Stage and by the end of the Reception Year, many are working within the 'early learning goals' and are beginning to show the skills expected for their age. Pupils continue to make good progress through Key Stage 1. There has been an upward trend in attainment for the past five years and by the end of Year 2, it is now broadly average. While pupils make overall good progress in Key Stage 2, this is not always reflected in national test results, which currently show below-average attainment. This is because a significant number of pupils join the school late in their primary school career. For example, the 2011 results were affected by six pupils who spoke little or no English arriving into Year 6 after the school year had started. In addition, there was a well above average proportion of pupils with a statement of special educational needs and/or disabilities. Taking account of prior attainment and progress over time, pupils' achievement is good. However, pupils' spelling, the strategies Key Stage 2 pupils use to make sense of new words in their reading, and their progress in calculation are limiting the levels that some pupils reach in the national tests. The attendance of most pupils is very good, but despite the strong stance taken by the school, a very small number of families continues to take their children out of school on extended holidays, sometimes for as long as a term. However, the school works well with these families to minimise the impact this has on pupils' attainment and progress.

Teaching has many strengths. As a result of intensive professional training, the quality of teaching has improved and is now good. However, there are still inconsistencies in the quality, especially in the match of activities to pupils' abilities, in the pace lessons are conducted, and in the marking of pupils' work. Improvements

to the curriculum have resulted in pupils enjoying their learning and having a far more positive attitude to their work.

Leaders know the school very well. Their enthusiasm and wealth of knowledge are moving the school forward at a rapid rate. The rigorous monitoring of classroom practice and the robust tracking of pupils' achievement are accelerating pupils' progress. Leaders know the priorities that will lift pupils' achievement. Self-evaluation is accurate. Effective communication systems within the school ensure that all staff keep abreast of educational developments and feel valued and part of a team. The clear vision for the school that is shared by staff, pupils' good progress and the strengths in teaching and in the curriculum, demonstrate the school's good capacity to improve.

What does the school need to do to improve further?

- Raise pupils' attainment further by:
 - improving pupils' spelling
 - ensuring group reading sessions are used to best advantage, particularly in the strategies older pupils use to read new words
 - improving pupils' performance in calculation
 - working even more closely with the parents and carers of those pupils who spend time on extended holidays in term time.

- Ensure consistency in the quality of teaching to raise it to that seen in the best lessons by:
 - ensuring all activities are challenging and carefully matched to pupils' individual needs
 - ensuring lessons are conducted with a sense of urgency and with a range of activities to maintain pupils' interest
 - ensuring that marking in pupils' books indicates their next stage of learning.

Outcomes for individuals and groups of pupils

2

Pupils say how much they enjoy school and their parents and carers endorse this. They are confident learners and keen to demonstrate their knowledge. The behaviour of the majority of pupils is impeccable. Those pupils with emotional and behavioural needs have responded exceptionally well to their individual plans. However, in lessons where teaching is less effective, some pupils lose concentration and have a less positive attitude to their work. Pupils understand their individual long-term targets to improve in reading, writing, and mathematics, but, because of variations in marking, are not always certain how pieces of written work could be improved. They are thrilled when they are able to 'post' their achievement on classroom displays.

While there have been differences in the attainment of particular groups of pupils and between subjects in the past, these are being eradicated through good teaching and additional group or individual work as appropriate. This is particularly so in mathematics in Key Stage 1. On recognising that girls did not attain as well as boys,

activities have been introduced to successfully motivate girls, and to involve them more in class discussions. As a result, the gap is narrowing. Furthermore, intensive support in this key stage is paying dividends in the increasing proportion of pupils achieving the levels expected for their age, and in ensuring that more-able pupils attain the higher Level 3. Similarly, additional support, working as part of a 'nurture group' and the expectation that pupils will improve their literacy in all subjects, is narrowing the gap in attainment between pupils who are known to be eligible for free school meals and others. There is no significant difference in the achievement of pupils from different ethnic groups. Pupils of Mirpuri heritage achieve as well as those from other Pakistani groups and those pupils from Eastern Europe. By the end of Key Stage 2, pupils' attainment in writing is now on a par with that in reading. The progress of pupils in the current Year 6 is good. Almost half the pupils have already made the expected two National Curriculum levels progress in reading and mathematics, and two-thirds have made the same progress in writing, with two terms still to go. Pupils who have a gift or talent are helped to excel through activities in and out of school in sport, the arts, and such undertakings as producing the film 'My Life, My Bradford'.

Through daily routines, clubs and the curriculum, pupils' spiritual, moral and social development is strong. A close link has been established with the adjoining Catholic School, with the shared 'friendship gate' and adventure playground, giving pupils opportunities to share experiences and beliefs. However, while pupils have a considerable understanding of Islam and Christianity, their awareness of other faiths is limited. Pupils who have recently arrived from abroad say how the 'buddy' system has helped them to settle quickly and to improve their English. Pupils have an excellent understanding of how to keep healthy. They confidently explain healthy eating and the need to be active, with older pupils fulfilling the role of 'Junior Fitness Leaders'. While there are some activities that prepare pupils effectively for the world of work, such as involvement in business projects and being interviewed for jobs, pupils' broadly average attainment and attendance, mean that overall, they are satisfactorily prepared for their future education and economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	3
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have a good command of the subjects they teach and are skilled at engaging pupils in learning. They plan their lessons conscientiously, with clear learning objectives that are checked at the end of each lesson. Accomplished teaching assistants make a significant contribution to pupils' achievements, especially when supporting pupils with special educational needs and/or disabilities, and those who have a limited understanding of English. In the best lessons, there is a sense of urgency and questions are designed to make pupils think and reason. Where teaching is less effective, tasks are not always matched to pupils' abilities so they lose concentration. Pupils make good progress overall in reading because of daily activities, such as group reading. However, leaders recognise more work needs to be done to help older pupils extend their strategies for reading words new to them. Good systems are in place to keep a check on pupils' progress. Teachers mark pupils' work regularly, but comments to provide guidance for the next steps in learning are not always clear, nor easily measurable. Striking displays in classrooms and corridors contribute significantly to the rich learning environment.

The imaginative curriculum reflects the diversity of the school's population. For example, the topic 'Journeys' gives pupils an insight into the beliefs and customs of their classmates. The development of the 'creative curriculum' motivates pupils and engages them very well with learning. The focus on the key subjects of English and mathematics contributes successfully to pupils' progress. Furthermore, a range of programmes to boost the performance of pupils who learn more slowly is effective in increasing their rate of learning. 'Themed weeks,' such as the science week, are used effectively to speed up progress and to extend pupils' mathematical abilities in handling data. Numerous clubs, visits and visitors make learning meaningful, for example, in understanding the contribution made by Joseph Lister and Titus Salt to the woollen industry in Bradford.

Care, guidance and support are of the highest quality. The well established team has been strengthened by appointments, such as those of the home/school liaison officer, fitness mentor and parental support worker, to ensure this is maintained. The school is a welcoming community with well established links with a range of external services to support the needs of all pupils, particularly those who are experiencing challenging circumstances. Pupils who are new to this country receive equally good support. Exceptional links with families enable parents and carers not only to be fully involved in their child's education, but to learn alongside them. The provision of a crèche and of excellent courses has enabled parents and carers to gain qualifications, which in some cases have led to employment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The appointment of a talented deputy headteacher and assistant headteachers has allowed the effective restructuring of the senior leadership team. The team is clear and determined in its pursuit of excellence. Pupils, their families and staff thrive under the leadership of the inspirational headteacher. Leaders have enhanced what is taught and how it is taught, and are currently checking that the innovative curriculum ensures that all pupils receive their full entitlement. Leaders provide very good examples to their colleagues as classroom practitioners. The exemplary leadership of mathematics has resulted in a considerable rise in pupils' attainment and progress in that subject. The recent appointments to middle leadership posts are already paying dividends in the way in which key subjects are managed. Robust systems track pupils' progress and are used effectively to identify and provide for pupils who need additional support, or for those who have a gift or talent.

Governance is good. Members of the governing body effectively hold the school to account. They take their responsibilities seriously, particularly in ensuring the health and well-being of pupils and staff. Safeguarding and recruitment procedures are good and are reviewed and updated regularly, as are those for child protection. Adults are committed to ensuring the safety of all pupils and their families. The focus on 'e-safety' has ensured that parents, carers and pupils, are confident about 'safe set-up' and safe practices. Community cohesion is outstanding. Leaders are very aware of the make-up of the school's population and its place in the local community. Conscious of past racial tensions in the area, great strides have been made by the school in promoting racial harmony through links with mosques and the adjoining Catholic school. The school is a cohesive, harmonious community where pupils from all backgrounds have equality of opportunity in accessing all the school offers.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children relish their time in the Early Years Foundation Stage. Through well organised provision both indoors and outside, they make good progress and achieve well. A good balance of adult-led and child-centred activities enables children to

make good progress in all areas of learning. However, because of their low understanding on entry to the school, they are still below the levels expected in writing, calculation, in their understanding of shape, space and measures, and in their emotional development. Children grow in confidence, forming good relationships and playing well together. They especially enjoy using the outdoor area, chuckling as the wind whipped their papers and envelopes as they wrote letters to the 'Gingerbread Man'. Activities such as an encounter with owls create a sense of wonder, with children sitting wide-eyed as they learnt about the species.

The leadership and management of the Early Years Foundation Stage have improved since the last inspection. A more robust monitoring of the effectiveness of the provision, and more rigorous analysis of the information about children's progress and attainment, are accelerating learning. Links with parents and carers are exceptionally good. Families especially appreciate the detailed 'Learning Journeys' which capture their child's memorable moments and achievements. The extension of Early Years Foundation Stage practice into Year 1 is proving beneficial to pupils who have limited learning experiences at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Almost one third of parents and carers responded to the questionnaire. Those who chose to comment praised the work of staff, and feel their child receives a good education. A small number of parents and carers commented on school meals. Inspection findings endorse parents' and carers' positive comments. In response to their concerns, the school council has been instrumental in bringing about changes to mealtimes. During the inspection, pupils devoured the nutritious, well cooked meals and there was sufficient food for all pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lister Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 162 completed questionnaires by the end of the on-site inspection. In total, there are 485 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	59	66	41	1	1	0	0
The school keeps my child safe	93	57	64	40	5	3	0	0
The school informs me about my child's progress	87	54	68	42	5	3	0	0
My child is making enough progress at this school	83	51	73	45	4	2	0	0
The teaching is good at this school	89	55	71	44	2	1	0	0
The school helps me to support my child's learning	91	56	65	40	5	3	0	0
The school helps my child to have a healthy lifestyle	86	53	71	44	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	74	46	79	49	4	2	1	1
The school meets my child's particular needs	67	41	88	54	6	4	0	0
The school deals effectively with unacceptable behaviour	79	49	72	44	8	5	0	0
The school takes account of my suggestions and concerns	68	42	86	53	3	2	2	1
The school is led and managed effectively	68	42	85	52	5	3	0	0
Overall, I am happy with my child's experience at this school	97	60	62	38	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



15 December 2011

Dear Pupils

Inspection of Lister Primary School, Bradford, BD9 5AT

Firstly may I say what an enjoyable time my colleagues and I had when we inspected your school. Thank you for talking to us and for showing us around. We especially enjoyed hearing all about your visits, and your achievements. It was clear from our chats and the questionnaire replies we received from you and your parents and carers, that you enjoy school and think that you are safe and cared for well.

Your school provides you with a good education. Good teaching allows you to make good progress. You receive outstanding care and support, especially those of you who have problems in your lives or who have particular needs. This helps you to have an excellent understanding of keeping safe and healthy. As well as working hard, you have a positive attitude to everything the school offers. You enjoy lessons, clubs and visits out of school. We especially enjoyed hearing about your visit to the wholesale market. You make a remarkable contribution to the local and wider community, especially with your link school in Pakistan. All this happens because you have good school leaders.

There are two areas we have asked your leaders to consider to make your school even better:

- to work with you to lift your attainment to above average
- to make sure that teaching is good in all lessons.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely,

Katharine Halifax
Lead Inspector

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