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Ms Gaynor Kilmister
Lister Primary School
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Dear Ms Kilmister

Requires improvement: monitoring inspection visit to Lister Primary School

Following my visit to your school on 4 July 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the monitoring inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8 of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections in June 2015 and June 2018.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order for the school to become good.

The school should take further action to:

- embed improvements to teaching, learning and assessment so that progress and attainment continue to improve for all groups of pupils
- develop the role of subject leaders in the wider curriculum so that they can have a greater influence on practice across the school.

Evidence

During the inspection, meetings were held with you, other senior leaders, pupils, representatives from the governing body and a representative of the local authority to discuss the actions taken since the last inspection. I evaluated the school

improvement plan and self-evaluation document. I also looked at school documentation relating to governance, external validation, the monitoring of teaching and the assessment of pupils. I observed teaching and learning with you and scrutinised work with senior and middle leaders. I had discussions with pupils and parents. I also reviewed the checks that are made on the suitability of adults to work with children.

Context

The headteacher has been in post for five years. The current deputy headteacher holds her post in an acting capacity. Staffing is considerably more stable than it has been over recent years. A new leadership structure has been put in place for September 2019. The school plans to join the Carlton Bolling Academy Trust. This is expected to take place in January 2020.

Main findings

Your inspirational leadership has created a culture of high expectations for all. You have overcome many challenging issues and have shown resilience in continuing to improve teaching, learning and assessment across the school.

Your self-evaluation is thorough and has been skilfully used to identify a manageable number of priorities for improvement. These priorities are addressed in a clear improvement plan. The impact of this plan is regularly monitored by leaders and governors.

Governors make good use of the information they receive in reports from leaders, from external validation, checks on pupils' progress and from visits to school. As a result, they now have a thorough knowledge of the strengths and areas for development of the school. They are skilled in supporting leaders, but also hold them to account for the impact of their actions.

At the last inspection, you were asked to eradicate inconsistencies in teaching by taking action in four areas. You and your team have systematically addressed each one. Your work has resulted in improved attainment and progress for all groups of pupils across the school.

Firstly, you were tasked with ensuring that all staff use the detailed information that the school collects on pupils' progress to plan work that challenges pupils sufficiently. Pupils say that they are given appropriately challenging tasks. Evidence of this was also seen in pupils' books. For example, bronze, silver, gold and diamond tasks are set for pupils working at different levels in each aspect of mathematics. Pupil progress meetings are used effectively to make sure that all teachers are held to account for the progress of each pupil in their care. Leaders carefully check to make sure that teachers are helped to give each pupil the right balance of challenge and support. This work has resulted in an increase in the

proportion of pupils making good progress.

You were also asked to ensure that teachers plan tasks that inspire pupils effectively. Lessons are well structured, and pupils are encouraged to make links between different areas of learning. Evidence was seen to show how, in English and mathematics, this helps pupils to build on previous knowledge, skills and understanding. Pupils say that lessons are interesting and that they enjoy learning. Consequently, pupils remain focused on the tasks they are given and are fully engaged with learning.

In addition, you were asked to ensure that pupils respond consistently to the feedback that they receive about their learning. Work in books shows that pupils correct errors and answer questions to improve their learning. Pupils say that feedback given during lessons is especially effective in providing both support and challenge. As a result, pupils are improving their work quickly.

Next, you were asked to ensure that the strong practice that is evident in much of the teaching at school is systematically shared across all classes. Some teachers have moved into different year groups so that a senior leader can support each phase: early years, key stage 1, lower key stage 2 and upper key stage 2. These phase leaders facilitate the sharing of good practice and give support with planning. Leaders have developed a comprehensive system to monitor and evaluate teaching. Information from this work is analysed and collated and then used to inform professional development. Phase and subject leaders have modelled teaching and worked alongside teachers to improve practice, especially in English and mathematics. In addition to work within school, teachers have been able to observe teaching in other schools. This has been done in small groups to encourage ongoing professional dialogue. As a result of this sharing of good practice, teaching has improved across the school.

The last inspection report also challenged you to improve the quality of leadership and management. You were asked to continue to develop the skills of subject leaders so that they can contribute more fully to school improvement. Leadership is now well developed in some subjects. Leaders of English and mathematics have been able to influence practice across the school. They are involved in monitoring teaching and learning and have opportunities to model effective practice. They are also able to lead professional development. These actions have resulted in improvements in attainment and progress. Work that has improved the teaching of reading has also had a positive impact on the teaching of writing. Other work has improved the teaching of arithmetic and is making pupils believe that they can be good mathematicians. Leadership is also well established in science, physical education and personal, health, social and economic education. However, the leadership of other subjects in the wider curriculum is at a much earlier stage of development.

External support

The school has engaged with external support from other schools and from its local authority school improvement partner. Leaders have received effective coaching. Teachers have been able to observe outstanding practice and lots of work has been done to develop the teaching of reading. This has supported leaders to take effective actions to address the areas for improvement from the previous inspection. They have considered advice they have been given and have carefully selected and adapted suggestions to make sure that their actions have a positive impact. Leaders are planning to continue this journey of improvement by becoming part of the Carlton Bolling Academy Trust.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Bradford. This letter will be published on the Ofsted website.

Yours sincerely

Chris Cook
Her Majesty's Inspector