



# Park Lane Junior and Infant School

## Inspection Report

**Unique Reference Number** 101509  
**LEA** Brent LEA  
**Inspection number** 276527  
**Inspection dates** 6 October 2005 to 7 October 2005  
**Reporting inspector** John Earish AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Park Lane
<b>School category</b>	Community		Wembley
<b>Age range of pupils</b>	3 to 11		Middlesex HA9 7RY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02089025006
<b>Number on roll</b>	247	<b>Fax number</b>	02089037939
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Carole Bevis-Smith
<b>Date of previous inspection</b>	29 January 2001	<b>Headteacher</b>	Mr Martin Francis

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 6 October 2005 - 7 October 2005	<b>Inspection number</b> 276527
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Park Lane Primary is slightly bigger than average. Its pupils represent a rich diversity of cultures, faiths and languages with Somali, Gujarati, Arabic and Tamil as its four major languages in addition to English. In total, 24 languages are spoken. Nearly half of the pupils are in the early stages of learning English. Just under half of the pupils are entitled to free school meals and this is much higher than in most schools.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Park Lane Primary School believes that its overall effectiveness is satisfactory and the inspectors agree. The school has particular strengths in the leadership and management of the headteacher, its commitment to the care and personal development of its pupils, and provision for the Foundation Stage. The quality of education, including teaching, is satisfactory with many good features including the support for pupils with special educational needs and English as an additional language. Parents are overwhelmingly supportive of the school, and generally believe their children are learning well. Pupils like coming to school, behave well and are eager to learn. The school offers satisfactory value for money. Pupils' achievements are satisfactory overall but in the Foundation Stage they are good. There has been a satisfactory response to the issues raised in the last inspection report and the school is well placed to accelerate the rate of improvement. The headteacher has an accurate understanding of the school's strengths and weaknesses, and has successfully used this to introduce, for example, a social inclusion worker to support children facing problems at home or school.

### What the school should do to improve further

\* Use the good practice in monitoring the provision in English and mathematics as a model for other subjects. \* Extend the good practice in assessing pupils' progress and setting individual targets in English and mathematics to other subjects. \* Increase the opportunities for pupils to plan their own science experiments.

## Achievement and standards

### Grade: 3

The inspectors agree with the school's evaluation that pupils' achievement is satisfactory. The high level of mobility and large number of different ethnic groups presents a complex picture. It is clear from the results of 2004 national tests that the proportion of pupils achieving the expected levels at age eleven in mathematics was above average, just below average in English and well below in science. More able pupils achieved the higher levels in English and mathematics, but fewer managed this in science. The school's own tracking of individual pupils' performance shows that these pupils are making satisfactory progress in Years 3-6 which is reflected in national test data. Standards in Year 2 declined in 2004 to well below average. This had been predicted by the school, and was associated with the poor motivation of a small group of boys, and an increase in the numbers of pupils with learning difficulties. The results for 2005 show that pupils are now back on track with previous trends, and pupils make satisfactory progress overall. For example, in 2005 pupils reached the expected level in reading, were below in mathematics and well below in writing after beginning from a very low starting point. The new nursery and the reception classrooms are having a positive effect on children's progress. Previously, pupils entered school with very little preschool or nursery experience. Most children start school at levels that are very low for their age in all areas of learning. They quickly settle because of the interesting

range of activities designed for them and the very good support they are given. As a result, they are now making rapid progress. Those children who started school before the new nursery was opened entered Year 1 at the expected level in mathematics but below in all other areas of learning. Those with learning difficulties and English as an additional language are making good progress overall, and often making better progress than those whose first language is English. The school is very aware of the performance of different ethnic groups and uses this well to match the support to their needs. The best progress is being made in the Foundation Stage, because of the very good start they receive.

## **Personal development and well-being**

### **Grade: 2**

The personal development of the children is good. Pupils show a strong sense of right and wrong, and demonstrate respect for their own and others' cultural traditions, values and beliefs. Behaviour is good throughout the school due to high expectations and very positive relationships between all members of its community. This is a result of good provision for pupils' spiritual, moral social and cultural development. Pupils enjoy school very much and this is demonstrated in their positive attitudes to learning and their improving attendance. They make good contributions to the school community through the school council, where their views are voiced and taken seriously. For example, they have worked on improving the quality of school meals and making them healthy. Good links with the community enhance provision and contribute further to their personal qualities. For example, children raise money for various charities and sensibly carry out responsibilities such as running the Healthy Tuck Shop. As a result, they develop skills and qualities that will eventually equip them for working roles. Pupils also have a good understanding of how to stay safe and lead healthy lifestyles.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school judges that the quality of teaching is satisfactory with many good features. Inspectors saw good teaching, but agree that the impact of teaching on learning over time is satisfactory. Teachers use questions effectively to assess and extend pupils' learning, and use resources well to engage and maintain children's interest. However, the school recognises the need to enable pupils to learn more quickly to raise standards. For example, it has identified that there should be more opportunities during science lessons for pupils to plan and carry out their own experiments so as to deepen their understanding. Teaching is consistently good in the Foundation Stage, where the lessons are well focused and children make good progress. For example, children were seen learning to count, recognise and write the numerals 1-10 and beyond while purposefully engaged in a very good range of activities. Teachers and their assistants are adept at creating a learning environment where children are encouraged to think for themselves and reflect on their learning. Systems for checking on pupils' progress

and setting targets are best in English and mathematics. Teachers use this information well to plan work to meet the needs of all children, and especially those who are identified as needing extra support. The school is now considering how it can extend this good practice to other areas of the curriculum.

## **Curriculum and other activities**

### **Grade: 3**

The school's curriculum provision is satisfactory with some good features. It is broad, but the school's emphasis on literacy skills means that foundation subjects are not covered in as much depth as in some other schools. However, the school is developing links between subjects so that pupils progressively increase their knowledge, skills and understanding in these areas. The school actively promotes healthy lifestyles through the curriculum. Provision for outdoor play for children in the Foundation Stage has improved significantly since the last inspection and is now good. It is used effectively to develop children's physical development. Initiatives to raise standards in reading and writing provide good opportunities for pupils whose first language is not English to develop their understanding of spoken and written English so they can successfully access the curriculum. The Foundation Stage curriculum is well-planned and provides children with a good start to their education. The pupils' understanding of how to stay safe and healthy is promoted effectively through assemblies, displays, and personal, social and health education.

## **Care, guidance and support**

### **Grade: 2**

The school judges these aspects as good and inspectors agree. Very good provision is made for children who have specific learning difficulties and those that are vulnerable. They are well guided to enable them to achieve as well as their peers. There is well-organised support for children with English as an additional language. There are regular and effective meetings between teachers, support assistants and outside agencies. A good range of initiatives are supporting pupils' progress in literacy and numeracy effectively and raising their self-esteem and confidence. Comprehensive assessment information is regularly updated to plan an appropriate level of support for all children, including those identified as gifted and talented. A pilot project provides appropriate challenge to the most able children. Parents are fully involved and meet regularly with staff to review their children's progress. Arrangements for safeguarding children are robust and regularly reviewed. Health and safety routines and risk assessments are fully in place. Child protection procedures are clear and widely understood. As a result, pupils feel safe and secure, and enjoy coming to school.

## **Leadership and management**

### **Grade: 3**

The school rightly assesses the quality of leadership and management as satisfactory. There is a clear focus on achievement but also on enjoyment and pupils' personal

development. School self-evaluation is accurate and has been used to identify areas for improving the attainment of pupils. Initiatives to raise standards are effective. The school improvement plan is sufficiently detailed to allow the governors to hold the school to account. Good use is made of the building and the grounds to provide a stimulating learning environment. Governance is satisfactory. The governing body is committed to raising standards and ensuring that legal responsibilities are met. It has put in place satisfactory systems to support and challenge the school so they can hold it to account. The chair of governors visits the school regularly and has provided considerable help and support. The commitment and enthusiasm of the headteacher is good, and he is held in high regard by the whole school community. He is the driving force behind many of the initiatives to raise standards and improve provision. The headteacher has rightly recognised that the roles of foundation subject managers need to be extended so that they can monitor provision and lead improvement more effectively using the good practice that has been developed in mathematics and English. The school is well-placed to make good improvement in the future.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Following our visit to inspect your school we would like to tell you what we think about how well you are getting on and how well your school is helping you to learn. We enjoyed seeing you at work and at playtimes, and liked talking to you.

There are lots of things that we like about your school. Some of them are: \* Your school is friendly and welcoming. You behave really well and get on very well with each other. \* You listen carefully to what your teachers have to say and try very hard in your lessons. \* The new classrooms for the nursery and reception children are bright and cheerful and there are lots exciting activities for you to take part in. \* The way the school council has work on improving the quality of school meals and making them healthy. \* Your teachers spend a lot of time looking at what you have done in class and working out how to help you to make your work even better. \* Your headteacher, and all of the other people who help run your school, are working hard at making sure that you get the very best education.

All of the adults in your school want it to be even better. To help them to do this, teachers are going to check what you are doing, and how well you work in lots of different types of lessons so the learning is even more enjoyable.