



Lyon Park Junior School

Inspection Report

Unique Reference Number 101505
Local Authority Brent
Inspection number 286087
Inspection dates 1–2 November 2006
Reporting inspector Sue Vale

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

Type of school	Junior	School address	Vincent Road
School category	Community		Wembley
Age range of pupils	7–11		HA0 4HH
Gender of pupils	Mixed	Telephone number	02089021479
Number on roll (school)	467	Fax number	02089033564
Appropriate authority	The governing body	Chair	Leon Turini
		Headteacher	Mr M P Maxwell
Date of previous school inspection	24 September 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Lyon Park Junior School is a larger than average junior school in Wembley. Attainment on entry into Year 3 shows pupils to be exceptionally below average in mathematics, reading, and writing, speaking and listening. The majority of pupils are from minority ethnic communities and almost all are learning English as an additional language. There is a much higher than average percentage of refugees. About a quarter of all pupils are in the early stages of learning English and three quarters of them are not fluent English speakers. Approximately, a quarter of pupils have been identified with learning difficulties or disabilities. The proportion of pupils joining or leaving the school at other than the usual times is also high. The number of pupils entitled to free school meals is similar to other schools nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Lyon Park Junior School provides a satisfactory standard of education with some good features. The school is very popular with both parents and pupils. As one parent commented, 'the school provides a very safe and caring learning atmosphere.' Another adds 'It gives its pupils a sense of belonging.' Inspectors agree with these comments.

Most of the pupils who start at the school in Year 3 start with standards which are exceptionally below national averages. Pupils who are at the school for the full four years make good progress and achieve well against their previous low starting points. In some instances pupils reach above average standards. There are many other factors which affect the majority of pupils' progress and achievement. These include the exceptionally high number of pupils starting and leaving school other than at expected times and also those who are at the very early stages of learning English. For example, three quarters of the pupils currently in Year 6 have not been at the school since Year 3. Nearly all pupils are learning English as an additional language and three quarters of them are not fluent. The other quarter is in the very early stages of learning English. This inevitably has an effect on standards achieved. Because of a good curriculum and pupil's real interest in learning, pupils progress well so that standards in 2006 national tests were broadly average in English, but were below average in mathematics and science. Overall, standards and achievement are satisfactory.

Teaching is satisfactory overall with some good elements. In some lessons work is not always well matched to pupils' individual needs and not always challenging enough. This is because of a lack of rigorous assessment and target setting, so that the monitoring of pupils' progress particularly in mathematics and science is not consistently applied as they move through the school.

Pupils' personal development and well-being is good. Their spiritual, moral, social and cultural development is good. Pupils behave well and show a real enjoyment of learning. Attendance is above national averages. Pupils receive good care, with satisfactory guidance and support. The curriculum is good and is a main factor as to why pupils are so interested in learning. It is broad and balanced and enriched by extra-curricular activities with a strong emphasis on the cultural development of pupils. This is a significant improvement since the previous inspection.

Leadership and management is satisfactory overall. The headteacher and leadership team are aware of what needs to be done to move the school on. A number of different strategies have been trialled and piloted by the school in order to raise standards. Developments in assessment are not being consistently or rigorously applied across the school.

What the school should do to improve further

- * Raise standards in mathematics and science.
- * Improve the consistency of teaching so that work is more closely matched to pupils' needs.

* Develop effective systems for monitoring and tracking pupil's progress.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory overall. Pupils' attainment on entry is exceptionally below average when they start school in Year 3. Recent initiatives such as the involvement by the school in a borough initiative on raising achievement plan (RAP) have had a positive impact in raising standards in English. In the 2006 test results pupils achieved broadly average standards in English from their low starting point and this represents good progress. In the same year the high level of mobility and an increasing number of pupils who arrive at the school with limited previous experience of schooling has impacted on the standards achieved in mathematics and science. This has resulted in pupils achieving standards in these subjects which are below average. Whilst children who are new to learning English are very well supported when they arrive at the school, this support is not consistently followed up in all classes. A lack of identified individual targets in mathematics and science is another factor as to why pupils do not make as much progress in these subjects.

Personal development and well-being

Grade: 2

Pupils really like their school. Comments such as 'learning is fun' and 'teachers and pupils are kind and helpful' show that pupils are happy, feel safe and know that they are well cared for. Pupils value the 'Place to be' and 'Place to talk' because they know that there is always someone to talk to when they have any problems. Attendance is above average, reflecting pupils' very good attitudes to learning. Pupils' spiritual, moral, social and cultural development is good. They feel valued and respected which results in them making very good gains in self-esteem and self-confidence. Pupils work very well together and play together sensibly in the playground. Pupils come from many different cultural backgrounds. They show respect and tolerance to everyone, with few racial tensions. They understand the need to lead healthy lifestyles. Pupils enjoy the opportunities to take responsibility, such as being prefects or members of the school council. They know that their views are sought and acted upon, such as when they helped to increase the number of computers. They make a good contribution to the community by raising money for local and international charities and are well prepared for the next stage of their education in their personal and social skills.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall with some good elements. In good lessons, teachers use questioning well to assess learning. Pupils learn effectively

and make good progress when lessons are planned appropriately to meet their individual needs. Pupils behave well in lessons and are eager to learn because of good relationships between pupils and teachers and a strong ethos of wanting to learn. Pupils are encouraged to work independently and in small groups, which they do well. In the majority of lessons, which are satisfactory, teachers spend too much time talking. This does not allow pupils enough time to spend on their own work or to reflect on their learning. This limits some pupils' progress.

Assessment is not used consistently to match the pupils work to their different starting points. Pupils are not always told how to improve their work. Teaching assistants make a valuable contribution to helping the pupils improve their work although on occasions they are not involved enough with accelerating the pupils learning, for example in whole class sessions.

Curriculum and other activities

Grade: 2

The curriculum is good. It has significantly improved since the last inspection. There is a wealth of enrichment opportunities for pupils such as the residential trip for pupils in Year 5, as well as an extensive range of visits. This really supports pupils learning of other cultures and interests. Pupils particularly enjoy, and learn a lot from, theatre, arts and history groups who visit the school. During the inspection, pupils worked enthusiastically with an African drumming group. All of these opportunities make a positive contribution to the pupils' personal, cultural and creative development. The increased use of the computer suite, links with a local secondary school, and borough-led assessments are helping raise standards in information and communication technology. There is a good range of extra-curricular activities, such as sports groups and dance clubs which encourage healthy lifestyles. These are popular and well attended. Specialist teachers provide effective development of skills in physical education and music.

Care, guidance and support

Grade: 3

Pupils are well cared for. Parents have positive views of the school. Health and safety and child protection arrangements are secure and pupils comment that they feel safe. Many pupils arrive at the school from other countries with very limited English language skills, and in a number of cases limited schooling, but settle in quickly as a result of the school's good strategies for the support and induction of new pupils. Pupils with learning difficulties and disabilities are well supported. The system for tracking pupils' progress is not consistently applied throughout the school and needs to be more robust. Marking is not consistent enough to enable pupils to know how well they are doing and what they need to do to improve.

Leadership and management

Grade: 3

Leadership and management is satisfactory overall and has good capacity to improve. The head teacher along with the leadership team has satisfactorily identified areas for development. Five new members of staff means that there has been a need to re-organise responsibilities within the school. Subject coordinators have been newly appointed to lead in the core areas of English, mathematics and science in order to raise standards in these areas. The school improvement plan rightly identifies areas for development, but is not yet driving these forward at a fast enough rate. A number of different strategies and projects have been trialled in the school to find the best way forward to develop assessment techniques and raise standards. The governing body are supportive and ensure that statutory requirements are met. They are involved in forward planning in order to give support to the leadership team and ask challenging questions.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we came to visit your school. We enjoyed meeting and talking with you and looking at your work.

Here are the things that we think are best about your school

- * You behave really well
- * You are interested in your lessons and you want to learn
- * Your teachers look after you very well.
- * Your spiritual, moral, social and cultural development is good
- * Those of you who are new to learning English make good progress.

These are the things that we think could be better

- * Some of you need to work harder in mathematics and science.
- * The way your teachers assess your work needs to be more rigorous in order to help you to achieve even more.
- * When planning lessons teachers need to make sure that they match work carefully to your different abilities.

Best wishes

Sue Vale

Lead Inspector