

Lyng Church of England Primary School

Wensum Road, Lyng, Norwich, NR9 5RJ

Inspection dates 14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The pupils do well and make good progress in English and mathematics because most of the teaching is good or better.
- Children in the Reception class develop a good knowledge of the sounds that letters make. Reading is strongly promoted throughout the school, and older pupils read widely. As a result, standards in reading are high.
- The pupils behave extremely well and respond very positively to their teachers. They are keen to learn and they concentrate hard in lessons.
- The headteacher and governors have made improvements since the last inspection that have resulted in pupils making better progress.
- Governors have received training so that they are now better equipped to hold the school to account.
- As a result of effective leadership in English, the teaching of writing has improved so that more pupils make better than expected progress and reach higher standards.
- Attendance is above average. All of the parents who responded to the Parent View questionnaire would recommend the school to others.

It is not yet an outstanding school because

- Teaching in some lessons does not build pupils' learning as effectively or as rapidly as it could. Occasionally, teachers do not question pupils deeply enough during lessons to make sure that they are benefiting fully from the activities they are set.
- The leadership of mathematics is not as well established or as effective as that of English.

Information about this inspection

- The inspector observed 12 lessons. He spoke to pupils in lessons and at playtime, and met with a group of Year 5 and 6 pupils.
- The inspector scrutinised a range of documents, including the school's plans for improvement and policies about keeping pupils safe. He also examined the work in some pupils' books and a range of data about their progress.
- The inspector held discussions with teachers, the headteacher, and the Chair and vice-chair of the Governing Body. He also met a representative of the local authority.
- The views of 25 parents were analysed through the Parent View website. The inspector also considered the views expressed in questionnaires returned by members of staff.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Christopher Parker, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- Almost all of the pupils are White British. The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are both below the national average.
- The proportion of disabled pupils and those who have special educational needs at school action (pupils who need extra support with their learning) is below average. The proportion at school action plus, or who have a statement of special educational needs, is broadly average.
- The proportion of pupils supported through the pupil premium is well below the national average. This funding supports those pupils known to be eligible for free school meals, any in the care of the local authority and pupils who have a parent serving in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, in order to help more pupils make better than expected progress, by ensuring that:
 - all lessons are taught in a manner that always prepares them exceptionally well for the next steps in their learning, in all subjects
 - teachers always question pupils deeply during lessons to check that they are benefiting fully from the activities they are set.
- Increase the effectiveness of the leadership of mathematics by:
 - developing the teaching of mathematics and extending opportunities to check on its effectiveness
 - increasing the range of opportunities for pupils to use and apply their mathematical skills in interesting and real-life contexts.
- Develop the school website so that it contains all the information needed to meet current requirements.

Inspection judgements

The achievement of pupils is good

- Children in the Reception class are making good progress in their knowledge of the sounds that letters make (phonics), and in counting and their recognition of numbers. The children talk confidently to adults about solving problems that arise in activities which they have initiated themselves; for example, running water through pipes, and finding they were 'leaky'.
- Pupils continue to make good progress so that, by the end of Year 6, attainment is high in reading, and above average in writing and mathematics. The small numbers of pupils supported through the pupil premium make at least as much progress as their classmates, and reach similar levels of attainment in both English and mathematics.
- Last year, almost all of the pupils in Year 6 made the progress expected of them, and a higher proportion than the national average made better than expected progress, so that more pupils reached the higher level of attainment in writing. In its plans for further improvement, the school has maintained its focus on helping more pupils to make better than expected progress.
- Pupils do well in reading, because it is strongly promoted, both in lessons and through activities. In Year 1, pupils use their knowledge of the sounds that letters make to tackle new words. Older pupils read widely and often, and talk knowledgeably about the work of a number of authors. They say that the 'reading café' after-school club extends their interest in books.
- Many older pupils produce writing that is interesting to read. The pupils write in a range of subjects and often build towards a finished piece of work through a series of activities. This, along with well-focused adult support and a range of prompts, also helps disabled pupils and those who have special educational needs to make good progress.
- Pupils do well in a range of subjects. In science, for example, pupils in the Year 1/2 class were able to recall a range of facts about the human tongue. Pupils in Years 5/6 have acquired a good knowledge of how food moves through the human digestive system, and use technical vocabulary accurately in their explanations.

The quality of teaching is good

- The teaching of English and mathematics takes good account of the range of ages and abilities in each class. In most lessons, the work that the teachers set is at the right level, both to build on what pupils are already able to do, and to make sure that they make good progress. Work is carefully modified for disabled pupils and those who have special educational needs.
- In the Reception class, learning flows from indoors to out so that children can take advantage of the considerably improved outdoor area. The adults question and prompt effectively to promote good learning through a broad range of activities. Improved recording of observations of children's progress allows the teacher to build on what they have learned and can do.
- Teachers expect the pupils to try hard. The teachers mostly plan and teach lessons that are well organised and structured so that pupils are well prepared for the next task. In a very effective lesson in Years 1/2, the teacher systematically prepared pupils for writing a report that drew their learning together very successfully so that they made rapid progress.

- Occasionally, pupils are not as thoroughly prepared to tackle the activities that the teacher sets them. In design and technology, for example, the pupils were creating plans for making a smoothie. Although they had done some preliminary investigation, it was not sufficiently thorough to make sure that they made good progress in the lesson.
- Pupils say that they value the comments made by their teachers on their work. They also find the lists of features that they should include in a successful piece of writing particularly helpful. The pupils in Years 5/6 also like the imaginative tasks they are set. For example, in their work on the digestive system they were asked to write the script for a tour guide for 'tummy tours'.
- In most lessons, teachers question the pupils effectively to establish the extent of their understanding. This allows them to clarify any misunderstanding and quicken the pace of learning. Sometimes, this questioning is not precise enough to establish how pupils' learning might be redirected so as to make sure that they make better than expected progress.

The behaviour and safety of pupils are outstanding

- Pupils have excellent attitudes to learning. They listen carefully, settle very quickly to the tasks the teachers set them, and rarely have to be reminded to concentrate fully on their work. The older pupils say that their lessons are never disrupted by poor behaviour. The pupils are keen to learn and contribute confidently in lessons.
- Older pupils say that the best things about school are that it is very friendly, their positive relationship with their teachers, and the interesting work they do. They talk animatedly about how drama activities help them to 'get a picture in your head' in preparation for writing, and about the work they have done in art, and the artists they have found out about.
- Behaviour around the school and in the playground is very good. Older pupils say they are unaware of any bullying. They say that, from time to time, friends fall out, but that they quickly make up their differences. The pupils know about the forms that bullying can take because they have attended activities and had lessons that have covered, for example, cyber-bullying.
- Pupils know how to stay safe because they attend activities such as the 'crucial crew', where they learn how to deal with potentially dangerous situations. Older pupils reported back to the rest of the school, during assembly, about this year's event and the activities they had taken part in and what they had learned from them.
- Attendance is above average. It has improved considerably since 2011, when attendance was broadly average. Pupils are keen to be in the class with the best attendance. In the week of the inspection, two classes had to share the weekly award, presented in assembly, because they both had full attendance.

The leadership and management are good

- Since the last inspection, the headteacher and governors have made many improvements that have helped to increase pupils' progress. Governors have become better equipped to challenge the school to improve its performance. The headteacher has used regular checks of the quality of teaching and learning, appraisal targets and training to improve the quality of teaching.
- The school evaluates its own performance accurately. The headteacher uses a range of data to set challenging targets for pupils at termly progress meetings and for teachers through annual

appraisal. These are linked to a detailed improvement plan that has clear priorities, timescales and criteria against which success can be measured.

- Leadership in English is well established. A range of strategies have been used to evaluate the impact of the teaching and learning, including collecting the pupils' views about reading in order to pinpoint where further improvements might be made. As a result, the profile, resources and approaches to reading have been tailored to match the pupils' preferences.
- Leadership in mathematics is not as well established as that in English. There have not been as many opportunities to check on the quality of teaching or work alongside other teachers. The pupils do not have as many or as diverse a range of opportunities to use and apply their mathematical skills in a variety of contexts as they do in reading and writing.
- The school provides the pupils with good opportunities to learn and make progress in a range of subjects, including both French and Spanish. Learning is enhanced through a range of visits, activities in school, and charity events. The pupils are proud that their school has received the Eco-Schools Green Flag award; the Eco Committee plays an active role in making decisions.
- The school works well with parents. Many parents 'drop in' to the start of the day each Friday and take part in activities alongside their children. The school has run workshops on spelling and on reading, and, during the inspection, one on internet safety. The school website does not contain the information that it should, for example, a report about special educational needs.
- The local authority has an appropriately light-touch approach to this school. An improvement professional visits the school annually to test aspects of the school's work and, as a result, forms an accurate view of the school's performance. The school buys support from the local authority, which has brought improvements, for example, to outdoor learning in the Reception Year.
- **The governance of the school:**
 - The governing body has benefited from training provided by the local authority. This has enabled governors to make more effective use of data about the school's performance and to challenge the school to improve further. They visit the school, observe lessons, and talk to teachers and pupils so that they know what is happening in the school. They match their observation against the school's performance and the reports they receive. The governors set the headteacher's appraisal targets and ensure that appraisal is carried out for the rest of the staff. They keep a close eye on the budget. Any pay awards are closely linked to improved performance. Governors know how the pupil premium funds are spent, and how well pupils do as a result of the additional teaching that is provided. The governing body ensures that arrangements for safeguarding pupils meet the current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121102
Local authority	Norfolk
Inspection number	402004

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Gillian Lambley
Headteacher	Helen Watson
Date of previous school inspection	25 March 2010
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