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Paul Green
Headteacher
Lyng Hall School
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Dear Mr Green

No formal designation monitoring inspection of Lyng Hall School

Following my visit to your school on 11 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about the effectiveness of safeguarding arrangements and leadership and management at the school.

Evidence

The inspector scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. She met with the headteacher, members of the senior leadership team, the designated staff for safeguarding, a representative of the staff's largest teachers' association, the local authority safeguarding lead and another member of the local authority, and the Chair of the Governing Body. The inspector spoke to the Chair of the Governing Body's inclusion committee and the education improvement advisor by telephone. Meetings were held with parents, students, teachers, associate teachers and informal conversations took place with non-teaching members of staff. Students' behaviour was observed as they arrived at school, during lessons, at break, lunchtime and leaving school. The inspector scrutinised the governors' minutes, attendance and behaviour records, behaviour management plans, information about students' progress, the school's self-evaluation documents, behaviour, teaching and learning policies and the recent local authority review of safeguarding.

Having considered all the evidence I am of the opinion that at this time:

The school's safeguarding arrangements meet requirements.

The quality of leadership and management is good

Context

This is a smaller than average secondary school. Almost half the students are eligible for the pupil premium, the additional funding provided by the government for students who are looked after by the local authority, known to be eligible for free school meals or children of service families. Over half the students are from minority ethnic groups, many of who speak English as an additional language, many who are also new arrivals to Britain. The proportion of students with a statement of special educational needs is double the national average. Many students start and leave the school during each term. The majority of staff have worked at the school for a long time. The school does not have problems recruiting or retaining staff.

Behaviour and safety of pupils

Students' behaviour and attitudes are good. They feel valued by staff. Students appreciate the help and support they receive from all staff. They stated that there is always an adult they could talk to, including to discuss a sensitive issue. Parents agreed that staff 'go the extra mile' for their children and support the family too.

Students care about each other and respect each other's differences. They stated that their friends were supportive and helped them. The overwhelming majority of students stated that bullying rarely happened and that if it did occur, it was managed swiftly and effectively. Many students stated that they felt confident to challenge bullying behaviours in others. Staff presence around the site is unobtrusive but vigilant. It contributes well to students feeling safe in school. Students understand how to use the internet and social media safely and consequently keep themselves safe. They explained that e-safety was a regular topic for assemblies and a part of the curriculum. Detailed information is provided to parents and carers to help them understand how to keep their child safe when using the internet and social media.

Students' attendance and punctuality is improving. Students clearly enjoy coming to school. Staff welcome students as they arrive at school. They quickly identify any student with a concern and ensure that appropriate support is provided. This reduces tensions in lessons. Students are encouraged to have high aspirations for themselves and understand how being successful at school will enable them to have better choices when they leave. Higher aspirations are reflected in the increased proportion of students going into the sixth form.

Students are proud to be members of the school. They look after the buildings and the displayed work of other students. They do not drop litter.

The school has a calm and purposeful ethos during lessons. Staff manage any complex and challenging behaviour effectively and seek out opportunities to praise and reward students for their positive behaviour. This encourages students to do their best, take responsibility for their own actions and recognise when they need some 'time out'.

The quality of leadership in and management of the school

The headteacher acts as the students' champion and wants the very best for every student. This aim is embedded in the school's philosophy of 'no ceiling to achievement'. It infuses all aspects of school life and drives the work of students, staff and governors. Parents spoke glowingly about the difference the staff have made to their children and the help they have had. They value the additional support offered by the school; for example, the on-site Citizens Advice Bureau and the school's close links with other agencies such as CAMHS and Barnardo's.

Safeguarding and behaviour policies are well thought out and embedded through regular training and updates to staff. All staff, including those who have a non-teaching role, for example kitchen staff and governors, have annual training. It is also a part of the induction process for new staff. The safeguarding policies are also written in Rumanian and Slovak and are available to parents through the school's website. Policies make explicit how to identify abuse and the behaviours staff need to display to encourage positive behaviour from students. All staff know who the designated safeguarding officers are and the procedures to follow if a disclosure is made. Photographs of the designated officers are placed in the entrance. It would further raise visitors' awareness of these staff if these photographs were placed around the school site also.

School self-evaluation is accurate and based on a wide range of information. This ensures the school is in a good position to improve further. The senior leadership team and governors regularly monitor behaviour and attendance. The outcomes of weekly meetings reviewing attendance and behaviour are fed back to staff and identify students who need additional support. Students commented that all staff know them by name and frequently ask about how they are getting on.

Unexpected calls on senior staff during lessons are reducing because the leadership team regularly walk the corridors and swiftly support classroom staff to minimise the effect of any incident of challenging behaviour on learning. Any student who is out of lessons is noted and the reason investigated promptly. All staff work to diffuse challenging behaviour and use associate teachers effectively to work with individual students. This helps students quickly re-engage with learning. The introduction of the Supported and Individualised Learning Centre (S.I.A.L) and the foundation area

have reduced fixed-term exclusions and prevented students being excluded permanently. The associate teachers are skilled in tailoring the curriculum to individuals' needs and improving the attendance and attitudes of the students who learn there. Staff in these areas focus on improving students' reading, literacy, and numeracy skills. Teachers in other subjects provide additional support and improve students' achievement across the curriculum. Similarly, those students new to Britain receive specialist support to learn English. This helps them integrate into school and they achieve well.

Performance management at all levels is rigorous. Staff are supported to develop their practice through a wide range of tailored and whole school training. All staff commented upon the supportive ethos of the school and how it had helped them develop their expertise. The senior leadership team and governors challenge robustly poor performance and manage it well.

The school's curriculum meets the needs of students well and reflects the diversity of the school. It forms part of the personal, social, emotional and health topics and together with social, morale, spiritual and cultural lessons prepares students' effectively for life in modern Britain. Students consider challenging topics, for example, important issues including the risk of extremism, and female genital mutilation.

Governors are well informed and trained. This enables them to challenge and support the senior leaders effectively. They carry out their statutory duties effectively. Governors ensure that the school's finances are managed properly. They take account of students' progress data and use it to monitor the progress of different groups of students, in particular those who are eligible for the pupil premium. They evaluate the cost effectiveness of these strategies. They use their first hand evidence, in particular of learning, to check their understanding of the strengths and weaknesses of the school.

Governors have re-shaped their committee structure to link more closely to Ofsted's evaluation schedule and to improve their effectiveness. They closely scrutinise decisions about teachers' salary progression. Governors take full account of the views of the education improvement advisor about the performance of the headteacher. They are up-to-date on the need to combat extremism. Safeguarding is given an appropriately high priority and meets statutory requirements.

External support

The local authority has an accurate view of the school. It has effective procedures to hold senior leaders and governors to account. The local authority has carried out a detailed review of the school's safeguarding procedures. This was supported by the local authority designated officer and the local safeguarding children's board. The education improvement advisor makes frequent visits to the school. He has a

detailed and accurate knowledge of the school's strengths and areas for development.

The school takes an active part in the local safeguarding and children's board through the headteacher's work as a member of the board. The headteacher works with another school as a local leader of education.

Priorities for further improvement

- Ensure that the photographs of the school's safeguarding designated officers are displayed around the school so that students are more aware of who they are.

I am copying this letter to the Director of Children's Services for Coventry and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Michelle Parker
Her Majesty's Inspector