

# Lyng Primary School

## Inspection report

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<b>Unique reference number</b>	103968
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	376998
<b>Inspection dates</b>	9–10 February 2012
<b>Lead inspector</b>	Kath Campbell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	386
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Marsh
<b>Headteacher</b>	Elaine Hill
<b>Date of previous school inspection</b>	10 June 2009
<b>School address</b>	Horton Street West Bromwich B70 7SQ
<b>Telephone number</b>	0121 5531480
<b>Fax number</b>	0121 5802066
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	9–10 February 2012
<b>Inspection number</b>	376998



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## Introduction

Inspection team

Kath Campbell

Additional inspector

Lucy Maughan

Additional inspector

Edgar Hastings

Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 24 lessons taught by 14 teachers. Inspectors also spent time talking with individual pupils about their work and their enjoyment of school as well as hearing pupils read. They held meetings with groups of pupils, members of staff and governors and spoke informally to parents and carers. Inspectors took account of any responses to the on-line questionnaire (Parent View) in planning the inspection and observed the school's work. They looked at a range of documentation, including information about pupils' progress, child protection and safeguarding procedures. They scrutinised 88 questionnaires completed by parents and carers and followed up any concerns raised.

## Information about the school

Lyng is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is broadly average. Over half of pupils come from a wide range of minority ethnic groups, which is a high proportion. Over a third of pupils speak English as an additional language. The proportion of pupils with disabilities and special educational needs, including those with a statement of special educational needs is broadly average. The school meets the current floor standard which sets the minimum expectations for pupils' progress and attainment.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- Lyng is a satisfactory and improving school where pupils make satisfactory progress given their original starting points. Children make a good start in the Early Years Foundation Stage because teaching is effective and the curriculum meets children's needs well.
- Standards in English have not always been high enough. The school's structured programme for teaching phonics (the sounds that letters make) has started to raise levels of attainment in reading, particularly in Key Stage 1. However, teachers do not always give pupils enough opportunities to practise their writing skills in different subjects.
- The school has successfully raised attainment in English and mathematics, and an average proportion of pupils now reach expected levels. Occasionally, more-able pupils do not receive enough challenge and do not always reach the standards of which they are capable. Older girls have not always performed well enough in mathematics. There is secure evidence that the school has reversed this trend and that girls currently in Year 6 are on track to reach standards similar to those found nationally.
- Pupils enjoy school and attendance has improved. Pupils feel safe and their behaviour is satisfactory. They behave well most of the time in lessons but occasionally a few pupils become distracted when lessons do not sufficiently engage them. Behaviour around school is not always as good as in lessons.
- The quality of teaching has improved since the previous inspection, but there are inconsistencies in Key Stages 1 and 2 and it does not ensure consistently good learning. Sometimes, teaching does not focus enough on the quality of learning and whether individual pupils have made enough progress.
- Rising standards in English and mathematics, accelerating girls' progress in mathematics, improved teaching and better leadership indicate that the school has the capacity to improve further. Good systems for tracking progress have ensured potential underachievement is identified early. Well-targeted intervention effectively gets pupils quickly back on track and has brought about

recent improvements in pupils' achievement, particularly in Key Stage 1.

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?**

- During the current academic year, raise standards in English throughout the school by:
  - ensuring pupils are given more opportunities to practise and extend their writing skills in different subjects
  - developing pupils' enthusiasm for reading and writing so that they become confident, independent learners as they move through the school.
- During the current academic year, increase the proportion of pupils reaching higher levels by:
  - ensuring all pupils receive the right level of challenge, particularly the more-able pupils
  - focusing with greater precision on the day-to-day quality of learning of individual pupils to pinpoint what pupils can and cannot do.
- Develop greater consistency in the quality of teaching in Key Stages 1 and 2 by:
  - sharing the good practice that exists within the school
  - ensuring information gained from assessments is used to plan work that consistently meets pupils' specific needs and capabilities
  - increasing the pace of learning in some lessons so that pupils have more time to practise skills.

## **Main report**

### **Achievement of pupils**

Most parents and carers who responded to the questionnaire or who spoke to inspectors felt that their children made good progress. The inspection team found that, although there has been some acceleration in pupils' progress, it is currently satisfactory. Until recently, the progress of pupils as they move through the school has been variable and there has been a legacy of underachievement. There is strong evidence to show that standards are rising. Attainment is broadly average by the end of Key Stage 2 and the proportion of girls working at the higher National Curriculum levels in mathematics is increasing.

Children enter the Nursery with skills, knowledge and understanding that are below the levels expected for this age, and most have weak early language, literacy and numeracy skills. Consistently good provision throughout the Early Years Foundation Stage ensures secure foundations for future learning. Standards in reading at the end of Key Stages 1 and 2 are broadly average. Secure knowledge of letters and sounds ensures younger pupils acquire the skills necessary to work out new and difficult words. A good example of this was observed in a Year 2 class, where pupils were improving their story writing. One boy was particularly proud of his

recognisable attempts at spelling complex words and was highly motivated to write unaided. The introduction of initiatives, including one that is externally recognised, has proved very successful in developing pupils' ability to write at length. The work in some pupils' books is of high quality and shows rapid progress in a short space of time.

The level of support provided for those with special educational needs, particularly during group activities in lessons, is accurately targeted, enabling them to make similar progress to others. Those pupils newly arrived from overseas, particularly those at an early stage of English language acquisition, acquire vital communication skills quickly through a tightly structured programme tailored to their specific linguistic needs.

### **Quality of teaching**

Almost all parents and carers believe their children are well taught. The inspection team found that, although the quality of teaching has improved, with much good practice seen during the inspection, inconsistencies in provision remain. Consequently, teaching is judged satisfactory overall.

In lessons there is usually a good climate for learning because relationships between teachers, support staff and pupils are strong. Most lessons are enjoyable and learning is fun. Pupils are regularly reminded of their targets for improvement and most are well motivated to succeed. They enjoy their 'talk partner' time because, not only does it give them greater confidence in discussion, but it also cements strong friendship bonds. Pupils take pride in their work and say that they enjoy lessons. Teachers provide numerous planned opportunities to develop pupils' inter-personal skills. A good example of this was seen in a Year 6 lesson where pupils were working in teams to construct the tallest freestanding structure they could make. The level of animated discussion and negotiation was high. Although the endeavour to create the best structure was strong, there was also good humoured appreciation of the work of others.

The school provides well for pupils' personal, health and social development. In lessons, pupils are encouraged to express opinions about, for example, tolerance and feelings. Provision makes a positive impact on developing pupils' social skills and successfully boosts their self-confidence and self-esteem. This said, some pupils rely too heavily on adult support, particularly when reading or writing, and lack the confidence to work independently.

Marking is an area of particular strength. It is consistently good and, in some instances, of an exceptionally high standard. Teachers are generally aware of their pupils' capabilities and most plan satisfactorily to build on prior success. However, assessment information is not always used effectively to ensure work is matched to all pupils' needs and abilities. Teachers do not always monitor learning in lessons sharply enough to ensure pupils make as much progress as they should. Sometimes, expectations are not high enough and the more-able are not consistently challenged, particularly during the introductory part of lessons. On a few occasions, the pace of learning is not crisp enough, leaving pupils with too little time to practise skills and there are missed opportunities to extend writing skills.

## **Behaviour and safety of pupils**

Most parents, carers and pupils think behaviour is good, although a few express concerns. The inspection team judge that pupils' behaviour and safety are satisfactory. A small minority of pupils who very occasionally display challenging behaviour are dealt with effectively by staff. Behaviour is sometimes not good when pupils are moving around school without an adult. In the playground, good quality activities and attractive outdoor areas ensure playtimes are good social occasions. The 'Buddy Bus-stop' acts as an effective port of call for older pupils to ensure younger pupils enjoy their breaktimes. In discussion, pupils demonstrate a sound understanding of what constitutes feeling safe and are knowledgeable about how to avoid cyber-bullying. They are very clear that bullying is rare and most pupils, parents and carers are confident that, on the odd occasion when incidents do occur, they are dealt with effectively. Nearly all parents and carers say their children are safe and secure. The learning mentor plays a major role in enabling a few pupils whose circumstances may make them vulnerable to participate fully in school life. There have been no exclusions this academic year and the school's monitoring shows that behaviour is improving over time.

Attendance is currently high, and much improved, because of tight monitoring and the successful methods used to reduce persistent absence. Pupils want to come to school and there are numerous incentives to encourage pupils to attend regularly and get to school on time. Special occasions, such as the weekly 'Celebration Assembly' show the school at its best. Pupils enjoy coming together to value each other's success and there is a strong sense of community. They show genuine appreciation for the opportunities the school provides and remember with great affection special times, such as the school's recent residential visit to Wales.

## **Leadership and management**

Senior leaders are totally focused on securing rapid improvement. Leaders at all levels and teachers are now far more accountable for the standards achieved. The headteacher and deputy headteacher complement each other's skills well and have successfully addressed the areas for improvement from the previous inspection. For example, inadequate teaching has been eradicated through rigorous monitoring and teachers' marking is much improved.

All leaders monitor the academic and pastoral development of pupils with far greater precision than in the past. Good quality professional development has a strong impact on all aspects of the school's work. It has had a marked effect on, for example, developing teachers' skills in the teaching of phonics. Improvement in teachers' subject knowledge and their effectiveness in teaching basic skills is leading to rising standards. The school improvement plan is a valuable working document increasingly underpinned by better analysis of pupils' progress. The governing body is well structured and shows a good level of commitment. It has a sound understanding of the school's strengths and weaknesses and governors question and challenge appropriately. Safeguarding procedures meet government requirements and follow good practice. The single central record is of particularly good quality and contains all of the required information.

The curriculum adds greatly to pupils' enjoyment of school and to their spiritual, moral, social and cultural development. Themed events, such as 'Multi-faith Week', capitalise effectively on the school's richness and diversity of cultures in a way that promotes tolerance and harmony. Planned opportunities, such as the recent 'Trade Fair', teach pupils about the world of enterprise. Through the process of making and selling goods pupils successfully learn how to cooperate and negotiate. They develop secure social skills and a sound understanding of the world of work.

The school is very inclusive and promotes equality of opportunity well as demonstrated by the narrowing of the gap between the school's performance and national standards. Discrimination is tackled effectively through, for example, the positive way in which the school integrates pupils new to the school from an increasingly diverse range of cultures.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



13 February 2012

Dear Pupils

**Inspection of Lyng Primary School, West Bromwich, B70 7SQ**

Thank you for looking after us so well when we came to your school. We enjoyed hearing some of you read and talking to you about the work in your books. You told us a lot about how your teachers help you to improve your work. You really like the way your work is marked. You think it is good and we think you are right. There are many things of which you should be very proud. Your attendance has improved a lot and most of you come to school on time every day. You like the adults who teach and look after you and most of you get on well with each other. You behave satisfactorily.

You go to a satisfactory school that is improving. Your teachers find lots of interesting ways to help you to do your best. Your reading and writing are improving and we think some of your special writing books are very good. We liked coming to your 'Celebration Assembly'. It was a special time for everyone. We were pleased to see so many of you getting certificates for your good work.

We have asked your school to do some things to improve even more. Some of the teaching is good and we want all of it to be as good as that. In English, we want you to keep improving your reading and writing skills and to be given more chances to practise your writing skills in different subjects. We want those of you that are good at literacy and numeracy to be given harder work so that you reach higher standards.

You can help by keeping up that good attendance and always trying to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell  
Lead inspector

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