

Lyon Park Junior School

Inspection report

Unique Reference Number	101505
Local Authority	Brent
Inspection number	366555
Inspection dates	28–29 June 2011
Reporting inspector	Christopher Wood HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Rev T Crowe
Headteacher	Mrs N M Yudin
Date of previous school inspection	8 October 2009
School address	Vincent Road Wembley Middlesex HA0 4HH
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Introduction

This inspection was conducted by one of Her Majesty's Inspectors and one additional inspector. They observed parts of 16 lessons taught by 16 teachers. This included four joint observations with school leaders.

During the inspection, meetings were held with school staff, two members of the governing body, a representative from the local authority and two groups of pupils from across Years 3 to 6. Inspectors scrutinised the school's self-evaluation and policies and documents relating to the tracking of pupils' progress. Inspectors also analysed the school's recent survey of parents' and carers' views and met with a group of 10 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the quality of teaching has improved since the previous inspection and the impact that this has had on raising attainment and accelerating rates of progress.
- The extent to which the governing body holds the school to account for pupils' achievement and ensures that statutory safeguarding procedures are in place and reviewed.
- The impact of the actions taken by leaders at all levels in securing improvement and the school's capacity to maintain and build on any improvements in the future.

Information about the school

Lyon Park Junior School is larger than the average-sized junior school. Almost all pupils come from minority ethnic backgrounds. Most speak English as an additional language with a total of 26 languages spoken in pupils' homes. The proportion of pupils who are known to be eligible for free school meals is similar to the national average. The proportion of pupils with special educational needs and/or disabilities or who have a statement of educational needs is higher than that seen nationally.

The school was placed in special measures in October 2009. In January 2011, the school entered into a federation with the infant school that is located in the same building. The headteacher is now executive headteacher for both the junior and the infant schools. The former deputy headteacher of the junior school is now associate headteacher for the junior school. There is one governing body for both schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Lyon Park Junior School provides a satisfactory standard of education. The school has addressed the areas for improvement identified at the previous inspection. Its work is now improving quickly under the executive headteacher's determined and insightful leadership. She is well supported by other senior leaders, a vibrant governing body and committed school staff. Middle leaders are developing well and now take an active role in monitoring provision and tracking pupils' progress in learning. This more rigorous approach has already led to improvements to the quality of teaching. Some systems, although well-devised, are new and will take time to embed before they have a full impact on improving pupils' progress and achievement.

Pupils' attainment is now broadly average. The progress made by pupils is satisfactory and improving. In 2010, the Key Stage 2 National Curriculum test results for pupils in Year 6 indicated that they had made good progress, a significant improvement on the previous year. Inspection evidence confirms that most current pupils have caught up on past underachievement. Nevertheless, there remain some variations in pupils' achievement that persist within and across year groups and relatively few pupils attain the highest levels. This is because, in some instances, teachers are uncertain about progression in learning, particularly in writing. In addition, some pupils, particularly the more able, are not always engaged quickly enough in sufficiently challenging activities that will enable them to achieve their personal targets. Accurate self-evaluation based on reliable information about pupils' progress means that leaders are resolutely focused on addressing these areas.

Teaching is satisfactory and the proportion of good teaching is improving. The best lessons are stimulating, practical and encourage pupils to develop their skills when working independently or with each other. Consequently, relationships are positive and pupils apply themselves to their work enthusiastically. Nevertheless, there remain inconsistencies. In some lessons, teachers' explanations are too long and discussion work is less well structured. This means that the pace of learning drops and pupils do not have sufficient time to produce work of the highest standard. Regular marking provides pupils with helpful guidance on what they need to do to improve their work. However, currently, pupils are not always given sufficient opportunities to act on this advice. Teaching assistants provide pupils with good levels of support when working on established programmes, such as guided reading. However, in some lessons adult support is less well deployed or purposeful.

Good care, guidance and support, strong partnerships, an improving curriculum and good arrangements for keeping pupils safe mean that the pupils' personal development and

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well-being are well catered for. This, alongside the discernible improvements to achievement, teaching and leadership at all levels, demonstrates clearly that the school has good capacity to maintain and build on these improvements in the future.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate the rate of progress made by pupils by ensuring that all teachers:
 - have a clearer understanding of progression, particularly in writing
 - plan lessons that quickly engage all pupils, especially the more able, in challenging activities that enable them to achieve their personal targets.
- Increase the proportion of good or better teaching by ensuring that:
 - lessons proceed at a brisk pace and enable pupils to complete their work to the highest standard
 - teachers identify planned opportunities for pupils to respond to the advice they receive through marking
 - support from other adults is consistently well deployed and purposeful.
- Ensure that the well-devised systems for monitoring provision and tracking pupils' progress used by middle leaders embed so that pupils' achievement continues to improve.

Outcomes for individuals and groups of pupils**3**

Pupils' current attainment is now broadly average in most subjects and across most year groups. Their progress, including those pupils with special educational needs and/or disabilities, is at least satisfactory with some pupils making better progress. This means that they are adequately prepared for their future education and careers. However, there remain variations within and across year groups which leaders are rightly focused on addressing. In 2010, the attainment of pupils in Year 6 was much improved on the previous year. These pupils had made good progress. The proportion of pupils who attained the national average in both English and mathematics rose by 13%. Nevertheless attainment in writing, although improved, was weaker and few pupils attained the highest levels.

In lessons, pupils make at least satisfactory and sometimes better progress. They enjoy school and are keen to learn. Pupils apply themselves conscientiously, especially when activities are collaborative or practical. During the inspection, for example, pupils made good progress when exploring the school grounds as part of an investigation into different types of leaves and proved themselves to be successful linguists in a dynamic Spanish lesson. However, in some lessons the rate of progress pupils make is slower. This is because some teachers are not sufficiently clear about progression in learning, particularly in relation to writing. Moreover, in some lessons pupils, particularly the more able, are not engaged quickly enough in sufficiently challenging activities that enable them to achieve their more ambitious personal targets.

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Pupils feel safe at school and say that bullying is rare. Their behaviour around the school site and in lessons is good. Sometimes it is exemplary. Pupils mix well; they have a good understanding of different cultures and faiths and a strongly developed sense of the importance of respecting each other. They are able to develop a good sense of their place in the world through the curriculum and growing links with other schools in Britain and Spain. Pupils are polite and talk openly to each other and to adults. When problems arise, pupils trust teachers to resolve them. They can also rely on prefects and buddies to help them when they are lonely or upset. Pupils work together well to improve the school site and enjoy growing vegetables in the school garden. They take part in local music festivals and raise money for charities at home and abroad. They understand the importance of staying healthy, and participate well in physical activities. Pupils' attendance is broadly average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and the use of assessment to support learning are satisfactory and improving. In the best lessons teachers:

- plan interesting and practical activities which build well on prior learning
- explain clearly and succinctly what they want pupils to achieve

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- use good questioning techniques, pair talk and group discussion to extend pupils' thinking and understanding
- make effective use of information and communication technology (ICT) to demonstrate expected outcomes, model processes, share pupils' work or help them visualise a topic.

Nevertheless, inconsistencies remain. In some lessons, teachers' explanations are too long or discussion work is less well structured. This slows the pace of learning and limits the amount of time pupils have to complete their work to the highest standard. In these instances, the role played by other adults often becomes less purposeful and is sometimes too passive. While marking is regular and provides pupils with guidance on how to improve their work, pupils do not always have sufficient planned opportunities to respond to their teacher's advice.

The curriculum, which is improving, is satisfactory. Some aspects such as the enrichment opportunities that foster personal, cultural and spiritual development are good. Pupils enjoy a range of educational visits and appreciate the regular visitors who work with them in sport and the arts or who represent different faith groups. Clearer links are being made between different subject areas. In one year group, for example, good links were made between literacy, history and religious education (RE) in different classes all working on a topic about the Second World War. However, this is not yet consistent. The science curriculum has improved since the previous inspection and pupils greatly enjoy the opportunities they have to do more experiments. However, leaders are rightly focused on ensuring that this area of the curriculum improves further and is of a consistently good quality across all year groups.

Care, guidance and support are good. Pupils' progress and well-being are monitored carefully. Parents and carers say that communication with the school is good. They are well informed about the progress their children make and they appreciate talking to teachers at consultation events. Children with special educational needs and/or disabilities and those pupils who speak English as an additional language are well supported and fully included in school life. Strong partnerships with the infant school and local secondary school ensure that pupils settle quickly when they join or leave the school. Effective partnerships with outside agencies enable school staff to respond quickly and sensitively to support those pupils and their families whose circumstances make them vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The executive headteacher has provided strong leadership since the previous inspection. Senior leaders have supported her well. The school is outward-looking and actively seeks ways to work with the local community. Leaders are using a wider range of stakeholder views to inform self-evaluation, which is accurate and based on rigorous monitoring and reliable information about pupils' achievement. Middle leaders are developing quickly. Working as a team, they have a good understanding of the school's strengths and areas for development. They are now rigorously focused on monitoring provision and pupils' progress. Some of their ways of working are relatively new, however, and will need time to embed before they have a full impact on improving pupils' achievement. The quality of teaching has improved since the previous inspection. This has been bolstered further by the recent development of a set of minimum expectations for a 'Lyon Park Lesson' and a full review of the teaching and learning policy. These shared high expectations were produced jointly by leaders, teaching staff and members of the governing body.

Although relatively new, the governing body has developed quickly. Its members have a good range of skills and expertise and have been actively involved in supporting the school to improve and holding leaders to account. It carries out its statutory duties well. Members of the governing body, who sit on the safeguarding committee with school staff, have played a central role in ensuring that the school is a safe environment. Safeguarding training for staff is of a good quality and up to date. Consequently, parents and carers feel that the school keeps their children safe and value the improvements that have been made to the school site. Inspectors endorse this view. Parents and carers also appreciate the increased opportunities they have to get involved with their children's learning and to make suggestions through the parents' forum. For example, the school is currently looking at ways to provide parents and carers with even clearer information about levels of attainment and better guidance on preparing their children to make successful transition between year groups.

A good range of partnerships has a positive impact on pupils' learning and well-being. For example, strong links with a local secondary school have supported pupils' development in drama, mathematics and science. This partnership is also beginning to help teachers to develop their subject knowledge and strengthen the curriculum. The school is a cohesive community. The pupils' appreciation of different faiths and cultures is developed well. Growing links with schools in Gloucestershire and Norfolk are providing good opportunities for the pupils to meet and learn about young people beyond their local community. The school celebrates diversity well and tackles any rare discrimination thoroughly. Nevertheless, there remain some variations in the achievement of pupils which the school is addressing resolutely.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. However, the lead inspector considered the school's own recent survey of parents' and carers' views and had met with a group of parents and carers on each of the previous two monitoring inspection visits.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2011

Dear Pupils

Inspection of Lyon Park Junior School, Vincent Road, Wembley HA0 4HH

You may remember that I visited your school recently with another inspector to see how well you were doing. We enjoyed meeting you. Your contribution, and that of the parents and carers who we also met, was really helpful.

I am delighted to say that your school has improved and no longer requires special measures. Your school is satisfactory and some areas of its work are good. Your headteacher and other leaders do a good job, supported by committed staff. You now make satisfactory progress in your learning. Sometimes you make good progress. This means that by the time you leave the junior school you have achieved what is expected for your age. Even so, teachers rightly want you to do even better in writing and to help you to do even more challenging work. Teaching is satisfactory and getting better. More of your lessons are good. The best lessons are active, practical and show you clearly what you need to do to learn quickly. I enjoyed joining you when investigating different types of leaves and hearing your wonderful pronunciation in Spanish. Some lessons are a little slow to start. This means that you do not always have time to produce your best work. Your work is marked regularly but sometimes you need more opportunities to act on your teachers' advice.

You are well looked after, feel safe and enjoy school. This, and the improving curriculum, helps you to develop into enthusiastic, polite and well-rounded young people who have a good understanding of people from different backgrounds. Your parents and carers and your teachers can rightly be proud of you. You know why it is important to stay healthy and try to make healthy choices in what you eat and by participating in sport. Your attendance is similar to that in other schools. Your headteacher and other leaders know what needs to improve next. We have agreed that it would be a good idea to make sure that:

- your achievement continues to improve, particularly in writing
- even more of the teaching you receive is good or better
- the improvements leaders make help you to make faster progress.

You can do your bit by working hard in lessons and helping each other, especially when the teachers plan more challenging work for you to do.

Yours sincerely

Chris Wood

Her Majesty's Inspector

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