

# Lyon Park Infant School

## Inspection report

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<b>Unique Reference Number</b>	101506
<b>Local Authority</b>	Brent
<b>Inspection number</b>	307714
<b>Inspection dates</b>	14–15 October 2008
<b>Reporting inspector</b>	Nicola Davies

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	425
Government funded early education provision for children aged 3 to the end of the EYFS	193
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Karsan Vekaria
<b>Headteacher</b>	Mrs Nicola Yudin
<b>Date of previous school inspection</b>	8 March 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Vincent Road Wembley HA0 4HH
<b>Telephone number</b>	020 8902 5454
<b>Fax number</b>	020 8903 9748

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<b>Age group</b>	3–7
<b>Inspection dates</b>	14–15 October 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large infant school in Wembley with an Early Years Foundation Stage (EYFS). This includes a separate nursery and four reception classes in the main school building. The majority of pupils are of Asian heritage, the largest groups being Gujarati or Tamil speakers, of Indian or Sri Lankan heritage. Most pupils are at very early stages of learning English as an additional language when they join the school. An average proportion of pupils is entitled to free school meals. The proportion of pupils who have learning difficulties and/or disabilities is a little above average. These mostly relate to difficulties with language, speech and communication. A significant number of pupils joins the school other than at the normal time of admission.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Lyon Park Infant School provides a good education for its pupils. Pupils' personal development is treated as a priority in their early education and the care, guidance and support given to them are good. As a result, even very young pupils learn to be kind to others, respond well to their teachers' praise, behave well and enjoy school. The school has very good systems for tracking pupils' progress in their work and well-being. These systems help ensure that pupils' academic and social progress is good. Although many pupils do not have fully developed skills in English when they start in Year 1, they make good progress to reach standards which are a little below average by the end of Year 2. An interesting curriculum composed of different themes helps them develop their English across subjects. It also helps them develop other skills, such as their excellent understanding of healthy living.

Achievement is good because teaching is good. Staff have very good relationships with their pupils and successfully use a wide variety of strategies to help pupils learn. However, on occasions, teaching is not sufficiently well adapted to the particular learning and language needs of pupils. For example, sometimes pupils have too few opportunities to talk or their activities are not matched well enough to their previous learning or interests. Additional staff and extra programmes help pupils with particular difficulties to make good progress. These include, for example, small group activities where they develop their social skills. There are also successful activities that help pupils to learn their letters and sounds or to catch up in their mathematics. The school is well led by the headteacher, deputy and staff with special responsibilities. Working together, staff have significantly improved both attendance and the quality of learning in the EYFS. Teachers work well with parents to set challenging targets, which pupils are increasingly reaching. Such successes indicate that the school has a strong capacity to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision for children in the EYFS is good. Children settle well into the daily routines of the nursery as staff make very effective links with parents through visiting them at home. Children joining the nursery classes have a range of skills and experiences but, generally, these are well below those expected for their age. For nearly all children, this is their first experience of an English-speaking environment. They make a good start and achieve well. For example, some enter Year 1 with the expected skills for their age although many continue to need support, particularly to develop their language and literacy skills in English. Interesting activities, high quality care and a secure environment support them well and contribute effectively to their personal development. Indoor and outdoor activities promote a range of skills. All children have access to learning outdoors, although the location of the shared outdoor area for reception children limits their independent use of the space. The school wants to change this but, in the meantime, staff do not always make the best possible use of the area. For example, the planning for outdoor activities does not match the careful thought given to making sure indoor activities maximise children's learning. Nursery nurses and other adults engage children well in small group activities. Staff make careful notes of children's achievements, such as when children looked into a mirror to paint the colours and features of their faces. Leadership and management of the EYFS are good. For example, the good nursery provision is a significant improvement since the last inspection.

## What the school should do to improve further

- Increase the proportion of good or better teaching by making sure lessons are always well matched to pupils' interests and needs.
- Improve the outdoor curriculum for pupils in reception classes.

## Achievement and standards

### Grade: 2

Overall the standards that pupils reach are a little below average at the end of Year 2 and have risen since the previous inspection. The progress that pupils make from their starting points is good. This is particularly so in mathematics, where more pupils are achieving at higher levels. Overall reading and writing skills are below those found in most schools. This is because most children are still at earlier stages of learning English as an additional language when they join Year 1. A focus on phonics is beginning to help raise standards in writing, as are the interesting writing activities that teachers set. Pupils with difficulties learning to read and write make good progress as do those with emotional and behavioural difficulties.

## Personal development and well-being

### Grade: 2

Pupils enjoy coming to school as it offers them responsibilities and work that is 'fun'. Attendance is good. Pupils report that bullying is rare. If it ever happens, it is dealt with promptly. Pupils' behaviour is good and they are very keen to please their teachers. They talk proudly of the praise they get from teachers for their work or behaviour.

Pupils' spiritual, moral, social and cultural development is good. In assemblies, they learn to reflect on stories with moral lessons. Pupils develop respect for different cultures in subjects such as music, art and religious education and develop a sense of sympathy for people who are less fortunate than themselves. They contribute to many charities including UNICEF. They understand how to keep safe and have an excellent understanding of healthy living. They enjoy keeping fit and are determined to eat healthily.

Pupils are keen to take on responsibilities around the school. They help out in the lunch hall preparing tables for younger pupils, act as 'buddies' for new pupils and contribute well to the school through acting as councillors. Their basic skills in English, numeracy and information and communication technology (ICT) prepare them adequately for their future lives. However, pupils' skills in learning independently are limited because, as staff have recognised, they do not have consistent opportunities to develop them.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils become very involved in what is taught because teachers make lessons interesting. They use a good range of strategies to involve pupils. One successful example was when a teacher dressed as Mary Seacole and gave out Jamaican objects for pupils to handle. The children's levels of attention were very high and they enjoyed the lesson greatly. Staff use songs, pictures and repetition to help pupils to learn English. They also use the pupils' home languages effectively to develop their English skills. The teaching of early reading skills has improved recently following the introduction of a new programme focussing on letters and sounds. As a

result, pupils are more confident in tackling new words. Although the positive comments that teachers make when marking pupils' work help to boost their self-esteem, some do not give enough guidance about how to improve. There is inconsistency in the emphasis put on encouraging pupils to speak in lessons. This means that sometimes pupils lack enough opportunities to practise their developing English skills. Similarly, on occasions, work is not well enough matched to the different levels of pupils' skills.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is organised around different themes which interest pupils. These themes benefit pupils at earlier stages of learning English as an additional language as they have opportunities to use the same vocabulary across a range of different contexts. They also give strong support to pupils' personal and social development. For example, the work based on 'celebrations' helps children to learn about different cultures. Similarly, recent work on healthy eating means pupils are delighted when they see their friends choosing healthy food at lunchtime. The very well-developed links with people in the community, such as the school nurse, help pupils know how to stay safe in the home.

The good provision of lunchtime and after-school clubs has a positive impact on pupils' personal development and on their skills, especially in subjects such as music and physical education. The arrangements to help pupils who need extra support in mathematics are effective. They have resulted in these children making particularly good progress. Pupils' enjoyment of school is increased a good deal by the many visits and visitors, including the steel band who performed during the inspection. Work is continuing to ensure that subjects, such as history and geography, are covered comprehensively in the themes on which planning is based.

## **Care, guidance and support**

### **Grade: 2**

Good arrangements are in place to safeguard pupils and to provide care for those who are vulnerable. There are excellent links to specialist agencies who work with pupils who are experiencing difficulties such as emotional upsets. Additional staff make a good contribution to pupils' learning through extra activities. For example, pupils who join the school at the very earliest stages of learning English are given extra help to learn basic words and phrases in English. Another example is the speech and language therapy, which staff provide to help pupils with communication difficulties. Some aspects of guidance are first class. For example, parents and teachers work together to set short-term targets for pupils in English and mathematics, as well as their personal well-being. Parents wholeheartedly support the school, although not all are given enough information on how multilingual staff use some of the pupils' 25 languages to enhance their learning of English.

## **Leadership and management**

### **Grade: 2**

The headteacher, deputy and the large senior management team work well together to share responsibility for improving aspects of the school. This team approach helps to involve everyone in the accurate identification of priorities, and in taking action to improve the school. Governors are active, knowledgeable and have had a good impact on the work of the school. They ensure

the school justifies its spending priorities and provide good support for changes. However, they have not ensured that full records are kept of the regular steps taken to minimise health and safety risks around the school site.

The school makes a good contribution to community cohesion. Staff and governors are representative of the local community and this helps pupils develop pride in their own heritages and learn to appreciate the culture and strengths of others. The school has recognized that not enough is done to teach pupils more about the school communities across Britain which are very different to Lyon Park.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B**

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

24 October 2008

Dear Pupils

Inspection of Lyon Park Infant School, Wembley, HA0 4HH

Thank you for being so helpful and friendly to us. All the inspectors enjoyed talking to you. You will be happy to hear we think that Lyon Park is a good school. This is because:

- your teachers are kind and help you learn
- you behave well and take good care of yourselves and other children
- you learn in lots of interesting ways
- you learn new things quickly
- everyone takes good care of you
- all the adults work together to improve things.

We have asked your teachers to:

- think of different ways to help the reception children learn in the Quad
- make sure you always get work that is just right for you.

We had a lovely time at your school. Thank you.

Yours sincerely

Nicola Davies

Lead Inspector