

# Park Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	101509
<b>Local Authority</b>	Brent
<b>Inspection number</b>	376579
<b>Inspection dates</b>	6–7 October 2011
<b>Reporting inspector</b>	Nigel Grimshaw

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carole Bevis-Smith
<b>Headteacher</b>	Mrs Jean Gordon-Reynolds
<b>Date of previous school inspection</b>	10–11 February 2009
<b>School address</b>	Park Lane Wembley Brent HA9 7RY
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	6–7 October 2011
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed, 14 teachers were seen and meetings were held with members of the governing body, staff and pupils. The inspectors observed the school's work, and looked at pupils' work and data about pupils' progress in all classes. They looked at school records, reports from outside agencies, curriculum plans and the school improvement plan, and analysed 210 parental questionnaires.

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

- The effectiveness of procedures taken by the school to improve attendance.
- The consistency of the quality of teaching and learning across the school in driving up progress and providing pupils with clear guidance through marking and target setting.
- The rigour of the monitoring and evaluation at all levels of leadership in providing clear information on the strengths and areas for improvement for the school.
- The quality of the curriculum in supporting the teaching and learning and driving the improvement in attainment and progress.

## Information about the school

The number of pupils in school is increasing rapidly and the school is much larger than the average-sized primary school. The school is moving from a one-form entry school to two-form entry. Almost all the pupils are from minority ethnic groups and there are more than 40 different languages spoken. A significantly higher proportion of pupils than is found elsewhere are at an early stage of learning English as an additional language. The proportion of pupils who join or leave the school other than at the usual times is well above average. The proportion of pupils known to be eligible for free school meals is well above the national average. Compared to the national average, there are more pupils with special educational needs and/or disabilities. Most of these have moderate learning difficulties, with a small number having behavioural, emotional and social difficulties. The school provides a breakfast club and an after-school club for the pupils. The school has achieved several awards, including Healthy School status and the Activemark Award.

A major building programme was taking place at the time of the inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school, which has improved significantly since the last inspection. The provision for care, guidance and support and the engagement with parents and carers are outstanding. Pupils make consistently good progress during their time in school and, over the last three years, have reached standards in line with the national average by the time they leave. The headteacher has a strong commitment to the education and well-being of the pupils and sets high expectations that are shared by the staff. From discussions with pupils and parents and carers and from responses to the questionnaires, it is very evident that the pupils enjoy school and are enthusiastic about their learning. Their progress is occasionally held back when they do not know the next steps in their learning because of some inconsistencies in the quality of marking and the targets set for them.

Pupils are making good progress now because teaching has improved and is now good or better in the large majority of lessons. There are still some inconsistencies that the school leaders are working hard to address through support and guidance for staff. The improvements in teaching are well supported by a newly planned curriculum. This is still developing but the pupils find their work interesting and motivating. Consequently, they are attentive and productive in lessons because they are focused on their work. The new curriculum is focused on developing the links between different subjects and especially in providing opportunities for pupils to apply their basic literacy and numeracy skills in all areas. This practice, however, is not yet fully embedded across the school.

Behaviour is good in all lessons and around school. Virtually all the parents, carers and pupils who responded through discussions and questionnaires say that children feel safe and are keen to be at school. This is reflected in the rapidly improving attendance figures, which are now average. The early contacts made with parents and carers when the children start in the Nursery and Reception classes are very positive and parents and carers welcome this and, as a result, the children settle quickly into school life. The positive relationships between parents and carers, pupils and staff are maintained further up the school and are very evident at the start of the school day, when everyone is made welcome and staff ensure they have time to talk with parents and carers. Parents and carers say that they feel well supported by the school. This is particularly true through the help given to pupils whose circumstances make them vulnerable and to their families so that these pupils make good progress.

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These developments demonstrate the school's good capacity for sustained improvement. The effectiveness of the accurate school's self-evaluation is shown by the fact that the school has identified the correct key priorities in its development plan. The Chair of the Governing Body gives good support and effective challenge to the school's work, and is well supported by a core of committed colleagues. She is conscious of the need to encourage more members of the governing body to be more actively involved in monitoring the school. The good community cohesion is reflected in the harmonious atmosphere around the school and the pupils' knowledge and understanding of the wide range of cultures present around them, but the school recognises that more work is needed in providing opportunities for pupils to develop a greater understanding of a wider range of different communities in the United Kingdom beyond the London area.

**What does the school need to do to improve further?**

- Improve the overall quality of teaching so that the overwhelming majority is good or better, especially by improving the consistency of guidance given to pupils about the next steps in their learning through the marking of their work and the targets set for them.
- Build on the newly planned curriculum to:
  - ensure there are increased opportunities for pupils to apply their basic literacy and numeracy skills across other subjects
  - provide more opportunities for pupils to develop a greater understanding of a wider range of different communities in the United Kingdom.

**Outcomes for individuals and groups of pupils****2**

Children enter school with skills that are well below expectations for their age in all areas, especially in the basic skills of language, literacy and mathematics. Pupils achieve well throughout the school because they enjoy their learning. In a very successful lesson in Year 6, all the pupils were fully involved because the pace was fast, the activities varied and appealing and the level of challenge was high. The pupils worked well cooperatively in solving mathematical problems and progress was very evident. Pupils have helpful targets to support them to achieve well in English and mathematics but in a minority of classes they are not used consistently, and the pupils in those classes are not always clear about the next steps in their learning. However, progress is good in reading, writing and mathematics in all year groups, and for pupils of different abilities and backgrounds, including those with special educational needs, those learning English as an additional language and pupils who join the school later than at the usual times. These groups of pupils all perform at similarly good rates to their peers.

Pupils make a good contribution to the school and local community. Pupils take responsibility for influencing the life of the school, through their roles as elected school councillors and play leaders and very effectively as 'buddies' for the new arrivals in school. The strong links with the local community include working with the

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adjacent parks to achieve Green Flag status. The school leaders promote healthy lifestyles and the school has achieved Healthy School status. Pupils can speak confidently about healthy balanced diets and this was reinforced in an assembly led by the local Methodist minister. One child at lunchtime commented, 'I don't like sweet things because the sugar makes me hyperactive and that's not good for me.' All pupils have two hours of timetabled physical education each week plus the opportunity for more exercise through the good range of after-school clubs. Pupils' spiritual, moral, social and cultural development is good. The pupils respect other cultures and learn, for example, from the Islamic, Christian and Hindu traditions. The school community is well ordered and the pupils acquire the skills of cooperation and sharing. The curriculum offers experiences to reflect and explore the world around them.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers plan well to meet the needs of the different abilities in their classes. The teaching assistants provide strong support and have a good impact on learning in lessons. Teachers also link the work wherever possible to pupils' interests, such as in the Year 2 lesson on food from around the world. The information and communication technology (ICT) suite is used effectively to develop pupils' skills in this area. The majority of teachers' marking is of good quality and gives pupils pointers as to how to make their work better, but this is not consistent as yet. In one lesson in Year 6, the pupils were actively engaged in assessing and marking the work of their peers, which they found very helpful in checking whether what they had

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

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achieved was what was expected of them.

The newly planned curriculum is enriched well with visitors to the school and a range of visits, including residential visits in Years 5 and 6. The pupils are offered a broad range of extra-curricular activities, including opportunities for every pupil to learn a musical instrument. All pupils learn a foreign language. Subjects are linked together to make the learning more relevant for the pupils. The pupils have also been encouraged to contribute their ideas in the early stages of planning the curriculum. Pupils learn how to cope with possible unsafe situations through, for example, learning about internet safety.

Outstanding care, guidance and support are offered to the pupils. Levels of pastoral care are exceptional. These are appreciated by the parents and carers, one of whom wrote, 'We are so very happy with the school and our children are happy and are doing really well.' The school has a number of pupils whose circumstances make them vulnerable and all staff work hard to ensure that their personal needs are met effectively. Transition arrangements on entering school and on moving to secondary education are excellent and pupils are confident about moving on. The breakfast club and the after-school club offer a secure environment in which to relax, play and extend pupils' learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is ably supported by the senior leaders and governing body in providing a strong and clear direction for the school. The rapid increase in the size of the school has been handled effectively, including the excellent arrangements for minimising the disruption to pupils' work and keeping them safe during the current major building programme on the site. Information on individual pupils' progress is used effectively to support pupils' learning needs. This, coupled with the improved quality of teaching, is central to the good and improving progress being made.

The school's engagement with parents and carers is outstanding, as evidenced by the questionnaire returns and all the positive comments passed on during the inspection. Parents and carers feel well informed and are confident that their children are safe, happy and achieving well. The school has established good supportive partnerships with other local schools, the local authority and centres such as the Wembley Stadium Learning Centre. Through this wide range of support, all pupils,

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whatever their backgrounds, have equal opportunities to learn and thrive. The school leaders and governing body ensure that there is no discrimination of any kind and parents, carers and pupils echo this view. Safeguarding procedures are very thorough and fully meet statutory requirements. Risk assessments are good, especially given the current building programme. The staff are all appropriately trained in child protection procedures. The governing body actively monitor the safeguarding arrangements on a regular basis. They are actively involved in monitoring the provision and outcomes for the school but not all are fully involved in this activity.

The harmonious nature of the school community reflects the strong community cohesion promoted by the school. The school leaders and governing body have evaluated the work in this area and have plans in place to develop it further, especially in providing pupils with a greater understanding of the wider range of different communities of the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Early Years Foundation Stage provides a good start to children’s education, both in the Nursery and Reception. The Nursery currently uses a suitable alternative provision whilst the building programme is underway. This has restricted access to outdoor provision but the staff have created a learning environment which promotes good learning. The Early Years Foundation Stage is very well led and managed, especially given some disruption caused by the building work. The quality of teaching in the Early Years Foundation Stage is consistently good or outstanding. This is ensuring that the pupils make good progress, having started with skills well below those expected for their age. The curriculum provides a good balance between adult-



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led and child-initiated activities. The focus is rightly on language development, given that many enter the Nursery with little or no English. Progress in this area is exceptionally good. Assessment arrangements are well organised but data are not yet recorded electronically. Excellent relationships are established early with the parents and carers through home visits and there are regular opportunities to visit the setting and talk to staff. Many parents and carers commented on the excellent start their children had made in the first few weeks of their schooling.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The number of responses to the questionnaire were well above average for this size of school. Parents' and carers' views are very positive indeed on every aspect of the school's work. Almost every parent or carer stated that their child enjoys school and feels safe there. They were almost unanimous in stating that they are kept well informed and that their child makes good progress. One correspondent summed up the views of many by stating, 'This is a super school. The staff are really supportive and friendly and my child enjoys coming here.'

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park Lane Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 210 completed questionnaires by the end of the on-site inspection. In total, there are 397 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	131	62	73	35	4	2	0	0
The school keeps my child safe	104	50	100	48	2	1	0	0
The school informs me about my child’s progress	100	48	96	46	6	3	0	0
My child is making enough progress at this school	79	38	117	56	5	2	0	0
The teaching is good at this school	90	43	110	52	0	0	1	0
The school helps me to support my child’s learning	84	40	112	53	4	2	1	0
The school helps my child to have a healthy lifestyle	83	40	117	56	3	1	3	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	73	35	117	56	2	1	1	0
The school meets my child’s particular needs	59	28	131	62	8	4	4	2
The school deals effectively with unacceptable behaviour	66	31	131	62	1	0	8	4
The school takes account of my suggestions and concerns	66	31	123	59	8	4	2	1
The school is led and managed effectively	73	35	119	57	3	1	1	0
Overall, I am happy with my child’s experience at this school	96	46	104	50	1	0	7	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



10 October 2011

Dear Pupils

**Inspection of Park Lane Primary School, Wembley HA9 7RY**

On behalf of the inspection team, I would like to thank you for making us feel so welcome when we visited your school. We really enjoyed our time with you. We enjoyed talking to many of you in lessons, in our meetings with you and at break times. We were very impressed with your work, your progress and your good behaviour.

We have judged that yours is a good school. You all get on well together and value each other's cultures and backgrounds exceptionally well. We know from talking to you and from your questionnaires that you like coming to school very much and enjoy your learning. This is because teaching and the curriculum are both good, you find the work interesting and fun and you make good progress. You report that you feel safe at school.

Although your school is good, we have asked the headteacher, staff and the governing body to make some changes to help it to improve further. We have asked the school leaders to make the lessons even better by allowing the teachers to work together and share the things they do well and to make sure that they let you know how to improve your work. We have also asked them to provide you with more opportunities to learn about the wider range of different communities in the United Kingdom.

Having met you, we are all very confident that you will want to help too. You can do this by trying your best at all times and checking that your work in lessons is as good as expected. We would like to wish you all the very best in the future at Park Lane Primary School and also when you move on to your other schools.

Yours sincerely

Nigel Grimshaw  
Lead inspector

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