



STATUTORY PROPOSALS
Proposal to discontinue
Lister Infant School
Green Lane, Tuebrook, Liverpool L13 7DT
with effect from 31st August 2026

Proposals published by:	Liverpool City Council
Contact Address:	Liverpool City Council School Organisation Team 5 th Floor, Cunard Building Brunswick Street Liverpool L3 1AH schoolorganisation@liverpool.gov.uk
Date proposals published:	8 th January 2026
School Name:	Lister Infant School
School Address:	Green Lane, Tuebrook, Liverpool L13 7DT
School Category:	Community
DfE Number:	341/2093
Closing date for comments or objections (to the contact address above):	5 th February 2026

INFORMATION TO BE INCLUDED IN DISCONTINUANCE PROPOSALS

From Schedule 2 - The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013

Contact details

1. The name and contact address of the local authority or governing body publishing the proposals and the name, address and category of the school it is proposed that should be discontinued.

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Category of School	Community

Implementation

2. The date on which it is proposed to close the school or, where it is proposed that the closure be implemented in stages, the dates of and information about each stage.

It is proposed to close the school on 31st August 2026. The proposal will not be implemented in stages.

Objectives and Reason for Closure

3. (a) The objectives of the proposal (and how the proposal will impact on the educational standards and parental choice in the community).
(b) A statement explaining the reason why closure of the school is considered necessary.
(c) Where the proposal is related to another proposal this should be made clear, for example in the case of an area wide reorganisation.

The opportunity to amalgamate Lister Infant School and Lister Junior schools presented itself when the headteacher of Lister Infant School retired with effect from the end of the academic year 2024/25.

(a) The objective of the proposal is to close Lister Infant School and

Lister Junior School, which will facilitate a related proposal to establish a new community primary school. There is no reduction of places planned for the new school and therefore no impact envisaged for parental choice in the community as all parents of existing pupils will be offered a place for their child at the newly 'amalgamated' Lister Primary School. Parents are also free to send their child to any other school with places available.

(b) There is a strong educational rationale for amalgamating separate infant and junior schools and many such separate schools have now amalgamated successfully. The proposal would provide continuity of education through the creation of one school from 4+ to 11 years of age and benefit the children in the following ways:

- consistency in leadership and management across the phases, aligning routines, policies, and practices
- less variance between phases, creating an environment to support better planning across the primary range with additional benefits, for example, of enhanced continuity of curriculum methodology and policies
- strengthened tracking of pupil learning and achievement
- reduced potential for disruption as children transfer from one school to another at the end of Year 2; parents only need to apply for a place before reception and do not need to apply again.
- greater opportunities for academic, social, and moral development through cross school projects, such as older pupils supporting younger children through buddy systems
- continuity of education through the creation of one primary school, enabling staff to know children in the school for a longer period of time, developing deeper understanding and relationships supporting seamless safeguarding, more informed assessment and better progression, better setting of individual targets and pupil tracking.
- A seamless and supportive transition from infant to junior school for children and their families.

Benefits of an all-through school can be found at Annex A.

The City's Principles for School Organisation states that 'We will continue to consider the amalgamation of infant and junior schools when the occasion arises (the decision relating to VAVC schools remains with the (arch)diocese.'

(c) This proposal is related to a proposal to close Lister Infant School and Lister Junior School in order to facilitate the establishment a new primary school. There is a strong educational rationale for

amalgamating separate infant and junior schools and many such separate schools have now amalgamated successfully, with educational benefits for children as outlined above.

Pupil numbers and admissions

4. The numbers (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is currently made at the school.

189 day boys and girls aged 4+ to 6 are currently on roll. The school also has 33 boys and girls in nursery provision. As a two-form entry infant school capacity is 180 in EYFS, Year 1 and Year 2 and 59 in nursery provision.

Displaced pupils

5. A statement and supporting evidence about the need for school places in the area including whether there is sufficient capacity to accommodate displaced pupils.

At two forms of entry (admission number 60) the proposed new 420 place primary school as set out in the related proposal would replicate the number of places currently offered by the existing infant and junior schools. 419 pupils were on roll (including nursery provision) in the October 2025 census. If this and the related proposals are approved, all displaced pupils will be offered a place at the new primary school to be established in the existing buildings, which would be able to accommodate all the pupils, replicating current provision.

6. Details of the schools or further education colleges at which pupils at the school to be discontinued will be offered places, including—
 - (a) any interim arrangements;
 - (b) the provision that is to be made for those pupils who receive educational provision recognised by the local authority as reserved for children with special educational needs;and
 - (c) in the case of special schools, the alternative provision made by local authorities other than the local authority which maintain the

school.

It is proposed that all pupils displaced from Lister Infants and Junior School be offered a place at the new 420 place primary school to be established in the existing buildings of the Infant and Junior schools. Parents will also be advised that this would not affect their right to apply for a place at other schools. Specifically,

- (a) No interim arrangements are planned.
- (b) The school does not include provision that is recognised by the LA as reserved for pupils with children with special educational needs.
- (c) The school is not a special school.

7. Details of any other measures proposed to be taken to increase the number of school or further education college places available in consequence of the proposed discontinuance.

There is a related proposal to establish a new primary school to replace this school and Lister Junior School, which is also proposed for closure. No other measures are proposed to increase the number of places available in consequence of the proposed discontinuance. As demonstrated in the answer to question 5 above, there will be sufficient places available for all current pupils.

Impact on the community

8. A statement and supporting evidence about the impact on the community of the closure of the school and any measures proposed to mitigate any adverse impact *[including details of the extended services the school offered and what is proposed for these services once the school has closed.]*

Since the closure of Lister Infant and Junior schools is proposed in order to facilitate creation of a new primary school in the same buildings as the existing schools, there should be no adverse impact. The range of extended services currently provided by closing both schools will continue to be provided by the proposed new school and the impact on the community would be minimal.

Liverpool City Council will work in partnership with the school to support parents/carers and children within the community through the change process, ensuring where necessary that any appropriate transitional arrangements will be put in place.

Rural primary schools

9. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15, a statement that the local authority or the governing body (as the case may be) considered section 15(4).

NOT APPLICABLE: the proposals do not relate to a rural primary school.

Balance of denominational provision

10. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

NOT APPLICABLE: the school does not have a religious character.

Maintained nursery schools

11. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out—
- (a) the local authority's assessment of the quality and quantity of the alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and
 - (b) the accessibility and convenience of replacement provision for local parents.

NOT APPLICABLE: the school is not a maintained nursery school.

Sixth form provision

12. Where the school proposed to be discontinued provides sixth form education, the effect for 16 to 19 year olds in the area that the closure will have in respect of—
- (a) their educational or training achievements;
 - (b) their participation in education or training; and
 - (c) the range of educational or training opportunities available to them.

NOT APPLICABLE: the school does not provide sixth form education.

Special educational needs provision

13. Where existing provision that is recognised by the LA as reserved for pupils with special educational needs is being discontinued, a statement as to how the LA or the governing body believes the proposal is likely to lead to improvements in the standard, quality and/or range of the educational provision for these children.

NOT APPLICABLE: the school does not have provision that is recognised by the LA as reserved for pupils with special educational needs.

Travel

14. Details of length and journeys to alternative provision.

Since all displaced pupils from Lister Infants and Lister Junior schools would be offered a place at the new primary school to be established in the existing buildings the length and journeys to alternative provision will not change.

15. The proposed arrangements for travel of displaced pupils to other schools including how the proposed arrangements will mitigate against increased car use.

No arrangements for travel of displaced pupils will be made arising from these proposals, which are unlikely to impact on current traffic levels in the area as alternative provision will be offered in the buildings of the closing schools. The Local Authority travel policy will continue to apply, and the new school would adopt a School Travel Plan setting out how it would encourage a reduction in car use.

Consultation

16. Assurance that consultation has taken place, and that the statutory process has been adhered to, including evidence that the period of statutory consultation took place, and the results of that consultation.

The necessary statutory consultation on the proposal took place from 29 September to 14 November 2025.

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The results of the consultation were reported to the City Council Cabinet in Report ESS-22-23 which is attached as part of the supplementary information.

ANNEX A - THE BENEFITS OF AN “ALL THROUGH” PRIMARY SCHOOL

The educational rationale for separate Infant and Junior Schools has been called into question and many such separate schools have now amalgamated successfully after the initial challenges that change presents. The following have been identified as some of the benefits of amalgamation.

Benefits for the Children

There would be continuity of education through the creation of one school from 4+ to 11 years of age and benefit the children in the following ways:

- consistency in leadership and management across the phases, meaning the same routines, policies, and practices
- a reduction in the difference between phases creating the environment to support better planning across the whole age range with additional benefits, for example, of enhanced continuity of curriculum methodology and policies
- strengthened tracking of pupil learning and achievement
- a reduction in the potential for disruption as children transfer from one school to another at the end of Year 2; parents only need to apply for a place in reception and do not need to apply again
- alignment of school term and holiday dates
- a sense of ‘togetherness’ throughout the school community, allowing the children to be together, when appropriate, for shared celebrations, assemblies and services
- greater opportunities for academic, social, and moral development of pupils using cross school projects, for example, older children working with younger children and buddy systems
- continuity of education through the creation of one primary school, enabling staff to know children in the school for a longer period of time, developing deeper understanding and relationships supporting seamless safeguarding, more informed assessment and better progression, better setting of individual targets and pupil tracking.

Benefits to the Staff

The larger “pool” of staff should enable:

- cross-phase opportunities for staff, such as shadowing colleagues in other phase, joint planning sessions
- individual teachers having fewer areas of responsibility potentially across a wider age range
- enhanced career opportunities for classroom teachers and learning support assistants with the possibility of teaching and supporting learning across a wider age range

- enhanced career prospects for senior staff
- greater professional interaction with discussions and decisions being informed by inputs from a wider group.

Benefits to Parents/Carers

- Continuity of education should ensure that parents do not, in most circumstances, have to re-assess their choice of school or get to know another school, its staff and policies only three or four years after their child has started school.
- The relationship between pupils, parents and the school can be developed over a longer period of time; enabling a better understanding of the needs of each child.
- Delivering a seamless and supportive transition from infant to junior school for children and their families.
- Both schools would have the same term and holiday dates.