



Lister Primary School

Inspection Report

Unique Reference Number 134053
LEA Bradford
Inspection number 282433
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Mr Anthony Painter CfBT Lead Inspector

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

Type of school	Primary	School address	Scotchman Road
School category	Community		Manningham
Age range of pupils	3 to 11		Bradford, West Yorkshire BD9 5AT
Gender of pupils	Mixed	Telephone number	01274 401060
Number on roll	255	Fax number	01274 401061
Appropriate authority	The governing body	Chair of governors	CLlr Dale Smith
Date of previous inspection	Not applicable	Headteacher	Ms Moira Hunt

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school was opened in September 2003 with 100 infant children and has gained new pupils and staff each year since then. It is projected to reach its full size in September 2007, when the oldest pupils reach Year 6. Substantial and continuing building work since opening has restricted the space available to the school, and there have been significant staffing changes that have been barriers to effective progress.

The local area has significant socio-economic disadvantage and the proportion of pupils eligible for free school meals is well above average. Almost all pupils in school are of Pakistani heritage and nearly half are at an early stage of learning English. Average proportions of pupils have identified special educational needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspection agrees with the school's evaluation that its overall provision and value for money are satisfactory. The headteacher has successfully established the school in the face of many substantial challenges. The school works well within the local community and this strengthens the range of opportunities for pupils. Despite many staff changes, there is increasingly effective teamwork and staff play a stronger role in identifying and pursuing school improvement developments. The school is now soundly placed to improve further.

Children join the school with very low overall attainment, and many have limited experiences and language skill that restrict their progress. However, positive relationships and a supportive atmosphere help them to settle and thrive. They behave well and this aids learning. Pupils' progress throughout the school, including in Foundation Stage classes, is satisfactory. There are positive indications of improvements, notably where children have been in the school from the Nursery. However, overall standards remain exceptionally low.

Overall, satisfactory teaching gives pupils a sound range of experiences and meets the needs of all the learners. The school's new assessment and tracking systems are indicating weaknesses and areas where good progress is being made. However, there is greater potential to use the systems to set targets and track progress more rigorously. In particular, this can help to even out inconsistencies in teaching that have arisen following the many staff changes.

Past attendance has been consistently well below average. Recent moves have raised some pupils' attendance but overall absence levels are still too high and restrict learning.

What the school should do to improve further

In order to continue to raise standards throughout the school:

- make more use of information from the assessment and tracking systems to track pupils' progress throughout the school, identify targets and ensure that teachers modify tasks to ensure the best possible progress for all pupils
- consolidate and sustain the current systems to ensure better attendance.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall and they make sound progress throughout the school. However, there are clear signs of improving achievement as the school stabilises. Rates of progress and standards are strongest in classes where pupils have been in the school from the Foundation Stage. Children join the school with very low attainment and many have restricted experiences, skills and language. These represent significant disadvantages and, despite improvements, standards of attainment still remain too low. There are no significant differences between the progress made by

different groups of pupils. Variations, such as between boys and girls, have been analysed and action taken where necessary.

The school's performance in the Year 2 national tests improved from 2004 to 2005 in all tested subjects but remain exceptionally low. These results have been used to establish challenging targets for pupils' further progress in the junior classes. The oldest pupils currently in school are in Year 4, and recent assessments show that the proportion on track to reach the nationally expected standards by Year 6 has increased. Good progress, for example, has been made in writing, with many more pupils now likely achieve Level 4 in English by the end of Year 6.

Personal development and well-being

Grade: 3

Most pupils like school and speak positively about the good relationships, the wide range of clubs and the good access to computers. In lessons, attitudes are satisfactory. Pupils consistently behave well and behaviour around the school is calm and orderly. They speak positively about getting rewards in assembly and the fair but decisive way in which incidents of misbehaviour are handled. Pupils are confident that once reported adults will resolve any rarely occurring bullying incidents.

Pupils' spiritual, moral, social and cultural development is satisfactory overall with good moral and social development. The school works hard to provide pupils with experiences in conjunction with the local community. Pupils are courteous and generally work well in pairs and small groups. They are proud of their recent fundraising for the victims of the Pakistani earthquake. Class representatives have been consulted on features of the new school but there is no regular way of hearing and acting on their views.

Whilst attendance has improved significantly in the current year, it remains well below the national level. The school has introduced good measures to improve attendance but sustained effort over a long period is needed to reap the full benefits of this work.

Quality of provision

Teaching and learning

Grade: 3

Substantial staff turnover has limited the consistency of learning but more stable staffing and other improvements are now having a positive impact. The quality of teaching and learning is satisfactory overall. Much current teaching throughout the school is good. However, some inconsistencies remain, reflected in different rates of progress in classes and year groups.

Good relationships ensure that pupils behave well and gain confidence in lessons. Most teachers organise their lessons well and have clearly established and consistent routines. In some lessons, however, more could be done to ensure a good pace to learning. Strengths in many lessons are the clear and very visual approaches to

explanations, a particular help to those who are new to learning English. Teaching assistants also make a positive contribution by supporting individuals and groups and ensuring they make satisfactory progress. Secure and improving systems enable teachers to identify and support pupils with learning difficulties and/or disabilities.

New systems to track pupils' progress are being used to identify targets, to steer teachers' planning and help them match tasks to pupils' needs. Teachers are making greater use of this information, often leading to better progress in lessons. However, more use could be made of this increasingly important information to promote faster and more sustained progress.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory overall, with some good features. The Foundation Stage provides children with a sound start to their learning. The school is well aware that many children enter school with significant gaps in their personal, social and emotional development and in speaking and listening skills. As a result, the school rightly places a strong focus on personal, social and emotional development in the curriculum.

The curriculum is broad and balanced, with an important emphasis on practical and visual activities, which enhance the access and enjoyment of all. Although currently limited by building work, there is a good range of out of school activities that community partners play a key role in organising. There is a satisfactory range of visits and visitors, which play an important part in opening pupils' eyes to the wider world.

Care, guidance and support

Grade: 3

The quality of care provided is satisfactory and pupils confirm that they feel safe and well cared for. Every pupil is well known and treated as an individual and with dignity. Child protection arrangements and health and safety procedures, including risk assessments, are in place.

Pupils with learning difficulties and/or disabilities and the significant minority at an early stage of learning English receive sound support. There is a high level of teaching assistants, many of whom helpfully speak Urdu and Punjabi. The school, with outside support, has improved its identification and monitoring of pupils' learning and other needs, but continues to improve its systems.

Adults use praise well when pupils show positive attitudes, politeness and consideration. These qualities serve them well in preparation for the next stages in school and the wider world. Their progress is tracked well, although the setting and reviewing of individual pupil's learning targets in English and mathematics is less developed than usually seen.

Leadership and management

Grade: 3

Leadership and management are satisfactory but the position is improving through the effective teamwork that has been established. The management structure for the school has needed to change significantly as it has grown. Although some management aspects of the school's work are not currently allocated, there are good plans to take these on board as staffing increases.

The headteacher has put into place sound plans to establish the school while it builds to its full size. An important initial success, for example, has been to establish the school's role in the local community. Satisfactory plans are in place for further development. Staff have begun to identify necessary improvements and support better curriculum provision, assessment and teaching. The school recognises that standards are still not high enough but knows how to bring about improvements. Appropriate priorities are identified, supported through training and resources, and are beginning to raise pupils' achievement.

The headteacher's evaluations are consistent with the inspection findings, based on her monitoring of teaching and pupils' work. An increasingly thorough analysis of assessment and other data identify how the school should improve. However, the full potential of the assessment and tracking system has not yet been used to set targets and monitor progress.

Governors play a sound role in challenging and supporting the school, with an increasing role planned for monitoring the school's work. They ensure that it provides satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us so well when we recently visited your school. You were very friendly and your good behaviour impressed us all. We enjoyed seeing how well all the adults and children get on together. This is a big help to you in your learning.

Your teachers and other staff have worked together very well to get the school established. It has not been easy and there have been lots of changes, with many more still to come! They make sure that you are safe and well cared for. You told us that you enjoyed coming to school, especially the clubs and other activities.

To help you do even better, we have asked teachers to make even more use of what they know about you to set challenging targets and when planning your work. That way, they can make sure that all the work each of you is given is not too hard or too easy. We are sure that they will make a good job of it.

In order for each of you to get the best from the school, you need to make sure that you attend well. Some of you and your parents have made a really good effort recently and we have asked the school to carry on making sure that everyone attends regularly.

We enjoyed talking with you and your teachers a great deal and wish you and the school the very best for the future.