

Lyon Park Infant School

Inspection report

Unique Reference Number	101506
Local Authority	Brent
Inspection number	376577
Inspection dates	1–2 December 2011
Reporting inspector	Andrew Saunders

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	The governing body
Chair	Toby Crowe
Headteacher	Nicky Yudin
Date of previous school inspection	14 October 2008
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Age group	3–7
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 24 lessons taught by 13 teachers. They held meetings with senior leaders, groups of staff and pupils, and members of the governing body. They also spoke informally with parents and carers, as well as with pupils. Inspectors looked at pupils' work, the school's systems to track pupils' progress and identify their needs, school policies and procedures and the self-evaluation of the school. Inspectors considered the responses of parents and carers in the 114 questionnaires returned, as well as responses from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress children make during the Early Years Foundation Stage, considering the level of skills and knowledge when they join the school.
- The effectiveness of the school in accelerating progress and raising attainment in reading.
- The accuracy of the school's views about the strengths and weaknesses in teaching and how effectively they are improving teaching further.
- The impact of recent changes to the leadership and management of the school in identifying and bringing about improvements in learning.

Information about the school

This is a larger than usual infant school, located in an urban area of Wembley. In January 2011 the school became part of a hard federation. There is now an executive headteacher for both schools with an associate headteacher for each of the infant and junior schools, with a single governing body. In some cohorts there are more boys than girls. The proportion of pupils known to be eligible for free school meals is broadly average. Pupils are from a wide range of heritages, with the largest groups from Asian Indian and other Asian backgrounds. Most pupils speak English as an additional language; there are 26 languages spoken in the school. A few pupils arrive at the school at the very early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average, particularly in some cohorts, and includes those with speech, language and communication needs and those with behavioural, emotional and social difficulties. The Early Years Foundation Stage comprises a Nursery class, with separate morning and afternoon groups, and four Reception classes.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school because the achievement of pupils is satisfactory.

- Most pupils enjoy learning and almost all parents and carers agree that their child enjoys school and are happy with their child's experience at this school. Along with the school's strong emphasis on the importance of being at school regularly, attendance has consequently risen and is now broadly average.
- After a dip, attainment has risen in recent years and by the end of Year 2, pupils reach levels of attainment which are broadly average.
- Progress across the school is uneven particularly in reading and writing. Progress in mathematics is more secure.
- Pupils with special educational needs and/or disabilities make similar, satisfactory progress to their peers. Those at the early stages of learning English are well supported, and often make good progress.
- The broadly average attainment and satisfactory progress mean that the achievement of pupils is satisfactory.
- The quality of teaching is satisfactory but varies between classes. In the best lessons, teachers make sure that lessons move at a good pace and they use a range of approaches to help pupils develop their own ideas.
- In too many lessons, learning tasks are not sufficiently well matched to pupils' individual needs.
- The systems to record and analyse information about how well pupils are doing have been improved, but are not always well used by teachers to focus the work that groups of pupils are expected to do.
- Most teachers provide pupils with helpful comments when they mark pupils' work, including how pupils can improve their writing. However pupils do not routinely respond to these comments which means they do not consolidate the progress they have made.
- The school has implemented a systematic approach to learning how to link sounds and letters (phonics) and in the best lessons the development of reading skills has improved because teachers deliver this with skill. This is not yet consistent. In particular, not all staff are secure with their own pronunciation of the sounds of letters and this constrains progress in reading.
- New links with the junior school mean that middle leaders are being helped to understand their roles more clearly and to be more effective in identifying and bringing about changes to raise attainment.
- The behaviour of pupils is satisfactory. Occasionally they become boisterous when there is less supervision, for example at break times. At times, pupils are

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- too dependent on adults to remind them about the expectations of the school.
- The strong emphasis on understanding others means that pupils with different cultures and beliefs get along well.
- Those who have behavioural, emotional and social needs are well supported, particularly by the 'Place-to-be' provision. As a result, they are helped to make a more positive contribution to the school.
- Access to learning in the outdoor area for children in the Early Years Foundation Stage has been improved since the last inspection. However, the activities provided for these children do not always provide a clear purpose for their learning and staff do not challenge them often enough to enable them to make more rapid progress.

Previously the school's self-evaluation of teaching and learning has at times been too optimistic, but the executive headteacher is rapidly developing a more accurate view about the work of the school including this aspect. Along with other leaders she has ensured that they have identified key areas requiring development and that there are appropriate plans to bring about the improvements needed, although this work is at an early stage. Together with the increasing confidence and expertise of the governing body in challenging and supporting the school, this means that the school has satisfactory capacity to sustain and bring about further improvements.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in reading by:
 - ensuring there is a consistent approach to learning how to link sounds and letters (phonics)
 - providing staff with opportunities to rehearse their use of letter sounds.
- Increase the proportion of good or better teaching by:
 - using the information teachers have about groups of pupils to provide them with work that is more closely matched to their needs
 - ensuring that pupils respond to comments in their books about how to improve their work, including their writing.
- Raise attainment in the Early Years Foundation Stage by:
 - providing learning opportunities and activities which are more closely matched to children's needs
 - ensuring adults challenge and support children's learning by asking helpful questions.

Outcomes for individuals and groups of pupils**3**

Children who join the school in the Nursery typically have skills and knowledge which are well below expected levels for their age, particularly in communication, language

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and literacy. They settle well because adults visit them before they start, and provide clear routines and interesting things to do. By the time they join the Reception classes, they have developed positive attitudes to learning. They continue to make satisfactory progress so that by the time they enter Year 1, they have made up some ground, particularly in their use of numbers. However, progress is not consistent because the activities provided for them are not always well focused on their needs and too frequently opportunities are missed to promote the accurate use of language. During Years 1 and 2, satisfactory progress continues. All groups of pupils make satisfactory progress overall although on occasion the rate of progress for some pupils slows. Those who are more able, as well as some of those who find learning more difficult, do not always reach the levels they are capable of, particularly in reading when tasks they are given are either too easy or too difficult. In the best lessons, pupils are keen to read and focus well on the techniques they are taught, but their understanding of what they are reading is not as well developed. They enjoy opportunities to write stories. For example, Year 2 pupils made good progress in a lesson where they were writing from the point of view of a particular character in a story. Pupils in Year 1 enjoyed measuring the size of their feet and used their mathematics skills to draw graphs of the results.

Pupils say that they usually feel safe at school, although they acknowledge that occasionally pupils are unkind to each other. They feel they can depend on adults to sort out any incidents. They enjoy the 'soft time' at the beginning of the day although they are not always sufficiently encouraged to make the best use of this time to consolidate their progress. They have opportunities to take on responsibilities, for example on the school council and as playground buddies, although they do not feel that this always has as much impact as it might. Behaviour is satisfactory; they understand what is expected of them and usually respond to gentle prompting when it is needed. Pupils know what they should have in their lunches and like the school dinners; they have a satisfactory understanding of what they can do to stay healthy. The many different cultures and festivals celebrated in the school help pupils to gain a good understanding of those who may have different backgrounds to themselves. They reflect on their experiences, responding with interest to sporting, artistic and cultural opportunities. They generally know the difference between right and wrong, although they need support in sorting out differences of opinion on the playground. Overall their spiritual, moral, social and cultural development is satisfactory. Their satisfactory achievement prepares them adequately for the next stage of education and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	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 quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The 'soft time' at the beginning of the day helps pupils make a positive start to the day and develops communication between teachers and parents and carers. Where it is used well, pupils quickly focus on learning, but some activities lack purpose and go on for too long. In the best lessons, teachers and assistants work well together to provide good support for those who need it. For example, pupils with statements of special educational needs made good progress because of skilful use of puppets to explain a story. The school has appropriate systems to gather information about how well pupils are doing, and teachers are becoming more aware of the progress this indicates. Leaders have ensured that lessons are planned in a consistent format, but these plans do not often enough provide different tasks for different groups, appropriate to their ability. Pupils are given targets in English and mathematics, which help them to know what they need to do next in their learning. Marking is regular, and the school's recently implemented policy is helping to ensure pupils receive helpful comments. However, pupils are not routinely expected to respond to the comments.

The school uses a range of interesting themes on which to base the curriculum and these help to focus work in some subjects. As a result pupils show interest in their work, for example about Black History month. However, the links between themes and the core subjects of English, mathematics and science are not always sufficiently developed in planning and delivery. The introduction of a systematic approach to teaching phonics is improving reading skills but is not yet embedded across the school. Trips and visitors enhance the curriculum and broaden pupils' horizons. For example pupils particularly enjoyed visiting Kew Gardens and the Grand Union Canal.

There is a caring attitude among the adults and the pupils are well known as individuals. There are appropriate arrangements to support pupils at significant points in their time at school, particularly for those who join the school at other than the usual times. Pupils who face particular challenging circumstances in their lives benefit from a wide range of helpful partnerships the school has established. For example, links with a charity provide the 'Place-to-be' facility, which helps pupils to

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talk about and cope with difficulties they are experiencing. Other partnerships effectively support those with special educational needs, for example through speech and language therapy. Strategies to encourage pupils to be at school regularly are bearing fruit and the attendance of most pupils has improved. The school is aware of the need to ensure that the management of behaviour is more consistent, particularly during break and lunchtimes.

These are the grades for the quality of provision

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

How effective are leadership and management?

The drive to secure further improvement under the new executive headteacher is progressing at a satisfactory pace, with the support of all staff as well as the governing body. Following the formal federation of the two schools, there has been an increase in the rigour of monitoring of teaching and learning. However this is at an early stage and has only recently had an impact on improving teaching across the school. For example, plans to share best practice through peer observations are now being implemented. Weaknesses have been identified and steps taken to improve provision, for example in the Early Years Foundation Stage. Middle leaders are becoming more involved in identifying key issues and are being supported to enable them to implement strategies to address these. For example, the use of teaching assistants has been a focus and has improved. There is an appropriate commitment to ensuring there is equality of opportunity, so that there is a satisfactory and steady closing of gaps in performance, for example between boys and girls in mathematics. Pupils who join the school at the early stages of learning English are helped to settle in and access the curriculum as quickly as possible.

The new governing body is steadily developing and enhancing its role in monitoring and evaluating the work of the school. Governors bring considerable experience and skills to their role and are developing ways of gathering and considering the views of parents and carers more effectively. Opportunities to find out the views of the pupils are currently less well developed. Safeguarding policies and procedures met requirements at the time of the inspection. The school ensures that staff receive regular training and procedures are reviewed regularly. Governance is satisfactory. There are satisfactory links with parents and carers and the changes to the school day mean that parents and carers feel that they can raise any concerns with the teachers. The school's contribution towards developing community cohesion is strong within the school community and helps pupils to play a positive role locally. However, national and international links are less effective and the school acknowledges that it

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needs to do more to promote these links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children readily settle into the Nursery because of the helpful routines and care of the staff. Adults understand the need to focus on developing speaking and listening skills, especially for those who may not hear English outside of school. However there are missed opportunities to reinforce this by getting children to repeat words and phrases modelled by adults. Systems to track and monitor progress across the Early Years Foundation Stage have been introduced and help to identify any children who need additional support. However, these systems are not yet used sufficiently to provide a consistently clear focus for the activities provided. Consequently children occasionally spend time doing activities that do not help their learning and their progress slows. The approach to linking letters and sounds has been reviewed and is now more systematic. However it is not consistently implemented, for example in how specific letters are sounded out. Further training is planned to address this.

By the end of the Reception Year, children have made up ground, particularly in their understanding and use of numbers. Progress in reading and writing is less rapid. The school has implemented ways of ensuring pupils are able to learn outdoors, despite the constraints of the space available. Children show curiosity about their surroundings and enjoy exploring the environment available. At times they need reminding about what they should or should not do to stay safe. Senior leaders have increased the rigour of monitoring of this aspect of the school and are ensuring changes continue to improve the provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was below average. Almost all parents and carers indicated that they felt that their child enjoys school, that teaching is good and that they are happy with their child’s experience at the school. A very small minority of parents and carers did not agree that the school deals effectively with poor behaviour. Inspectors found that the school has appropriate systems of rewards and sanctions to encourage good behaviour, but that pupils occasionally need reminders about the expectations of the school, especially outside of lesson times.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyon Park Infant 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 13 statements about the school.

The inspection team received 114 completed questionnaires by the end of the on-site inspection. In total, there are 436 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	63	41	36	0	0	1	1
The school keeps my child safe	54	47	54	47	4	4	1	1
The school informs me about my child’s progress	62	54	49	43	1	1	1	1
My child is making enough progress at this school	43	38	65	57	3	3	1	1
The teaching is good at this school	52	46	60	53	1	1	1	1
The school helps me to support my child’s learning	55	48	54	47	3	3	1	1
The school helps my child to have a healthy lifestyle	50	44	57	50	4	4	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)	38	33	61	54	5	4	1	1
The school meets my child’s particular needs	39	34	65	57	4	4	1	1
The school deals effectively with unacceptable behaviour	35	31	57	50	9	8	3	3
The school takes account of my suggestions and concerns	31	27	61	54	5	4	1	1
The school is led and managed effectively	33	29	55	48	7	6	1	1
Overall, I am happy with my child’s experience at this school	62	54	50	44	1	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.

5 December 2011

Dear Pupils



Inspection of Lyon Park Infant School, Wembley HA0 4HH

Thank you for showing us the work you were doing when we visited your school. We were impressed with the way you get along with one another and help each other in lessons. We have judged that your school is a satisfactory school. These are some of the things we found.

- You told us you like being at school and we could see that you particularly like mathematics and writing stories.
- As a result your attendance has improved; you can be proud of the way you make sure you are at school regularly.
- You like the 'soft time' at the beginning of the day; in the best lessons, this helps you to catch up on learning and make good progress.
- Teaching is satisfactory. The best lessons give you helpful tasks to do and move at a good pace.
- While many of you behave well, there are times when you need reminders about what the school expects, especially during breaks and lunchtimes.

The headteacher and staff want to keep making the school better and better. The headteacher has a clear plan to improve the teaching and your learning. We have asked her to do the following things.

- Help you get better at reading, by making sure all the adults know how to sound out the letters.
- Make sure that more teaching is good by giving you work that is just hard enough for you, and getting you to respond to the comments teachers make in your books.
- Helping those of you in the Early Years Foundation Stage to learn more, for example by asking you good questions about what you are doing.

Above all I hope you will continue enjoying your learning and make the most of the opportunities you have to learn and develop. We wish you all the best for the future.

Yours sincerely

Andrew Saunders
Lead inspector

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