

Lyon Park Junior School

Inspection report

Unique Reference Number	101505
Local Authority	Brent
Inspection number	335734
Inspection dates	7–8 October 2009
Reporting inspector	Robert Pyner HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	472
Appropriate authority	The governing body
Chair	Leon Turini
Headteacher	Mike Maxwell
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors.

The inspectors visited 20 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including the school improvement development plan, curriculum and management policies, progress tracking data, performance evaluation information and safeguarding documents. In addition, questionnaires from 186 parents, 65 pupils and 22 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the procedures which have led to the improvement in attainment and progress in mathematics and why this has not been replicated in English and science
- the impact of teaching on pupils' learning, particularly in literacy and for pupils at an early stage of learning English, to assess whether teaching is suitably challenging
- how well data on pupils' progress are used to improve their attainment and progress, particularly in reading and writing
- the effectiveness of leadership at all levels in making improvements since the last inspection.

Information about the school

Lyon Park Junior School is much larger than an average junior school. The overwhelming majority of pupils come from minority ethnic groups, the proportion being much higher than the national average; almost nine tenths of the children come from families who speak English as an additional language. About 10% of pupils are at an early stage of learning English. In all, 27 different languages are spoken in pupils' homes but the most common are Gujarati, Tamil and Somali. The proportion of pupils entitled to free school meals is broadly in line with the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average at almost one third, but the proportion of pupils with statements of special educational need is in line with the national figure.

The school has achieved the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The headteacher, staff and governors are committed to the welfare of the pupils and their families but the school has a range of weaknesses across pupil outcomes, provision and aspects of leadership and management of the school. Progress on the areas for improvement from the last inspection is inadequate. Therefore, the school's capacity to improve is inadequate.

Pupils start at the school with attainment that is well below that expected for their age. A few have significant difficulties in learning and using English but inspection evidence found that generally pupils understood and used English satisfactorily. By the end of Year 6, pupils' attainment in English and science is low but better in mathematics. The progress the pupils make, taking their starting points into consideration, is inadequate overall and in English has been declining significantly year-on-year since 2006. Despite being an area for improvement at the time of the last inspection, the progress made by pupils in science remains static. Weaknesses in the provision for pupils at the early stages of learning English mean that this group makes inadequate progress. The quality of teaching ranges from good to inadequate but too much is barely satisfactory, so pupils are not challenged effectively to make the progress of which they are capable. Teachers do not use assessment information consistently to ensure activities are matched closely to pupils' different levels of ability. This limits the progress made and, in some cases, leads to lack of attention by the pupils and unsatisfactory behaviour. Marking is not always completed in a timely manner and does not specify well enough what pupils need to do to improve.

The school's view of its effectiveness is too positive. Leaders have not tackled the issues of declining pupil attainment and progress in English. Structures for monitoring pupils' progress and the quality of teaching are not sufficiently rigorous to ensure improvement. At the time of the inspection, safeguarding procedures were inadequate. The governing body provides school leaders with support but governors have not effectively held the school to account regarding pupils' achievement and statutory requirements.

The school does have positive elements. Pupils say they enjoy work, feel safe in school and play a part in its development. The vast majority of parents who responded to the questionnaire report that their children enjoy school. Behaviour is satisfactory. Pupils

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have a good understanding of healthy lifestyles, opportunities for spiritual and cultural development are effective, and attendance is above average. The newly implemented curriculum has an appropriate focus on skills. The school has worked hard to engage with parents, works satisfactorily with partners to promote pupils' well-being and is beginning to develop aspects of its work on community cohesion beyond the school itself. However, current weaknesses mean that the school does not give value for money.

What does the school need to do to improve further?

- Ensure safeguarding procedures comply with statutory requirements.
- Raise pupils' attainment and improve their learning and progress in reading, writing and science by:
 - improving the proportion of good or better teaching to at least 80% by the end of the summer term 2010
 - ensuring that all teaching is informed by pupil assessment so that work is closely matched to pupils' needs, especially for those pupils who are in the early stages of learning English
 - making sure that the marking of pupils' work is consistent and provides all pupils with clear guidance on what they need to do to improve their work
 - rigorously evaluating the progress made by pupils in order to take swift and focused action for improvement.
- Develop the role of the governing body in holding the school to account for the rate of pupils' progress and for ensuring that satisfactory safeguarding procedures are in place and regularly reviewed.

Outcomes for individuals and groups of pupils**4**

Pupil' attainment at the end of Year 6 is low and significantly below national averages, reflecting a declining trend from a better position in 2006. Unvalidated results for 2009 show that performance in English and mathematics declined from the previous year. However, mathematics remains broadly in line with national averages and this is a result of focused work by the school with support from local authority consultants. Science results remain static and are significantly below average despite being highlighted as priority for improvement in the last inspection. Senior leaders are aware that the attainment of pupils is below local authority averages but have not been able to arrest the decline despite concerns raised at the last inspection.

More concerning is the decline in the progress made by pupils in English since 2006; in 2008 it was significantly below that expected. The school's own fairly recently developed progress tracking system shows that during 2008/09, fewer than half of the pupils in the school made the expected progress in writing and the figure for reading was barely over half. However, the improvement in the progress made by pupils in mathematics led to outcomes in 2008 which were significantly above average. Boys and girls make similar

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progress in their work. Although pupils' attitudes to learning are good, reflected in their above average attendance, their poor attainment and progress mean that they are not prepared as well as they should be for the challenges of the next stage of their education.

In lessons, inspectors observed effective teaching and learning in a few lessons with engaging and lively activities. However, too often pupils were not provided with challenging tasks which stretched their understanding, knowledge and skills, particularly for the more able groups. This was because lessons were not planned effectively, using information on pupils' progress and prior attainment as a starting point.

Pupils with special educational needs and/or disabilities make inadequate progress overall. Despite satisfactory individual support plans for pupils with social and emotional needs, and signs of improving systems of support for pupils and teachers led by the inclusion manager, there has been too little impact on progress. Overall, pupils at an early stage of learning English make inadequate progress.

Pupils have a good understanding of healthy lifestyles. They understand the importance of a healthy diet, and a large majority of packed lunches seen during the inspection displayed a good range of healthy foods. Responses from the pupils show that the vast majority feel safe at school and members of the school council were clear about whom they could talk to if they were worried about something. The pupils' spiritual, social, moral and cultural development is also good and they respect each other's differences. The school works hard to celebrate the diverse cultural heritage of pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers generally have satisfactory subject knowledge and use technology in the form of interactive whiteboards to enhance their lessons. In some lessons, teachers use clear objectives and sessions are well managed. Consequently, pupils experience a mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. In one lesson, young pupils were working on the book 'The Iron Man' and considering adjectives and similes. Pupils greatly enjoyed drawing out on the playground the shape of the Iron Man's head, sitting inside it and then using similes to discuss with a partner the proportions of his body. Pupils were fully engaged in the task and it produced some imaginative and effective similes, including 'his legs are like tree trunks'; 'his arms like pipes' and 'a nose like a samosa'.

However, in too many lessons, expectations of the progress possible, particularly by more able pupils, is too low. Time is often not used effectively to ensure that pupils are learning from appropriate tasks rather than just passively listening to the teacher. The result of this is that behaviour can deteriorate and too much time is used in ensuring pupils are working appropriately. There are too many barely satisfactory, or inadequate, lessons to support the scale of improvement required to ensure higher attainment. The inappropriate match between tasks and pupils' needs results from teachers' poor use of information about their prior learning and understanding to plan lessons that are sufficiently challenging. The school's system of tracking pupils' progress is not used effectively to develop learning which is appropriately differentiated. Although there are examples of good marking to help pupils understand what they need to do to improve their work, this is inconsistent across the school.

The curriculum was reviewed in 2008/09 to give more emphasis to the development of pupils' skills. Its implementation is still at an early stage and no formal evaluation has been completed. Planning shows a satisfactory range of activities which are enhanced by, for example, specialist coaches for sports and topic-related visits every half term to places of interest. The school uses themes such as Black History Month to develop understanding of the cultural heritage of pupils and uses music and dance to create clear links to skills that pupils enjoy. A reasonable range of clubs are enjoyed by pupils at lunchtimes. Pupils have good opportunities to reflect on spiritual issues, although some class assemblies are too short to develop this work fully.

At the time of the inspection, a specific issue involving the rigour of the school's procedure for safeguarding children meant that overall care, guidance and support are judged inadequate. In other aspects, the school demonstrates clear and effective support for individuals and their families. It is clear that the headteacher and all staff

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care about the welfare of pupils. This is appreciated by pupils and parents, particularly those facing challenging circumstances.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The headteacher has created a caring community where every individual is important. He understands the need to improve pupils' attainment and progress. The structure of the senior leadership team means that it is suitably placed to promote high expectations through the recently developed tracking system. However, this leadership structure is very fragile and is yet to make a satisfactory impact on attainment and progress. Indeed, the recommendations for improvement in the report following the last inspection are very similar to those in this report. Much of the evidence from the school outlines intentions and plans to develop structures for monitoring and evaluation, such as the raising achievement team, but few can demonstrate real impact on improvement. The school accepts that middle leaders require further support and development to ensure that they are confident to lead and manage their subjects or aspects effectively. There are insufficient opportunities for members of the senior leadership team to take part in a cycle for the monitoring of teaching and learning. This means that there is no effective link between tracking pupils' progress for underachievement and the resultant drive for accountability and improvement. The governing body is committed to improvement, but it is still in the process of developing systematic procedures for evaluation with which to hold the school to account for pupils' attainment and progress and for statutory requirements such as safeguarding procedures.

Attention is focused on ensuring that equal opportunity is promoted and discrimination tackled. The inclusion manager has developed satisfactory provision for some potentially vulnerable pupils, particularly through counselling opportunities. However, the weakness in provision for children at the early stages of learning English and their insufficient progress means that the overall judgement is inadequate. A few pupils noted in their questionnaires that they had been bullied, one for racial reasons. There is satisfactory engagement with parents and their views are regularly canvassed and considered. The school has established relationships with partners to ensure the well-being of pupils and their families and is developing this further with a local Youth Panel. This work develops the wider aspect of community cohesion to enhance the satisfactory work already undertaken within the school.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

From the returned questionnaires, it is clear that parents support the school. There were very few written comments. There was no single theme predominating but ranging across issues including bullying, the management of the school, standards of teaching, preparation for secondary school transfer, pupils' behaviour, religious education and lack of homework.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyon Park Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 186 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	58	75	40	0	0	1	1
The school keeps my child safe	80	43	101	54	4	2	0	0
The school informs me about my child's progress	68	35	110	59	6	3	1	1
My child is making enough progress at this school	53	28	118	63	10	5	2	1
The teaching is good at this school	71	38	105	56	6	3	2	1
The school helps me to support my child's learning	64	34	110	59	9	4	2	1
The school helps my child to have a healthy lifestyle	57	30	117	63	10	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	2	118	63	8	4	1	1
The school meets my child's particular needs	47	25	122	63	13	7	3	1
The school deals effectively with unacceptable behaviour	49	26	115	62	11	6	2	1
The school takes account of my suggestions and concerns	45	24	120	64	12	6	3	1
The school is led and managed effectively	49	26	121	65	2	1	2	1
Overall, I am happy with my child's experience at this school	78	42	100	54	2	1	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 October 2009

Dear Pupils

Inspection of Lyon Park Junior School, Wembley HA0 4HH

Thank you for welcoming the inspection team on our recent visit to your school. Special thanks should go to the school council members who took the time to talk to my colleague. Many of you spoke to inspectors and showed us your work, and we enjoyed our time with you. It was very interesting to hear your views and it helped us to reach our judgements. This letter is to inform you of our findings.

There are some good things happening in your school such as your understanding of healthy lifestyles. You told us that you like lessons and how, through your school council, you help to improve the school. You said you know that an adult will help you if you are unhappy or have a problem. However, our findings show that the school needs special help to ensure that you make enough progress in your work, especially in reading, writing and science. Some of your lessons do not challenge you enough and you do not always know what you need to do to improve your work and develop your skills. As a result, many of you do not make the progress you should by the time you leave school at the end of Year 6.

The headteacher and staff at your school care about you and want you to do as well as you can. However, there is more to do. We have asked the teachers to use information about your progress to make sure that work is always set at the right level for each of you. The work that you do needs to extend your knowledge and skills, especially for those of you who are at an early stage of learning English. We have asked your teachers to explain what you need to do to improve when they mark your work.

School leaders need to ensure that they follow thoroughly the important regulations about keeping you safe. All these improvements need to happen as quickly as possible. This means that the school's leaders and governors will need to keep a close eye on how well the school is helping you to learn and improve your skills. Your school will have extra help to do these things and an inspector will visit regularly to see how well improvements are progressing.

You can help by doing your best at all times. Please ask for harder work if it is too easy. You can also make sure that you follow the advice teachers give you when they mark your work.

Yours sincerely

Robert Pyner

Her Majesty's Inspector

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