



Liverpool
City Council

STATUTORY PROPOSALS

Proposal to establish Lister Primary School Green Lane, Liverpool, Merseyside, L13 7DT with effect from 1st September 2026

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

INFORMATION TO BE INCLUDED IN SECTION 11 PROPOSALS TO ESTABLISH A SCHOOL

From Schedule 1: The School Organisation (Establishment and Discontinuance of
Schools) (England) Regulations 2013

Contact details

1. The name and contact address of the local authority or the proposers (as the case may be).

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Implementation

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

It is proposed that the school be opened on 1st September 2026. The proposal will not be implemented in stages.

3. Where the proposals are to establish a voluntary, foundation or foundation special school, a statement as to whether the proposals are to be implemented by the local authority or by the proposers, and if the proposals are to be implemented by both,
 - (a) a statement as to the extent that they are to be implemented by each body, and
 - (b) a statement as to the extent to which the capital costs of implementation are to be met by each body.

- (a) The proposals are to be implemented by the local authority.
- (b) There are no capital costs incurred.

Reason for the new school

4. A statement explaining the reason why the new school is considered necessary and whether it is to replace an existing school or schools.

The council is committed to seeking the amalgamation of infant and junior schools if an opportunity arises. The headteacher of Lister Infant School retired with effect from the end of the 2024/25 academic year, which provided an opportunity to amalgamate Lister Infant and Lister Junior Schools. If the proposal proceeds, the Infant and Junior schools will both close, and be replaced by a new Lister Primary School formed by the amalgamation of the existing schools. The new school will continue in the existing accommodation and the current headteacher of the junior school will become the headteacher of the new primary school.

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 VA/VC schools remains with the (arch)diocese.)'

The benefits of "all age" primary schools, giving greater continuity of education in one school from 4+ to 11 years of age, were summarised in the amalgamation consultation leaflet. This is explained at Annex A.

Category

5. The category of school that it is proposed be established (a foundation or foundation special school and, if so, whether it is to have a foundation, a voluntary school, a community or community special school, or a local authority maintained nursery school) and, if required by section 10, a statement that the Secretary of State's consent has been obtained to publish the proposals.

The proposed school will be a community school.

It is being proposed under section 11 of the Education and Inspections Act 2006 and does not require Secretary of State's consent to publish the proposals.

Ethos and religious character

6. A short statement setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.

Lister is a thriving school where pupils feel happy, safe and valued. All members of the Lister community staff, parents, governors all work closely to enable an environment which allows every child to flourish. We are a diverse and inclusive school.

All children benefit from a rich, broad, balanced curriculum that will be presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experience, practical work and investigation. The curriculum is enlivened and enriched by visits, visitors and extensive use of the environment.

7. If it is proposed that the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers intend to ask the Secretary of State to designate the school as a school with such a religious character.

NOT APPLICABLE: It is not proposed that the school is to have a religious character.

8. Where it is proposed that the school—
- (a) has a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion; or
 - (b) adheres to a particular philosophy, evidence of the demand for education in accordance with that philosophy that is not already met in other maintained schools or Academies in the area.

NOT APPLICABLE: It is not proposed that the school is to have a religious character or adhere to a particular philosophy.

Pupil numbers and admissions

9. 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 to be made at the school.

The new school will cater for 420 boys and girls attending as day pupils in EYFS – Year 6 and 60 full time equivalent nursery pupils.

The admission number for the school on the opening date will be 60.

Admission Arrangements

10. Except in relation to proposals for special schools, the proposed admission arrangements and over-subscription criteria for the new school including, where the school is proposed to be a foundation or voluntary school which is to have a

religious character—

- (a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and
- (b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.

The admission policy will be determined in accordance with school admissions legislation. The school follows the Liverpool City Council Admissions Policy and Procedures. Link to the site <https://www.liverpool.gov.uk/schools-and-learning/school-admissions/>

In the event of over-subscription priority will be given to applicants who are identified as having exceptional medical or social needs and siblings. Looked After Children and previously Looked After Children will be given overriding priority for places. If places remain the distance criteria will apply. This is in keeping with the current policy of the existing infant and junior schools.

- (a) There is no priority given to children on grounds of religion or religious denominations.
- (b) There is no priority given to children on religion or religious denominations.

Early Years Provision

11. Where the proposals are to include provision for pupils aged two to five—

- (a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;

60 full time nursery places will be available if required. The nursery provision will be open five days a week, Monday to Friday and the sessions will run 8.45am to 3.15pm.

Children with SEN/Disabilities will be supported by the school in meeting DDA requirements and SEND Code of Practice. The school will have a named SENCO, supporting children accessing early years provision. The school will also have access to additional support for children through the local Primary School Consortia to ensure individual children's needs are met within the school.

- (b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;

The school will continue to maintain established relationships with childcare services. The Early Years provision will continue to be placed in the same setting as previously used and will be led by the same staff. The leadership of the school will change as per amalgamation proposal, with a headteacher and leadership team covering the primary school age-range. EYFS self-evaluation processes will continue to be implemented. The school will maintain current good practice with families to introduce new families to the nursery.

- (c) evidence of parental demand for additional provision of early years provision;

In December there are 33 children in the nursery, rising to 37 in January. The school forecasts there will be 45 children enrolled in September 2026.

- (d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside of the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school;

In the Childminding sector, there are 57 FTE places, with 4 FTE vacancies (93% occupancy)

In the Childcare on Non-Domestic Premises sector, there are 584 places, with 100 FTE vacancies (83% occupancy)

Within a 1-mile radius of the school there are 9 political wards (or part wards). (This data specifically relates to the Liverpool Local Authority and does not include provision in neighbouring Authorities.)

The school is based in the Stoneycroft ward, and is bordered by Sandfield Park, Old Swan East, Old Swan West, Kensington and Fairfield and Tuebrook Larkhill wards in Liverpool. All wards are showing sufficient early years places for 3-year-olds, Sandfield park showing the highest occupancy at 88%.

Including Maintained Primary Schools with Nursery provision), the occupancy for the total available provision is 72%.

Most of the provision is 'Good'.

- (e) the reasons why schools and settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

There is no intention to create addition Early Years provision as a result of this amalgamation. GIAS will be updated to accurately reflect capacity.

Sixth form provision

12. Where it is proposed that the school will provide sixth form education, how for 16 to 19 year olds in the area the proposals will—
- improve the educational or training achievements;
 - increase participation in education or training; and
 - expand the range of educational or training opportunities available to them.

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

Special educational needs provision

13. Whether the school will have provision that is recognised by the local authority as reserved for children with special educational needs and, if so, the nature of such provision.

The school will not have provision that is recognised by the local authority as reserved for children with special educational needs.

14. Details of the proposed policy of the school relating to the education of pupils with special educational needs.

This will be an inclusive school where all will be treated equally and given equality of opportunity regardless of gender, special needs, disability or race. All will be treated as individuals and teaching and learning will be differentiated to take account of individual's needs. The school will aim to:

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability, providing a focus on outcomes for children.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for the next stage of their education.
- Provide high quality teaching which is differentiated. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Identify the needs of pupils with SEND as early as possible and provide support by adopting the graduated approach.
- Ensure provision overcomes barriers to learning so that children with SEND have full access to all aspects of school life.
- Involve parents and carers at every stage to meet their child's needs.

- Provide support that ensures children, parents/carers and staff have a clear understanding of SEND procedures and practices.
- Access support from professional partners and outside agencies if needs cannot be met by the school alone.

15. Where the school will replace existing educational provision for children with special educational needs—

- (a) a statement on how the proposer believes the proposal is likely to lead to improvements in the standard, quality and range of educational provision for these children;
- (b) details of the improvements that the proposals will bring in respect of—
- (i) access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local authority's Accessibility Strategy;
 - (ii) access to specialist staff, both education and other professionals, including any external support or outreach services;
 - (iii) access to suitable accommodation; and
 - (iv) supply of suitable places.

NOT APPLICABLE: The school will not replace existing educational provision for children with special educational needs.

Single sex school

16. Where the school is to admit pupils of a single sex —

- (a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and
- (b) a statement giving details of the likely effect the new school will have on the balance of provision of single sex education in the area.

NOT APPLICABLE: The school will not admit pupils of a single sex.

Curriculum

17. Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education.

The school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002.

Relevant experience of proposers

18. Evidence of any relevant experience in education held by the proposer, or proposers (other than a local authority) including details of any involvement in the improvement of standards in education.

NOT APPLICABLE: the proposer is the local authority

Effects on Standards and Contributions to School Improvement

19. Information and supporting evidence on:
- (a) how the school will contribute to enhancing the diversity and quality of education in the area; and
 - (b) how the school will contribute to school improvement.

(a) The Local Authority believe that there are substantial benefits to children, staff and parents of all through primary schools compared to separate infant and junior schools, as detailed in Annex A. The Local Authority'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 VA/VC schools remains with the (arch)diocese.)'

Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school's stance on issues of equal opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils.

(b) Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences which are appropriate to each child, building on present understanding in order to develop and extend skills and knowledge. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 2.

The new school will both contribute to and benefit from working in partnership with networks of schools in the locality and across the city, learning from the good practice identified within the family of schools, sharing and promoting the good practice within the school itself, identifying training and development needs across the networks in order to plan and deliver high-quality, cost-effective staff training.

Location and costs

20. A statement about —

- (a) the area or particular community or communities which the new school is expected to serve;

The school is expected to serve the Tuebrook and Stonecroft planning area (from September 2026).

- (b) the location of the site or sites including, where appropriate, the postal address or addresses;

The site is located at Green Lane, Tuebrook, Liverpool L13 7DT, currently occupied by Lister Infant and Lister Junior Schools. Postal address is Green Lane, Tuebrook, Liverpool L13 7DT

- (c) the current ownership and tenure (freehold or leasehold) on which the site will be held, and if the site is to be held on a lease, details of the proposed lease;

It is proposed that the school will occupy the premises, and therefore the current site, of the predecessor schools at Green Lane, Tuebrook, Liverpool L13 7DT.

- (d) whether the site is currently used for the purposes of another school and if so why the site will no longer be required by the other school;

The site is currently used for the purposes of Lister Infant and Lister Junior Schools. This will no longer be required because in the related proposal those schools will 'close' on 31st August 2026.

- (e) the estimated capital costs of providing the site and how those costs will be met (including the extent to which the costs are to be met by the proposers and the local authority) and how the proposers intend to fund their share of the costs of implementing the proposals (if any).

The school will utilise the site of the current infant and junior schools.

- (f) whether planning permission is needed under the Town and Country

Planning Act 1990, and when it is anticipated that it will be obtained;

No planning permission is necessary.

- (g) confirmation from the Secretary of State or local authority (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

No Capital funding is required.

Travel

21. The proposed arrangements for travel of pupils to the school.

As the proposed school will be on the site of the two closing schools, no revised travel arrangements are proposed arising from these proposals. Liverpool City Council's Home to School Transport Policy will be applied. The school will develop a School Travel Plan setting out how it will encourage a reduction in car use.

Federation

22. Details of any proposals for the school to be established as a federated school.

There are no proposals for the school to be established as a federated school.

Voluntary aided schools

23. Where the school is to be a voluntary aided school —

- (a) details of the trusts on which the site is to be held; and
(b) confirmation that governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

NOT APPLICABLE: The school is not to be a voluntary aided school.

Foundation schools

24. Where the school is to be a foundation or foundation special school, confirmation as to—

- (a) whether it will have a foundation and if so, the name or proposed name of the foundation;

- (b) the rationale for the foundation and the particular ethos that it will bring to the school;
- (c) the details of membership of the foundation, including the names of the members;
- (d) the proposed constitution of the governing body; and
- (e) details of the foundation's charitable objects.

NOT APPLICABLE: The school is not to be a foundation or foundation special school.

Independent schools entering the maintained sector

25. Where a school is an independent school entering the maintained sector—
- (a) a statement that the requirements of section 11(3) are met;
 - (b) a statement as to whether the premises will meet the requirements of the School Premises (England) Regulations 2012(b) and, if not,
 - (i) details of how the premises are deficient; and
 - (ii) details of how it is intended to remedy the deficiency.

NOT APPLICABLE: The school is not an Independent school entering the maintained sector.

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.