

Lyon Park Primary School

Vincent Road, Wembley HA0 4HH

Inspection dates

9–10 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils in all year groups are not making good progress in reading and writing. Not enough pupils are working at the standards expected for their age, particularly in key stage 2.
- Although pupils' outcomes are improving, leaders' work is too recent to ensure that pupils routinely make strong progress over time. This is particularly the case in writing. Pupils are capable of more.
- In key stage 1, pupils' attainment in phonics (the sounds and the letters they make) has declined over recent years. The teaching of early reading skills (phonics) is of variable quality.
- Not enough teaching is of a good quality, particularly in reading and writing in key stages 1 and 2. Some teaching does not allow pupils to achieve well because teachers' expectations are not high enough, including in geography and history topics.

The school has the following strengths

- Following the amalgamation of the infant and junior schools, senior leaders have established effective systems to reverse the decline in standards. Pupils' outcomes are improving, particularly in mathematics.
- Pupils' attendance has improved, reflecting the importance placed on it by leaders and staff. It is now above average.
- Governors are proud of the school. They have acted on the recommendations of a review of their work and have the capacity to drive further improvements at the school.
- Pupils show respect, tolerance and kindness towards others. They are well behaved and are willing to work hard. Leaders have ensured that pupils are very well cared for and make well-considered provision for their personal development.
- Children in the early years make good progress from their starting points. Good provision in these classes means that children make strong progress and are well prepared for Year 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in key stages 1 and 2 so that pupils make good progress in reading and writing, by:
 - addressing inconsistencies in the quality of teaching, learning and assessment
 - ensuring that work is sufficiently challenging and routinely meets the needs of pupils
 - raising teachers' expectations of the quality of work pupils can achieve, both in English and across other curriculum areas
 - ensuring that pupils have access to high-quality books that motivate them to read and stretch their comprehension skills
- Develop a more consistent approach to the teaching of phonics in key stage 1 so that teachers provide pupils with work that accurately reflects their needs.
- Strengthen the role and skills of middle leaders in order to secure the necessary improvements in pupils' outcomes and the quality of teaching in key stages 1 and 2.

Inspection judgements

Effectiveness of leadership and management

Good

- Following the amalgamation of the infant and junior schools, the school experienced a period of turbulence, including high turnover of leaders and staff. Standards declined, particularly in reading and writing. Since taking up post, the interim executive headteacher, ably supported by recently appointed senior leaders, has raised aspirations. This is underpinned by leaders' commitment to ensuring that pupils attain to the best of their abilities and benefit from memorable learning experiences in all subjects. Leaders' work has been successful, particularly in mathematics. Nevertheless, more work is needed before pupils' progress is as strong in reading and writing.
- The senior leadership team has created a clear set of school values which inform the school's ethos and are understood by pupils and staff. The headteacher and deputy headteachers make an effective team and are well supported by a capable governing body. Together, they have brought much needed stability to the school community, which is now fully centred on nurturing pupils' academic success as well as their personal development.
- Leaders have a comprehensive view of the school's strengths and weaknesses. Their plans for improvement focus astutely on the areas in need of most attention. The impact of leaders' work is shown by the clear improvements in the quality of teaching made in recent months. These changes in approach are most evident in the teaching of mathematics and standards are now rising rapidly. Children in the early years make a good start to their numeracy skills, which are then built upon in key stage 1. Nevertheless, the variable quality of teaching over time means that pupils' attainment is not as strong as it should be, particularly in key stage 2. In 2018, the proportion of pupils achieving the expected standard in the key stage 2 national assessments remained below average.
- Middle leaders are similarly ambitious for the school, though, again, several of them are new to their roles. They have made a positive and enthusiastic start to their positions and are keen to raise standards. For instance, they have introduced several initiatives this year to improve the quality of teaching in writing, such as investing in high-quality literature to inspire pupils. These initiatives are leading to clear improvements in how well pupils learn. Nevertheless, middle leaders are not focused sharply enough on checking the impact of their work. This prevents them from identifying and addressing the remaining inconsistencies in the quality of teaching and pupils' outcomes.
- Through the introduction of a new assessment systems, leaders are starting to take effective steps to hold teachers to account for pupils' progress. Leaders and teachers now have useful and accurate information to identify and support pupils at risk of underachievement. Teachers are beginning to use this information to plan learning that meets pupils' needs and ensure that pupils overcome any gaps in their knowledge and understanding. Nevertheless, further work is needed to embed this approach so that teaching routinely supports and challenges pupils of all abilities, particularly in reading and writing.
- Leaders use the pupil premium funding well to support the learning of disadvantaged

pupils. High-quality resources and well-targeted extra help for pupils who need to catch up form the basis of this work. Consequently, disadvantaged pupils now generally make the same progress as other pupils nationally.

- The primary physical education (PE) and sport premium enables the school to provide specialist teaching. Pupils benefit from a good range of clubs and extra-curriculum activities, such as competitive sporting events. These opportunities are effective in promoting pupils' fitness and enjoyment of physical activity.
- The school makes good provision for pupils' spiritual, moral, social and cultural development. This is helping pupils to acquire a thorough understanding of life in modern Britain. The school's deeply held values place mutual respect at its core, which contributes positively to the life of the school.
- The curriculum at Lyon Park is broad and diverse. Leaders have redesigned the curriculum with a focus on developing pupils' key literacy and numeracy skills, alongside subject-specific knowledge and understanding in subjects such as science, PE and music. Pupils are keen to do well because teaching provides exciting and challenging topics for them to explore. Although this is an improving area of the school, it is very new and so has not had time to have an impact upon improving outcomes for pupils.
- The school has received very useful external support from the local authority and partnerships with other local schools. Both sources of support have shown a good understanding of the school and have provided advice and consultancy to support leaders' work to raise standards. Leaders have drawn effectively on external training in order to strengthen teachers' subject knowledge and teaching skills. Additionally, leaders have used external evaluations of the school's effectiveness to support them in sharpening their understanding of what the school is doing well and what needs to be better.

Governance of the school

- Governors are thorough in carrying out their duties. They understand the school's context well and this has ensured that they have been able to both offer challenge and support to the school's leadership team. They have acted conscientiously to enable the school to develop its vision of a high-achieving community school.
- Many of the governors have a long association with the school and rightly value its place in the community. They are keen to promote the school further so that it is fully recognised for the increasing good work which takes place there.
- However, the governing body has not, until recently, acted as a driving force in school improvement. In past years, governors have not focused directly on the main challenges facing the school. This is now improving.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all members of staff are well trained in child protection issues and have the necessary skills and knowledge to promote pupils' welfare. The school's

policies and practice are thorough. A strong culture of safety exists in the school. Leaders and staff work closely with parents and carers as well as external professionals to ensure that all pupils are supported and safe.

- Pupils are very confident that the school is a safe place; parents and staff at the school who responded to Ofsted's surveys or spoke with an inspector agree with this view. Governors are thorough in their checking of safeguarding procedures and place the safety of pupils uppermost in their work. School leaders work very effectively with external agencies, such as social services, to ensure that when concerns are raised they are always followed up quickly and with due care. Key staff have ensured that safer recruitment training and practice is up to date.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching across the school is variable. Sometimes teachers' expectations of what pupils can achieve are too low.
- The school has recently changed its approach to the teaching of early reading skills. Despite this, teaching is not always precise enough to support pupils in acquiring the phonics knowledge expected for their age. Some staff lack the subject knowledge to model sounds accurately or correct pupils when they make mistakes pronouncing sounds. This impedes pupils from using their phonics knowledge to decode words accurately and fluently.
- In key stage 2, occasionally the teaching of reading fails to challenge pupils, reflecting expectations that are too low. As a result, overall, pupils are not making the progress in reading of which they are capable, both in English lessons and other subjects. This is partly because the work they are given lacks depth and interest.
- Senior leaders have implemented a range of new initiatives to improve the quality of teaching and learning, for example the introduction of new assessment procedures. However, they are not embedded in practice and so have yet to demonstrate a sustained impact on improved outcomes for pupils.
- Teaching sometimes fails to address pupils' misconceptions. This means pupils make the same errors in their work over time. In writing, too much attention is given to technical aspects of pupils' work without focusing on the overall quality of the writing, such as whether pupils are using correct grammar and spelling.
- Teaching of mathematics is usually effective in making tasks challenging and interesting for all pupils. In this subject, work is tailored to pupils' needs and provides pupils with opportunities for them to apply and deepen their understanding, for instance through solving problems in more complex ways.
- Staff have very effective relationships with the pupils. Additional adults support pupils with special educational needs and/or disabilities (SEND) effectively and motivate them to try hard. Pupils know that the staff want them to do well. In turn, this has developed pupils' positive attitudes towards learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have ensured that the welfare and care of pupils is at the heart of the school community. Pupils work and play together harmoniously because they are taught to show tolerance of diversity and awareness of how to be successful learners.
- Through the curriculum, pupils develop a strong awareness of different faiths, ethnic backgrounds and cultures. Pupils demonstrate respectful and considerate attitudes and are well prepared to play a positive role in modern Britain.
- Positive messages about how to tackle and respond to bullying have been helpful to pupils. They are particularly knowledgeable about how to keep safe while working on the internet. Pupils say that bullying does not take place at the school, though were it to occur they know the systems that exist are robust and easily accessible. The school's records of behaviour incidents demonstrated this to be the case over time.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves sensibly, both in classrooms and around the school site and they attend school regularly and on time. At times when teaching did not meet pupils' needs, the pupils can become distracted and this further slows progress.
- Leaders have worked tirelessly to instil a sense of community in the school. This is evident in how the pupils care for one another. They are taught how to show respect for each other, even if they hold very different beliefs or points of view.
- The school communicates well with parents and carers, who are overwhelmingly positive about the school's work. One parent's comment, typical of others, shows how parents value the work of the staff, saying, 'The school has gone through a lot of change and the current headteacher and deputy heads have made a very positive impact.' However, though parents acknowledged the good conduct of the pupils, some also felt that the quality of teaching was very mixed.

Outcomes for pupils

Requires improvement

- Standards at key stage 2 have been rising slowly since 2016. In 2018, the proportion of pupils attaining the expected standard in reading and writing was below the national average. Pupils' progress in mathematics is strong and, as a result, by the end of key stage 2, they typically attain standards in line with pupils in other schools nationally.
- Not enough of the most able pupils attain the higher standard in reading, writing and mathematics. Senior leaders recognise that more should be expected of pupils in reading and are already putting in place strategies that aim to redress this shortfall.
- In 2018, the proportion of Year 1 pupils meeting the expected standard in the phonics screening check matched the national average. However, this marked a decline in standards at the school. A significant number of pupils did not attain the expected

standard at the end of Year 2, putting them at a disadvantage with their reading skills as they enter key stage 2. These pupils are now receiving additional support to help them catch up in this key stage and early signs of improvement are very positive.

- Although pupils clearly enjoy reading, leaders have not ensured that a wide variety of good-quality reading materials are available to them. Book areas are frequently poorly resourced and untidy. Pupils' access to the school library is limited. Pupils, including the most able, do not have access to books to stretch their vocabulary and comprehension skills.
- Current pupils are making good progress in mathematics. This is reflected in the school's assessments of their progress over time, in their books and in their learning in classrooms. This is the result of consistently good teaching. Although there are indications of improving progress in reading and writing, overall pupils' progress is uneven in these subjects. Pupils' progress has not been good enough to ensure that they attain the standard expected for their age.
- Leaders carefully plan the spending of the pupil premium. Though the impact of this funding varies, it is making a clear difference to pupils, particularly in mathematics.
- As a result of effective support, pupils with SEND are fully included in all aspects of learning, and they learn well. Leaders use assessment information effectively to monitor the progress of these pupils and ensure that they receive the help they need to make good progress.

Early years provision

Good

- Staff plan carefully to ensure that children learn well and make strong progress from their starting points. As a result, children are well prepared for Year 1. The proportion of children attaining a good level of development by the end of the Reception Year is similar to that in other schools nationally.
- Across the Reception and Nursery classes, teachers create a welcoming learning environment, which interests children in activities that they find enjoyable. Skilful teaching ensures that children get plenty of experiences in learning how to read and write.
- Nursery nurses work well to support children in their learning. Children are excited by the topics that they study. They settle swiftly to work and are very well behaved and respectful towards one another.
- Classrooms are well resourced and staffed so that children can learn independently or with adults, as they choose. The adults place themselves carefully, so that they are in a good position to ensure that children are working well in the activities taking place. Children are enthusiastic and work well together, enjoying the activities which take place both indoors and outside.
- This strength of provision is typified in the Reception classes, where teachers work hard to create good opportunities for children to learn outside. Across all classes, children are very well cared for and their well-being is of paramount importance. The school has worked successfully to raise disadvantaged children's achievement. They

are now doing as well as their peers.

- Children develop very positive attitudes to school life in the early years and are well prepared for moving into Year 1. Children in the Reception class are already showing increased skill in writing and all children clearly enjoy their experiences while at the school.
- The school has developed effective partnership working with parents, who give the school valuable information about their children as they begin life in school. Parents are clearly valued in these first steps and contribute to the assessments made of progress throughout this key stage.

School details

Unique reference number	101506
Local authority	Brent
Inspection number	10058819

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	899
Appropriate authority	The governing body
Chair	Steve Taylor
Interim Executive Headteacher	Robert Fenton
Telephone number	0208 902 5454
Website	www.lyonparkprimaryschool.co.uk
Email address	admin@lyonpark.brent.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is much larger than most primary schools. The proportion of pupils who speak English as an additional language is well above average. The proportion of pupils supported by the pupil premium is well below average.
- Pupils come from a wide range of ethnic backgrounds. The largest group of children is from an Asian or Asian British Indian background, with children from any Other Asian background forming the next sizeable ethnic group.
- The school was formed from the amalgamation of the separate infant and junior schools on the same site in 2016. Since then, staff turnover has been significant.
- The current senior leadership team has only been in place since September 2017. Most of the senior leadership team joined in September 2018.

Information about this inspection

- Inspectors visited classrooms in all year groups; several of these visits were carried out jointly with the headteacher and deputy headteachers.
- The inspection team heard pupils read in Reception, Year 2, Year 3 and Year 6. They talked to pupils in classrooms and looked at samples of pupils' work.
- Inspectors looked at a range of documents, including the school's improvement plan and records of pupils' behaviour, safeguarding and attendance. They also scrutinised assessment information and records of meetings of the governing body.
- Inspectors met with teachers and spoke with pupils. A meeting was held with members of the governing body. A meeting was also held with a representative from the local authority. Several meetings were held with the headteacher and deputy headteachers.
- The views of parents were obtained through informal discussions and the 14 responses to the online Ofsted Parent View survey.
- The views of staff were examined through the 46 responses of the staff survey.
- The views of pupils were also taken on board through the 44 responses to the pupil survey.

Inspection team

Tim McLoughlin, lead inspector	Ofsted Inspector
Helen Morrison	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector
Paul Copping	Ofsted Inspector

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