

# Lyon Park Infant School

Vincent Road, Wembley, Middlesex, HA0 4HH

**Inspection dates** 17–18 December 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.

- Children make good progress from low starting points and reach standards similar to the national average by the end of Year 2.
- Children enter the Nursery with levels of development that are considerably below those typical for their age. As a result of good support and teaching, they make good progress by the end of Reception.
- Leaders have improved the quality of teaching since the previous inspection by providing effective staff training and support. As a result, teaching is now good and standards have risen.
- Children enjoy reading and they are encouraged to read regularly by their teachers to improve their reading skills.
- All groups of children, including those of lower ability and those who speak English as an additional language, receive good care and support. As a result, they make good progress.
- Behaviour and safety are good. Children are keen to learn; they get on well with each other and feel safe at school.
- There is good support for parents. This helps them to increase their knowledge and skills so that they can support their children's learning more effectively.
- The promotion of children's spiritual, moral, social and cultural development is a strength of the school.
- Governors know the school well and provide the necessary support and challenge to bring about improvements.

### It is not yet an outstanding school because

- Teaching is not yet of the highest quality to bring about rapid and sustained progress.
- The progress of children is weaker in writing than in reading and mathematics.
- Higher-attaining children are not always challenged enough in lessons.
- Children do not always know and use their targets in lessons to check their own learning.
- Teachers do not always check children's work closely enough to quickly pick up any mistakes and move learning on.
- Children in Year 2 do not always respond to teachers' comments on their work to enable them to improve it further.
- Although attendance is improving, it is still below average.

## Information about this inspection

- The inspectors observed 25 lessons, of which six were joint observations with either the executive headteacher, the associate headteacher or the Early Years Foundation Stage leader. Inspectors also observed five sessions where teaching assistants were supporting the learning of small groups of pupils.
- Meetings were held with a group of children. Inspectors listened to pupils read and discussed their reading with them.
- Discussions were held with the executive headteacher, associate headteacher, senior leaders, subject coordinators, the Chair of the Governing Body and four other governors. A telephone conversation took place with a representative from the local authority who supports the school. In addition, inspectors spoke to parents in the playground at the start of the school day.
- Inspectors observed the school's work and examined a range of documentation including the school's own performance information, an analysis of its strengths and areas for development, improvement plans, records of the monitoring of the quality of teaching, minutes of governing body meetings and records relating to attendance, behaviour and safeguarding.
- Children's work was also scrutinised to evaluate their progress, the quality of marking and feedback and the curriculum.
- The inspectors took account of 28 responses received from parents and carers to the online questionnaire (Parent View). They also considered 26 questionnaires completed by staff.

## Inspection team

Avtar Sherri, Lead inspector	Additional Inspector
Raminder Arora	Additional Inspector
Noureddin Khassal	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized infant school.
- The proportion of girls compared to boys in the school is well below average.
- Children come from a wide range of ethnic backgrounds. The largest group of children is from an Asian or Asian British Indian background, with children from any other Asian background forming the next sizeable ethnic group.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils who speak English as an additional language.
- The proportion of children for whom the school receives the pupil premium (in this school, additional government funding for pupils known to be eligible for free school meals) is below average.
- The proportion of disabled children and those who have special educational needs supported by school action is above average; the proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school does not currently use any alternative off-site provision for its children.
- The school is federated with the junior school located in the same building. 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. There are plans to fully amalgamate both schools.
- The governing body manages both of the schools in the federation.

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

- Improve the quality of teaching to enable all children to make rapid and sustained progress by ensuring that:
  - higher-attaining children are sufficiently challenged in all lessons
  - teachers' marking of children's work in Year 2 always includes clear steps on how it can be improved, and that children are given sufficient opportunities to respond to these comments to further their understanding
  - teachers always monitor children's work closely in all lessons so that any mistakes and misconceptions are quickly picked up to move their learning on
  - children always know their targets in literacy and numeracy and use them in lessons to check their progress towards achieving them.
- Accelerate children's progress in writing by providing children with more opportunities to write at length across the different subject areas.
- Improve attendance further so that it is at least average or better by strengthening links with parents so that they are fully supportive of the school's efforts to improve attendance.

## Inspection judgements

### The achievement of pupils is good

- Attainment at the end of Year 2 has risen over the last three years from significantly below average in English and mathematics to broadly average. Overall, all groups of children make good progress from their starting points.
- Progress in writing is weaker than progress in reading and mathematics. This is because children do not always have the opportunities to write at length in all subject areas.
- Children make good progress in reading, particularly in Year 2, where their confidence grows in using their phonics skills (the links between letters and sounds) to read difficult and unfamiliar words. The teaching of phonics is improving and children scored above the national average in the end of Year 1 national phonics screening check in the previous two years. Weaker readers are also supported by students from local schools, who act as reading buddies, and parent volunteers help them to improve their reading.
- Children in Years 1 and 2 make better progress in mathematics than in other subjects. Many pupils have English as an additional language and, at this stage, their numeracy skills are more developed than their literacy skills. They are confident in simple number work such as addition and subtraction. For example, in Year 1 lessons, there were good opportunities for children to develop their mathematical skills in producing bar charts using numbers in tally charts.
- Most children enter the Early Years Foundation Stage with levels of development considerably below those typical for their age. Children receive good care and support from adults. Leaders have been highly successful in improving the quality of teaching since the previous inspection. As a result, children make good progress from their starting points in the Nursery. By the time children leave the Reception, the skills and knowledge levels of most of the children are near those typically expected for their age, but they are still weaker in communication and language skills.
- Children have good opportunities in lessons to develop their listening and speaking skills. They build their vocabulary through discussing their ideas with each other and through interacting with teachers and teaching assistants who take time to explain new and difficult words. This helps children who speak English as an additional language to improve their English quickly.
- Senior leaders ensure that equal opportunities are promoted well in the school. Leaders and managers check the progress of individuals and different groups of children to identify those who may be slipping behind in their learning. These children then receive effective small-group and one-to-one interventions. Overall, there are no significant differences between the progress of different ethnic groups or between boys and girls. Disabled pupils and those with special educational needs also make good progress.
- Through closer monitoring and targeting of support, leaders have been highly successful in closing the gaps in attainment in all subjects between children entitled to the pupil premium and their peers. They now reach similar levels of attainment to their peers.

### The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now good. This is the result of an effective programme of support and training for both teachers and support staff.
- Teachers use good questioning skills to test and develop children's understanding. They also help children to build their vocabulary with helpful displays of key vocabulary which are regularly referred to during lessons.
- Teachers ensure that children have good opportunities to develop their speaking and listening skills. For example, in a Year 1 lesson, children were engaged in an activity that generated much discussion on writing sentences in order beginning with 'first', 'then', and 'finally'.
- Teachers guide teaching assistants well so that they provide good support to weaker learners. Relationships in classrooms are positive. For example, in a Year 1 numeracy lesson the teaching

assistant worked with a group of children successfully to build their mathematical vocabulary.

- In the Early Years Foundation Stage, children receive good support from adults who plan effectively to meet the needs of different children. As a result, there is a good range of activities, both indoor and outdoor, to engage children in their learning, with a suitable balance between child-initiated and adult-initiated activities. Children have a positive attitude, are ready to 'have a go' at activities, and work together well. For example, in a Reception class, children took turns to pick out the correct objects in an 'odd one out' activity using an overhead projector.
- In some lessons, the more-able children are not always stretched to enable them to make as much progress as they could, with opportunities sometimes missed to give them challenging tasks early enough in lessons. As one child said to the inspector, 'They give us easy work sometimes.'
- Marking of children's work in books is generally good in Year 1. However, in Year 2, marking is not always consistent throughout classes and does not always give children sufficient guidance on how they can improve their work further. Children are not always given enough opportunities to respond to comments in teachers' marking to help them to improve their work further.
- In a minority of lessons, teachers do not always monitor children's progress closely enough to move their learning on quickly. For example, in a Year 2 lesson, children spent most of their time drawing and colouring their fairy tale character rather moving on quickly to their writing task on describing the character.
- Children do not always know their targets in literacy and numeracy, or have easy access to them in lessons so that they can check their own progress for themselves.
- Pupils enjoy their extra-curricular activities, particularly sports clubs. The school uses specialist teachers from the federated junior school effectively to ensure children have good access to and make good progress in music and Spanish. There is also good use of professional coaches to support and improve the teaching of physical education.

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

- Children are polite, courteous and friendly and typically have positive attitudes to their learning. They show respect and children from all backgrounds engage with each other well.
- Children feel safe in school and say that bullying, including racist behaviour, is rare and that adults deal with any unacceptable behaviour quickly. Children show a good understanding of the school's positive behaviour policy, including class rules on how to behave.
- Behaviour and safety have improved since the previous inspection. However, behaviour is not outstanding because in a minority of lessons children's learning is affected by background chatter and some children take too long to settle down. Children say that in some lessons 'some children are too loud'.
- Children are taught how to keep themselves safe by learning about internet, road and fire safety. They have some understanding of the dangers of cyber bullying; as one child said, 'You must not talk to other people on the computer.' Another child added, 'There are some bad people out there.'
- Children get on well with each other during break, and lunchtime is calm and orderly. Children have good manners at lunch and most say they enjoy their food, with healthy options available. They show responsibility by keeping their tables clean and putting away their dishes and cutlery.
- Attendance has improved since the previous inspection but it is still below average. Children's punctuality is good and exclusions are rare.
- All staff responding to the staff questionnaire and most parents responding to Parent View agree that behaviour and safety are good in the school.

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

- Leaders at all levels, including governors, are ambitious and have worked together effectively to

bring about rapid improvements since the previous inspection. As a result, the quality of teaching is good and children make good progress.

- Middle managers know the main priorities for school improvement and contribute effectively to the school improvement plan. They are increasingly involved in checking the quality of teaching and the progress children make.
- Leaders have an effective system in place to monitor the quality of teaching and learning and for staff training and development. Performance management of staff is thorough and links well with the progress children make and the school's main priorities for improvement.
- In her drive to improve the quality of teaching, the executive headteacher has taken decisive action where teaching was not good enough.
- The curriculum has also improved since the previous inspection and contributes well to developing children's key skills of literacy and numeracy. A range of effective interventions helps children who are vulnerable to underachievement to make good progress. Effective links with external providers enable the school to provide on-site support for pupils with emotional and behavioural difficulties. However, links between different subjects are not always promoted effectively. For example, there are insufficient opportunities for children to improve their writing skills in different subject areas.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Cultural diversity is celebrated and children have respect for each other's cultures and faiths. The school promotes a 'value of the month'. Children know that they are currently focusing on 'sharing' and they explore this theme in lessons and assembly.
- The school has suitable plans on how to spend the additional government funding for primary sports. The aim is to provide better quality physical education delivered by professional coaches, better professional development for staff and more opportunities for children to compete in school sports.
- Communication with parents is through a parents' forum, family events and regular newsletters. The school provides workshops for parents to help them support their children's learning more effectively. However, some parents take their children on extended leave during term time, against the policy of the school. This affects the school's attendance.
- Most parents who responded to the Parent View felt the school is well led and managed, as did all the staff responding to the staff questionnaire.
- The local authority has worked closely with the school and has provided good quality support to help it bring about improvements.
- **The governance of the school:**
  - Governors have a good knowledge of the quality of teaching in the school and the achievement of children. They provide appropriate support and challenge to the school, for example by their involvement in improving the leadership and management of the Early Years Foundation Stage. They are aware of how pay and promotion are linked to teachers' performance through the information they receive from the executive headteacher. They ensure the efficient management of financial resources and know how the pupil premium funding is used to narrow the gaps in attainment between eligible children and their peers, and how the new sports funding is to be used to promote pupils' physical well-being. They attend training to enhance their skills and awareness, for example on the use of performance data and safeguarding. All statutory duties are met, including arrangements for safeguarding.

## 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>	101506
<b>Local authority</b>	Brent
<b>Inspection number</b>	425524

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	440
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Love
<b>Headteacher</b>	Mrs Nicola Yudin
<b>Date of previous school inspection</b>	1–2 December 2011
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