

# Lyon Park Junior School

Vincent Road, HA0 4HH

**Inspection dates** 2–3 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders have been effective in improving standards in English and mathematics since the last inspection.
- By the end of Year 6 the proportions of pupils making and exceeding expected progress for their age in mathematics and English are in line with schools nationally, and this represents good achievement.
- Teaching throughout the school is consistently good, and some is outstanding.
- Support staff who work with pupils in need of extra help are making a strong contribution to pupils' good achievement.
- Many of the pupils who join the school speaking little or no English develop confidence and quickly acquire language and communication skills that enable them to catch up and achieve well.
- Pupils who are eligible for support under the pupil premium initiative make good progress in English and mathematics.
- The school is committed to encouraging pupils and their families, many of whom are new to Britain, to learn together, and this has contributed to the rise in standards.
- Pupils are keen to learn and are unreservedly polite and caring of one another. They feel safe and well cared for.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough.
- Pupils in the later stages of learning English are not sufficiently proficient in using Standard English when speaking or in writing.
- Pupils do not always know how to improve their work to reach their next level.

## Information about this inspection

- Inspectors observed 24 lessons, four of which were joint lessons carried out with the executive headteacher and the assistant headteacher. Inspectors also carried out a series of short visits to other lessons across the school, talked with children and listened to children read.
- Meetings were held with the Chair of the Governing Body and other governors and a representative from the local authority. Inspectors took account of the views of the parents they met. There were few responses to the online Parent View questionnaire. Inspectors also considered the 27 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, the school’s self-evaluation, improvement plans, safeguarding policies and records and documents relating to performance management.

## Inspection team

Lesley Leak, Lead inspector

Additional Inspector

John Collins

Additional Inspector

Jeanie Jovanova

Additional inspector

## Full report

### Information about this school

- This is a larger-than-average junior school with four forms of entry.
- The proportion of pupils who are eligible for the pupil premium is at the national average. The pupil premium is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families.
- The majority of pupils come from minority ethnic groups, the proportion being much higher than the national average. About a tenth of pupils are at an early stage of learning English. The biggest pupil group is Indian. In all, approximately 27 different languages are spoken in pupils' homes, with Gujarati, Tamil and Somali being the most common.
- The proportion of disabled pupils and those who have special educational needs at school action plus or with a statement of special educational needs is high compared to national averages, whereas the proportion of pupils at school action is low.
- The school is federated with the infant school located in the same building. There are plans to fully amalgamate both schools. The former headteacher of the infant school is the executive headteacher of the federation. The former deputy headteacher of the junior school is the associate headteacher. A post of assistant head was created jointly with the infant school from April 2012 to lead teaching and learning across Key Stages 1 and 2.
- A new governing body, which was formed when the federation came into being, manages both schools. There have been several changes to the governing body recently.
- The school meets the current government's floor standards, which set the minimum expectations for attainment and progress.

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

- Increase the proportion of outstanding teaching by:
  - improving written feedback to pupils so that they learn how to improve their work and get to the next level
  - supporting pupils who are at the later stages of learning English by increasing their confidence in speaking and writing in Standard English.

## Inspection judgements

### The achievement of pupils is good

- Most pupils enter the school with skills below the expected level of skills for their age in English but with skills at the right level for their age in mathematics. By the time they leave school the proportion of pupils making and exceeding expected progress is in line with schools nationally, and this is ensuring that standards in mathematics are at least average and in English they are catching up.
- Pupils achieve particularly well in mathematics because they are more proficient in numeracy skills and number facts from an early age than they are in literacy and the school sets high expectations of what they can achieve.
- Pupils' achievement in reading is now good and improving as more pupils apply their reading skills in a range of lessons and subjects.
- Although standards in pupils' writing are not as strong as in mathematics, they are improving because assessment information about pupils' prior achievement is used effectively to plan activities that are better adapted than previously to the needs of most pupils.
- Pupils are confident speakers and good at listening to each other because they are regularly asked to discuss their ideas in pairs and small groups.
- The school actively promotes equal opportunities and tackles discrimination by ensuring that pupils who are not making sufficient progress are given appropriate extra help to achieve well. Rigorous checks on pupils' progress means that anyone who needs extra support is quickly identified and provided with specific support either in small groups or with one-to-one tuition. Consequently, most groups of pupils make good progress from their different starting points, including disabled pupils, those with special educational needs and pupils in the early stages of learning English as an additional language.
- Pupils who are eligible for support under the pupil premium initiative are making more progress in English and mathematics when compared with their peers and similar pupils nationally. This is because funding has been properly spent on meeting identified needs through additional individual and small-group support in English and mathematics.

### The quality of teaching is good

- The school has worked successfully to improve the quality of teaching by eradicating weaker teaching. The quality of teaching is now consistently good, with some examples of outstanding practice. This better teaching has led to a significant improvement in pupils' achievement in mathematics and a positive upward trend in English.
- Teachers and other adults know they are accountable for the progress of pupils and demonstrate high expectations of what pupils can achieve. As a result, work is generally set at the right level, ensuring that most pupils achieve standards expected for their age and that growing numbers of pupils are exceeding national expectations.
- Pupils' progress in reading is accelerating because pupils are not only encouraged to read widely and frequently, but they are helped to analyse what they read in more depth. For example, in a successful Year 4 reading lesson, skilful questioning by the teacher and her support staff ensured that all pupils were confident in their interpretations of the text.
- Those pupils identified as reading below the expected level for their age are rapidly improving because they are given additional support, including 'reading buddies' from the local high school. Many parents, including those who are new to Britain, have been trained by the school in how to help their children at home with reading.
- In the best lessons, pupils are given opportunities to review their own learning or that of their peers and say what they need to do and learn next. This approach has been especially effective in improving pupils' writing. In a particularly strong Year 6 English lesson, the teacher showed a pupil's play script about a Greek myth and asked the class to show its strengths and where

improvements could be made. This ensured that the quality of everyone's writing had improved by their final draft.

- Support for pupils who speak very little English is good. In the same Year 6 lesson, the teacher asked a group of beginners in English to describe what the characters might say to one another. Each pupil was supported to write lines from imagined conversations in large 'speech bubbles'.
- Teaching is less effective for those pupils who are at later stages of learning English and who have difficulty with writing in Standard English.
- Adults who support pupils who have special educational needs are making a strong contribution to pupils' progress because their work is well matched to each individual's needs.
- In general, marking is regular and supportive, especially in English. Where marking is less effective, pupils are not always clear about what they have to do to improve to reach the next level. Too often there are missed opportunities for pupils to reflect and act on their teachers' guidance or to correct their mistakes. School leaders are aware that such practice needs to be rigorously and consistently applied to make more rapid gains.

### **The behaviour and safety of pupils** are good

- Staff, parents and pupils agree that behaviour in lessons and around school is good. Pupils are respectful of each other and adults, well mannered, courteous and polite.
- Pupils act responsibly on the playground, where they are well supervised. They have a good understanding of how to stay safe and take responsibility for their own actions. Their understanding of the different types of bullying is secure. They say that bullying is rare and that when it does happen it is dealt with swiftly.
- Staff are consistent in their management of behaviour. As a result, exclusions are rare. Pupils enjoy the weekly assemblies as a time for reflection on moral, cultural and spiritual issues.
- Pupils enjoy school and consequently their attendance is broadly average and improving. They get on well together and collaborate successfully in pairs and groups.
- Pupils are given opportunities to take on important leadership roles such as prefects and members of the school council but are not yet enabled to make a significant contribution to school improvements.

### **The leadership and management** are good

- The ambitious leadership of the executive headteacher, the senior leadership team and the governing body is shown in their constant drive to secure improvements in teaching and pupils' achievement. The leadership structure has been strengthened through new appointments and restructuring to secure greater consistency and accountability.
- Newly appointed year leaders and middle leaders with responsibility for English and mathematics are contributing well to the drive to raise standards. By tracking pupils' progress more effectively, they have ensured that appropriate one-to-one support and small-group interventions are provided for pupils who are at risk of falling behind.
- Central to the picture of improvement is the school's clear view of its own strengths and weaknesses and the investment in the assessment of pupils' achievement.
- The school's systems for managing staff performance are effective because they focus on the impact of teaching on pupils' progress. All teachers and support staff are included and they value the good training they receive.
- The school ensures that parents and carers, especially those who are new to Britain, are well briefed on how to support their children's learning at home. The school has invested in a parent support adviser who has helped many families, particularly those who are new to Britain, to

become more familiar with the English education system and to take advantage of the English language support classes provided through the local authority.

- The curriculum provides a wide range of high-quality learning opportunities, including Spanish, music and sports, that are taught by subject specialists. Pupils say how much they enjoy the additional extra-curricular clubs and the many chances to participate in varied trips and visits. They are currently excited about the forthcoming residential trip to Spain.
- Activities promote pupils' spiritual, moral, social and cultural development well. Their communication skills are strong and there are good opportunities for moral and spiritual reflection in assemblies. Pupils are highly motivated to learn about and celebrate the many different faiths and cultures that make up their school community.
- The school has benefited from a strong partnership with the local authority and welcomed the high-quality expertise and support. This support has lessened as the school has demonstrated its capacity to improve further.
- **The governance of the school:**
  - The governing body has strengthened its membership since the previous inspection and is effective in challenging and supporting the school. The same governing body manages the infant school and this has facilitated strong transition from Key Stages 1 to 2. The governing body knows what the school is doing well and where it could do better because governors are fully involved in the school's self-evaluation activities. Governors monitor the effectiveness of the school's use of additional funding through the pupil premium to narrow the gap in attainment, and are rightly proud of the difference it is making. They pay close attention to the school's evaluation of teaching and its management of staff performance, recruitment and retention, and ensure that there are robust procedures which are linked closely to pay and the teachers' standards. The governing body encourages parents and carers to engage with the school and to participate in events that help them to support their children's learning at home. They ensure that safeguarding arrangements meet statutory requirements and that equality of opportunity is promoted well. Although the school still has a deficit budget, it has lessened. A recent external evaluation of the school's finances has awarded a positive financial rating for the way the school now manages its finances, which underlines the value for money it provides.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101505
<b>Local authority</b>	Brent
<b>Inspection number</b>	400174

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	480
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Love
<b>Headteacher</b>	Mrs N M Yudin
<b>Date of previous school inspection</b>	28–29 June 2011
<b>Telephone number</b>	020 8902 1479
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