

Inspection of Lyon Park Primary School

Vincent Road, Wembley HA0 4HH

Inspection dates: 15 and 16 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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What is it like to attend this school?

Pupils are happy and kept safe at Lyon Park. They said that this is because there are clear rules to follow, and adults are always available to help them should they need it.

The curriculum is broad and ambitious. This helps pupils to develop their knowledge and understanding across most subjects. The curriculum typically prepares pupils well for the next stage of their education.

Pupils behave well. They strive to 'Go for Gold'. They know how to achieve this because there are consistently high expectations from staff. The personal, social and health education curriculum helps pupils to understand different types of bullying. Although incidences are rare, when bullying does occur, staff deal with it swiftly.

Pupils appreciate the opportunities that they have to take on extra responsibilities, for example being elected as school ambassadors and Eco Warriors, who help with recycling, safe litter picking and fundraising. This process of election for these roles aims to support pupils' understanding of democracy and prepares them well for life in modern Britain.

What does the school do well and what does it need to do better?

Leaders have prioritised reading. Pupils are enthusiastic about books and enjoy reading and being read to. The teaching of phonics starts as soon as pupils begin their Reception Year. All staff are well trained to use and follow the school's phonics programme. As a result, pupils are well supported to read with growing accuracy and confidence. Regular assessments identify any gaps or misconceptions in pupils' knowledge. Additional support is provided to address these gaps, so pupils keep up with the reading programme. Books used to teach reading are typically well matched to the sounds that pupils know. However, in a few instances, for those pupils who are at the very early stages of learning English, books are too complex. This can affect these pupils' reading fluency.

All pupils follow an ambitious curriculum, which matches the requirements of what is expected nationally. Important ideas and vocabulary that pupils need to learn and remember have been identified. The curriculum is well sequenced, so that pupils revisit and embed key concepts over time. For example, in geography, younger pupils learn about the difference between weather and seasons. This knowledge helps them understand subsequent learning about different climate zones around the world. Similarly, in mathematics, children in the early years regularly practise their counting through songs and matching numbers. This ensures that they are developing the foundations required to solve more complex calculations.

In most subjects, assessment is used effectively. Teachers check what pupils have learned. They identify and address any errors or misconceptions that arise. This means

pupils learn and remember more in different subjects over time. However, the curriculum in design and technology is at an earlier stage of development. As a result, pupils have some gaps in their knowledge and understanding. This is not consistently picked up and addressed by teachers.

Leaders are ambitious for pupils' learning, including those pupils with special educational needs and/or disabilities. Teachers know about pupils' needs. They make suitable adaptations to activities, so that these pupils access and learn the same curriculum as their peers.

A calm and purposeful atmosphere is evident in all classrooms and when pupils are moving around the school. Pupils have positive attitudes towards their learning. Leaders have effective systems in place for ensuring that pupils attend school regularly.

Pupils' wider development as individuals is well considered by leaders and staff. This helps to ensure that pupils are prepared effectively for life in modern Britain. For example, pupils learn about British values, and respecting the views and experiences of others. They have plenty of opportunities to learn about different faiths, in and beyond the school community. Visits to places of worship take place to further enhance pupils' understanding. Pupils learn about what they can do to look after their mental and physical health. For example, activities such as the 'daily mile' aim to remind pupils about how exercise can help with well-being.

Leaders, including those responsible for governance, understand their statutory duties. They have an accurate view of the school's strengths and the areas that they want to improve further.

Staff, including those at the start of their careers, are overwhelmingly positive about the support that they receive from leaders with their workload and well-being. Subject leaders and teachers are knowledgeable and well trained. This enables them to deliver the curriculum effectively. Staff appreciate the training and other opportunities for professional development that are available to them.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture within the school. All staff, including governors, are well trained to identify any pupils at risk of potential harm. They understand their responsibilities and report any concerns that they have quickly.

Leaders know families well. They seek support and advice from the local authority and other agencies when needed, to ensure that pupils and their families receive any support they might need

The curriculum has been designed to help pupils learn how to stay safe. For example, pupils talk confidently about the possible dangers they may face when online and how to mitigate against these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in design and technology is at an earlier stage of development. Pupils have some gaps in their knowledge that have been not consistently identified. Leaders should ensure that teachers check systematically what pupils have learned. This will ensure that any misconceptions that pupils may have are recognised and addressed.
- Very occasionally, pupils who at the earliest stages of speaking English as an additional language, practise reading with books that are too complex. This can affect how well these pupils build up reading fluency. Leaders and staff should review the books these pupils are given to practise reading and ensure that they are precisely targeted to pupils' developing phonics knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101506
Local authority	Brent
Inspection number	10241128
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	892
Appropriate authority	The governing body
Chair of governing body	Ingrid Yarde
Headteacher	Talwinder Bhambra
Headteacher	Leena Pacquette (acting)
Website	www.lyonparkprimaryschool.co.uk
Date of previous inspection	January 2019

Information about this school

- The school is much larger than the average-sized primary school.
- Leaders do not use any alternative provision
- The headteacher started a period of leave in April 2022. An acting headteacher was in post at the time of the inspection.
- The school is part of a federation with another local primary school. There is an executive headteacher who oversees both schools. There is a federated governing body and the school has its own substantive headteacher.

Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- The inspectors met with the executive headteacher, the acting headteacher, the acting deputy headteachers and members of staff. They also spoke with a representative of the local authority, and met with four governors, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography, physical education and design and technology. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in some other subjects, including early mathematics in the Nursery and Reception classes.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions and their responses to Ofsted's online surveys.

Inspection team

Samantha Ingram, lead inspector	His Majesty's Inspector
Deborah Walters	His Majesty's Inspector
Sacha Husnu-Beresford	His Majesty's Inspector
Rutinderjit Mahil-Pooni	Ofsted Inspector

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