

# Lister Primary School

Scotchman Road, Manningham, Bradford, West Yorkshire, BD9 5AT

**Inspection dates** 9–10 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Recent improvements, especially to the quality of teaching, have not had time to raise pupils' achievement to a consistently good level.
- Pupils make slower progress in reading and mathematics in Key Stage 2 than they do in writing.
- The school's most-able pupils have not in the past made enough progress for many of them to reach the highest levels of attainment.
- Although it is improving strongly, the quality of teaching has not been typically good for a sustained period.
- Teachers do not always expect pupils to achieve highly enough in lessons. The work which is set for the most-able pupils is not always difficult enough for them.
- Teaching sometimes does not engage pupils' interest or inspire them.
- Although some teachers' marking gives pupils very clear guidance on how to improve their work, this is not done consistently well across the school. Teachers do not always check that pupils have acted on this advice.

### The school has the following strengths

- The tenacious leadership of the new headteacher, well supported by an increasingly effective leadership team, has made a strong and positive impact on the school.
- Teachers' performance is managed well. Any underperformance is tackled robustly. As a result, the quality of teaching is improving.
- Pupils are now making more rapid progress in reading, writing and mathematics than in the past.
- Pupils' behaviour around the school and in lessons is good. They enjoy school, feel safe and work hard.
- Children get off to a good start in early years, where they are well taught and achieve well.
- Governors have a clear view of the school's strengths and areas for improvement, and are increasingly able to challenge leaders to improve the school further.

## Information about this inspection

- Inspectors observed pupils’ learning in 24 lessons. Eight of these were observed jointly with senior leaders. Inspectors also visited a number of other activities, including two assemblies.
- Inspectors evaluated a sample of pupils’ work from across different subjects and year groups, including a sample of pupils’ homework.
- Meetings were held with: the headteacher; school leaders, including teachers in charge of subjects and other areas of the school’s work; governors; a representative from the local authority; and three groups of pupils.
- Inspectors observed pupils’ behaviour in lessons and around the school at break and lunchtimes. They took the opportunity to speak informally to pupils at various times during the inspection.
- Inspectors considered the 13 responses to the Ofsted online questionnaire, Parent View, together with the results of the school’s own recent larger surveys of parents’ views. They spoke with a small number of parents at the start of both days of the inspection. They also considered the 30 staff questionnaires they received.
- Inspectors reviewed a range of documents including: school information on pupils’ progress; records of their attendance and behaviour; documents relating to safeguarding; and school plans for improvement.

## Inspection team

Michael Phipps, Lead inspector	Additional Inspector
Sheila Mawer	Additional Inspector
Gillian Burrow	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- The early years provision consists of two part-time Nursery classes and two full-time Reception classes.
- The proportion of pupils who are eligible for the pupil premium, at around one in three of all pupils, is higher than average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- Almost all pupils are from minority ethnic backgrounds. The very large majority are of Pakistani heritage.
- Around four out of five pupils speak English as an additional language. This is much higher than average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- In 2014, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.
- The headteacher and several other senior leaders were appointed in September 2014.
- The Chair of the Governing Body was appointed in January 2014.

### What does the school need to do to improve further?

- Improve the quality of teaching by making sure that:
  - teaching always has the highest expectations of what pupils can achieve
  - teaching consistently provides the most-able pupils with work that is difficult enough to make them think hard for themselves
  - activities in lessons always engage pupils fully in their learning and inspire them to make rapid progress
  - teachers' marking consistently gives pupils clear guidance on how to improve their work
  - teachers always check that pupils have acted on the advice given.
  
- Raise pupils' achievement by making sure that:
  - pupils make more rapid progress in reading and mathematics in Key Stage 2 by making sure that pupils have more opportunities regularly to read books at the right level of difficulty and to apply their basic numeracy skills to solving problems
  - the school's most-able pupils make the progress they are capable of so that more reach the highest levels of attainment
  - teachers in charge of subjects make closer checks on pupils' progress and the quality of teaching in their subjects.

## Inspection judgements

### The leadership and management are good

- The new headteacher and leadership team have made a strong, positive impact on the school in a short time. They know exactly how to improve the school and have taken swift, tenacious and effective action to do so. As a result, pupils' behaviour, the quality of teaching and pupils' progress have all improved. Leaders are creating a culture in which good teaching and good behaviour can flourish.
- School leaders have an accurate and honest view of the school's strengths and the areas it needs to improve. They quickly recognised that, in recent years, the quality of teaching and rates of pupils' progress, especially in Key Stage 2, were not good enough. This self-evaluation has led to clear plans for improvement, which concentrate on the right areas.
- The quality of teaching is checked regularly by senior leaders. Teachers' targets for improvement are based on pupils' progress. Any underperformance in teaching is tackled robustly. Leaders have made difficult decisions in order to eradicate poor teaching. Teachers and teaching assistants have good opportunities to improve their skills. As a result, the quality of teaching has improved rapidly.
- Senior leaders regularly check pupils' progress. Teachers are held accountable for the progress of individual pupils in meetings with senior leaders. If any pupils fall behind, extra help is quickly given.
- Good attention is paid to making sure that pupils from all backgrounds have an equal chance to be successful, that there are good relationships between all groups of pupils, and that there is no discrimination.
- Extra funds from the pupil premium are spent effectively on support for eligible pupils' reading, writing, mathematics and behaviour, and on staff who work in partnership with parents. As a result, disadvantaged pupils make the same progress as others in school, and any gaps between their attainment and that of other pupils are small and closing rapidly.
- The national primary school sport funding is spent well on sports coaches who teach physical education lessons and run sports clubs at lunchtimes and after school. This funding also gives pupils the chance to represent the school in local sports competitions and tournaments.
- The school's curriculum is well planned and suitably broad. It includes many topics which will capture the interest of pupils. All classes are taught science by a specialist teacher. The curriculum is enriched by a good range of visits and visitors. Teachers run a number of lunchtime and after-school clubs, for example for art, film, cookery and dance.
- Pupils' spiritual, moral, social and cultural development is promoted well. The school's values are displayed prominently in classrooms and are referred to in assemblies. There are good displays which celebrate pupils' achievements. Pupils are taught very well to be tolerant and respectful of people's different beliefs and backgrounds. As a result, the school is a harmonious place where different groups of pupils get on well together. Pupils are well prepared for life in modern Britain. For example, a visiting artist and sculptor works with groups of pupils to create art works which are based on the values which underpin human rights.
- Staff are appropriately trained in child protection issues and provide a good level of care to pupils. The school's arrangements for safeguarding pupils are effective and meet statutory requirements.
- Although the local authority was not prompt to respond to evidence of slow pupil achievement in the recent past, it has provided effective support since the appointment of the current headteacher. The school has also made good use of a range of external consultants and receives good support from its local partnership of schools.
- Middle leadership is an area for development in the school. Many teachers in charge of subjects are new to their roles, but are committed and enthusiastic. They recognise that they need to play a greater role in checking on the quality of teaching and rates of pupils' progress in their areas. Senior leaders have clear plans to develop these roles.
- **The governance of the school:**
  - Members of the governing body have a clear view of the school's strengths and areas for improvement. Many are regular visitors to the school and see the quality of teaching for themselves. They make sure that teachers' salary progression is based on pupils' progress and they know how any underperformance in teaching is tackled.
  - Governors now have a much clearer idea than in the past of what data on pupils' performance tell them about how well the school is doing. They effectively challenge school leaders when necessary. As a result, governance is now effective.
  - Governors make sure that school finances are managed well. They know how extra funds are spent, for example the pupil premium, and their impact on the outcomes for disadvantaged pupils.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good.
- Pupils are proud to belong to the school. They behave well around the school site. Pupils are polite and courteous with adults and each other. Playtimes and lunchtimes are calm, with many activities for pupils to choose from. Pupils drop no litter around the site. Standards of school uniform are high.
- Pupils generally work hard in lessons and want to do well. They enjoy contributing to lessons, answering questions and offering their views. They cooperate well in lessons, and help each other learn.
- Pupils and parents who responded to the school's survey and to Ofsted's questionnaires have no concerns about pupils' behaviour.
- Attendance rates are broadly average. Pupils attend regularly because they enjoy coming to school. School leaders are working effectively to reduce the number of parents who take their children out of school for extended periods during term time.
- Pupils' behaviour is not outstanding because, when teaching is not sufficiently challenging or engaging to maintain their interest fully, the attention of some pupils falters, so they make slower progress.

**Safety**

- The school's work to keep pupils safe and secure is good.
- The school site is secure. There are good procedures to check visitors when they arrive. All necessary checks are carried out on staff before they are appointed.
- Pupils know that they can speak with a teacher if they have any concerns. Pupils are fully aware of different types of bullying, such as name-calling and cyber bullying, but say it is very rare in school. School records confirm this. Pupils are confident that, if bullying did take place, it would soon stop if they told an adult.
- Racism is almost unknown. Different groups of pupils get on well together. Exclusion rates are very low.
- Parents have no concerns about their children's safety. The very large majority of parents who responded to the school's survey said their children feel safe in school and are looked after well.
- Pupils told inspectors they feel safe in school. They are taught well how to keep themselves safe and they know about, for example, the dangers of using the internet. During the inspection, an assembly run by a charity, Child Line, helped to raise pupils' awareness of different types of abuse.

**The quality of teaching requires improvement**

- Although it is improving rapidly, teaching has not been consistently good for long enough to bring about good pupil progress over time in reading and mathematics, especially in Key Stage 2. Improving the teaching of writing has been a priority for the school and it is now better than in the past.
- Teachers sometimes do not expect pupils to achieve enough in lessons. Tasks are sometimes not sufficiently challenging for pupils. On other occasions, pupils are not moved on quickly enough to their next task.
- The work which is set for the most-able pupils is not always sufficiently difficult to make them think hard. These pupils are not always required to think for themselves how they are going to tackle a particular task.
- Teaching is not always sufficiently engaging to stimulate pupils' interest or to inspire them. On these occasions, although pupils generally set about their work dutifully, some pupils lose focus and interest. This means they achieve less well than they could.
- Teachers' marking is regular and detailed. Sometimes it gives pupils very clear guidance on how to improve their work. However, this is not carried out consistently well by all teachers across the school. Teachers do not always check that pupils have acted on the advice contained in their marking.
- Relationships between adults and pupils are warm, friendly and respectful. No time is wasted in dealing with any low-level disruption or off-task behaviour. Teachers know their pupils well as individuals; they are aware of their abilities and what they may find difficult.
- Teachers ask questions which make pupils think, and which check pupils' understanding of what they are learning.
- Pupils who are at an early stage of learning English are well supported in lessons by teaching assistants.

These pupils learn the language quickly and soon catch up with their classmates.

- School records on the quality of teaching indicate, and inspectors' checks in lessons and pupils' books confirm, that the quality of teaching across the school is now better than in the past.

### The achievement of pupils

### requires improvement

- Achievement is not good because recent improvements made by school leaders have not had time to make an impact on pupils' achievement or on the results of national tests and assessments.
- Pupils' progress in Key Stage 2 in the past has not been good enough. In 2014, while the majority of pupils made the progress expected of them, too few made better progress than this. This was because the quality of teaching was not good.
- Pupils learn to read well in Key Stage 1. Phonics (the sounds that letters make) is taught well, so younger pupils can successfully work out unfamiliar words. Results in the 2014 phonics screening check were slightly below average levels. Pupils make slower progress in reading as they move through Key Stage 2, because they do not always have enough opportunities to read regularly a range of books at the right level of difficulty, and talk about what they have read. However, older pupils told inspectors that they enjoy reading, and talked with enthusiasm about favourite books and authors.
- Pupils' writing skills develop well in Years 1 and 2. In the past, their progress in writing in Key Stage 2 was not good. Since 2014, pupils' rates of progress in writing have improved because they have good opportunities to practise their writing skills in different subjects.
- Pupils' early mathematical skills develop well. As they move through Key Stage 2, they make slower progress in mathematics. This is partly because the quality of teaching in the past has not been good enough. It is also because pupils have too few opportunities to use and apply their mathematical skills to solve problems for themselves.
- Disabled pupils and those who have special educational needs make similar progress to that of other pupils. They are supported effectively by teaching assistants in lessons who help them to learn.
- Gaps in the achievement of disadvantaged pupils in comparison to other pupils in the school are narrowing rapidly and securely. In 2014, compared to other pupils in the school, disadvantaged pupils were at the same level in mathematics, one term behind in reading and almost two terms behind in writing. Compared to other pupils nationally, they were around four terms behind in mathematics and reading, and three terms behind in writing.
- In the past, the school's most-able pupils have not made good progress because they were set work which was not difficult enough for them. As a result, too few reached the highest levels of attainment at the end of Key Stage 2. Inspectors' checks show that they are now making more rapid progress, but still have considerable ground to make up.
- All groups of pupils, including boys, girls, pupils in the early stages of learning English and those from different minority ethnic backgrounds, make similar rates of progress and achieve broadly similar results.
- Pupils make good progress in Key Stage 1 in reading, writing and mathematics. They join Year 1 with skills and understanding which are below those expected for their age but catch up well. By the time they leave at the end of Year 2, their attainment is at national average levels.
- School data indicate, and inspectors' checks in lessons and in books confirm, that pupils' rates of progress since September 2014 are now faster than in the past. This is because the quality of teaching is better. Leaders now make careful checks on the progress of pupils and provide effective help if any pupils fall behind. Pupils are on course to achieve results by the end of Key Stage 2 in 2015 which will be above the 2014 national averages in reading, writing and mathematics.

### The early years provision

### is good

- Children enter the Reception Year with skills and knowledge that are generally well below those typical for their age, especially their language and communication, their understanding of numbers and their personal and social development. They make good progress because of the good teaching and carefully planned activities which help them learn well. As a result, the proportion of children reaching a good level of development by the end of the Reception Year in 2014 was close to the national average. Inspection evidence and school data show that, currently, achievement is continuing to improve.
- All groups of children achieve equally well. In the past boys did not achieve as highly as girls, but the gap is narrowing because staff choose topics that appeal to boys' interests. Children who are at an early stage

of learning English are well supported, including by bilingual staff, who help them to learn well and make good progress.

- The quality of teaching and provision is good. In both the indoor and outdoor areas, there is a good balance of adult-led tasks and activities chosen by the children themselves. Teachers plan activities which are well matched to children's interests and abilities. Children very much enjoyed, for example, a vet's surgery activity which gave them excellent opportunities to learn through active play. Leaders have identified the need to improve the teaching of mathematics by, for example, developing activities in the sand and water areas that will extend children's mathematical skills.
- Children are happy learners and their behaviour is very good. All staff are very supportive and caring. The learning environment is safe and secure. Children are taught how to keep themselves and others safe. All safeguarding and welfare requirements are met.
- The early years provision is well led. Leaders focus on raising children's achievement, improving the quality of provision and making sure that an effective team of staff keeps children safe and secure. Leaders help children to settle quickly into school. Effective partnerships are established with parents, many of whom join their children at the beginning of the day to help with different activities. Parents are given training on how to gain access to their children's online learning journey, which records children's achievement. Leaders have clear plans to improve the provision further.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134053
<b>Local authority</b>	Bradford
<b>Inspection number</b>	456128

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

<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 of pupils on the school roll</b>	462
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dale Smith
<b>Headteacher</b>	Gaynor Kilmister
<b>Date of previous school inspection</b>	13 December 2011
<b>Telephone number</b>	01274 401060
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