



Lyng Hall School

Inspection Report

Unique Reference Number 103733
LEA Coventry
Inspection number 276986
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Philippa Francis HMI

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

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|------------------------------------|--------------------|---------------------------|-----------------------|
| Type of school | Comprehensive | School address | Blackberry Lane |
| School category | Foundation | | Coventry |
| Age range of pupils | 11 to 18 | | West Midlands CV2 3JS |
| Gender of pupils | Mixed | Telephone number | 024 76724960 |
| Number on roll | 779 | Fax number | 024 767 24969 |
| Appropriate authority | The governing body | Chair of governors | Mr John Horton |
| Date of previous inspection | 21 November 2002 | Headteacher | Mr Paul Green |

| Age group | Inspection dates | Inspection number |
|-----------|--|-------------------|
| 11 to 18 | 22 February 2006 - 23 February 2006 | 276986 |

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Lyng Hall is a medium sized comprehensive school in north Coventry. It has held specialist sports college status since September 2005. The school has 735 pupils of whom 69 are in the sixth form. Many of its pupils come from deprived areas of the city and many more than average are eligible for free school meals. Over a third of its pupils come from minority ethnic groups. The number of pupils who have special educational needs and the number for whom English is not their first language are much higher than average. A major building project to provide extended sports facilities is underway.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

This is a satisfactory and inclusive school where pupils' behaviour and attitudes are improving. This judgement matches the school's own evaluation of its provision. The quality of teaching and learning is satisfactory and the majority of pupils make adequate progress. Standards are well below average, especially in science and mathematics, reflecting most pupils' low starting points. Pupils enjoy school and they make satisfactory progress in personal development. Their well-being, especially the most vulnerable, is well catered for through effective links with welfare agencies. However, attendance, while improving, remains too low. Leadership and management are satisfactory with some recent actions proving very effective. Self-evaluation is generally accurate. Specialist status is starting to have a positive effect on the work of the school, especially through vocational courses. However, until the building works are completed, the full benefits cannot be reaped. The school provides satisfactory value for money. Improvements to attainment, attendance and the effectiveness of middle management have been made since the last inspection and the school has the capacity to improve further.

Effectiveness and efficiency of the sixth form

Grade: 3

The sixth form is small and numbers of students have declined since the last inspection. Through its federation with other institutions, the school is able to offer a reasonable range of courses with good progression opportunities but these often run with very small numbers. Up until 2004, achievement had been good and standards broadly in line with national averages. There was some significant underachievement, especially in GCE AS level courses, in 2005 but current pupils are achieving satisfactorily. Teaching is satisfactory. Contrary to the school's own evaluation as good, leadership and management of the sixth form are satisfactory. The monitoring of standards and effectiveness of courses is often not rigorous enough. Pupils' personal development is good and they value the provision that is made for them.

What the school should do to improve further

- Raise the level of achievement and standards, particularly in science and mathematics
- Further improve attendance
- Raise the quality of teaching and learning from satisfactory to good to accelerate the rate of progress made by pupils.

Achievement and standards

Grade: 3

Pupils enter the school with lower than average prior attainment and a significant number have low levels of reading skill. There is a small core of pupils with persistent attendance problems which affect their achievement. Although the majority of pupils make satisfactory progress, a minority underachieve. However, no large groups of

pupils underachieve significantly. The progress pupils make from Key Stage 2 to Key Stage 4 has improved since 2004. Progress made in English at all levels has also improved and is better than average between Key Stage 2 and Key Stage 3. Although the school did not meet its targets in 2005, tracking of progress and mock test results in the current academic year show that the majority of pupils are likely to meet targets set for 2006. These targets are suitably challenging. Pupils with learning difficulties and disabilities and those from minority ethnic groups make satisfactory progress.

Most pupils attain standards that are a reasonable reflection of their prior attainment and capability. Standards in the school have generally improved over the last five years but remain well below average. At Key Stage 3, results have improved faster than the national rate, especially in English. Results in science were disappointing in 2005 with a lower than average percentage of pupils gaining the level expected. At Key Stage 4, the improvement in GCSE results from 2001 to 2004 was better than improvement nationally. However, in 2005, the proportion of A*–C grades dipped although results in English continued to improve. The percentage of A*–G grades has made significant improvement over time and is now close to average. Specialist status has not had a significant effect on achievement although a high percentage of Year 9 pupils have already been successful in attaining two units towards a Level 2 vocational qualification in sport. They anticipate completing this award in Years 10 and 11. Students in the sixth form make satisfactory progress but results in 2005 were below average.

Personal development and well-being

Grade: 3

Grade for sixth form: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. They enjoy and have a positive attitude towards school. Pupils' behaviour is satisfactory and it is better in lessons than around the school. Most pupils respond well to the consistent approaches shown by teachers, although small numbers are still disrupting learning in some lessons. Playground behaviour and movement around the school are boisterous but are well monitored. Pupils are confident that any unacceptable behaviour is dealt with quickly and effectively. They are successfully encouraged to reflect on the results of their actions and to do things of which they can be proud. The responses of some Year 8 pupils in an assembly bore this out well as they considered the value of friendship, teamwork and perseverance. Pupils throughout the school know how to keep themselves safe and healthy and they have a good understanding of what constitutes a healthy lifestyle. Pupils readily raise money for charity, such as the Asian earthquake fund, and show initiative in doing so. By the time they are in the sixth form, many make good use of the opportunities to accept responsibility and contribute to the school and to the wider community. For example, as part of their own personal development, sixth formers run an enterprise scheme which involves younger pupils in the school. While much work remains to be done to improve pupils' basic skills, particularly in reading and mathematics, they are adequately prepared for life beyond school. Attendance is

unsatisfactory. However, it has improved since the last inspection because of the several good initiatives introduced to encourage good attendance and behaviour.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning in the school are satisfactory with some good features. In some subjects, such as English, pupils make better progress because improvements have been made to classroom practice, and the use of extra support for underperforming pupils has been successful. In other areas, such as mathematics, lessons are less effective. Teachers in these subjects have not yet developed their approaches to meet the needs of all pupils.

Teachers plan most lessons adequately and make effective use of starter exercises to set the scene for each lesson. Teachers encourage pupils to participate in lessons and generally make good use of questions to check on their understanding. However, in a number of lessons, teachers over direct their pupils and do not encourage them to think for themselves. This means that pupils do not always develop their independent learning skills sufficiently and rely too much on the teacher.

Assessment is satisfactory and is being used increasingly effectively in lessons to promote learning. Assessment takes place regularly and the majority of pupils know how well they are doing. Arrangements for homework are improving. It is now set daily with clear procedures for monitoring its return and for marking.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and improving, with some notable strengths. The Key Stage 4 curriculum has been effectively adapted to meet the varied needs of different individuals and groups of pupils. Vocational courses are provided, including link courses with local colleges and extended work experience. In Key Stage 3, varying approaches have been adopted to develop basic skills such as literacy. These include additional programmes designed to make up the gap between pupils' low attainment on entry and where they should be. However, the development of reading skills and of pupils' capacity to work on their own is not consistently promoted across the school. The school recognises the need to improve the development of numeracy within the curriculum. Provision for pupils for whom English is an additional language is carefully matched to individual needs. The school promotes community languages and encourages and supports pupils to take GCSE examinations in their home language.

Extra-curricular provision is well attended. The range of activities is limited but the school is starting to expand choices for pupils in line with its specialist sports college status. Additional vocational courses, such as a first diploma in sport, are offered and the introduction of two hours of physical education helps to encourage a healthy lifestyle. Citizenship and work related learning provide satisfactory opportunities for

pupils' personal development and prepare them for the world of work. Off-timetable days, such as a business enterprise day, help pupils to identify the key skills and attitudes required for work and enable them to develop their teamwork skills.

Care, guidance and support

Grade: 3

While overall care, support and guidance are satisfactory, the school pays good attention to pupils' health, safety and well-being. Risk assessments are detailed and thorough and have been adapted well to take account of current building works. Child protection procedures are sound. Vulnerable pupils and pupils who find learning or attending school difficult are clearly identified. They are well supported through effective links with external agencies and through the work done by key staff in school. Pupils' personal and academic progress is adequately monitored although the school still has some way to go before it uses the information effectively for all pupils. The school works hard to involve parents in their children's learning, although parental response to these initiatives is variable.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory. The headteacher and senior leadership team provide good leadership and have a clear vision for improvement. They communicate this well to the staff and have increased the emphasis on raising standards significantly. The quality of the leadership and management of subjects varies in effectiveness. Recent training for subject heads has increased their understanding and confidence in the use of data to track and monitor pupils' progress but not all use this effectively.

The school's evaluation of its strengths and weaknesses is satisfactory and generally accurate although its evaluation of the sixth form provision lacks rigour. The views of pupils are carefully considered; however, the involvement of parents and carers in self-evaluation is limited. Planning for improvement is suitably focused; however, outcomes lack clear criteria for measuring success. Since the previous inspection there has been a slow but steady improvement in standards and achievement, although results in 2005 declined slightly. Strategies to monitor and improve attendance and behaviour have led to improvements. The school has taken effective steps to overcome difficulties with recruitment of staff and long-term absence. Effective restructuring of the leadership team, alongside introducing more rigorous line management procedures, has strengthened the school's leadership and management. These actions have ensured it has the capacity to improve. Since the previous inspection the school has achieved specialist sports college status and is partway through making major improvements to facilities. Governors are supportive and well informed about the school's strengths and weaknesses. Financial management is sound and funds have been reserved prudently to ensure new buildings can be fully equipped and resourced.

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Inspection judgements

| | | |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 3 | 3 |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 3 | 3 |
| The capacity to make any necessary improvements | Yes | Yes |
| Effective steps have been taken to promote improvement since the last inspection | Yes | Yes |

Achievement and standards

| | | |
|--|---|---|
| How well do learners achieve? | 3 | 3 |
| The standards ¹ reached by learners | 4 | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 | |

Personal development and well-being

| | | |
|---|---|---|
| How good is the overall personal development and well-being of the learners? | 3 | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 3 | |
| The behaviour of learners | 3 | |
| The attendance of learners | 4 | |
| How well learners enjoy their education | 2 | |
| The extent to which learners adopt safe practices | 3 | |
| The extent to which learners adopt healthy lifestyles | 2 | |
| The extent to which learners make a positive contribution to the community | 3 | |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | |

The quality of provision

| | | |
|---|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | 3 |
| How well are learners cared for, guided and supported? | 3 | 3 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|-----------------------|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 3 | |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | |
| How effectively and efficiently resources are deployed to achieve value for money | 3 | |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 | |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | insufficient evidence |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | Yes |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | Yes |

Text from letter to pupils explaining the findings of the inspection

As you know, your school was recently inspected and this letter is to tell you about the results of the inspection. However, I would like first to thank you all, on behalf of the inspection team, for your politeness, cooperation and assistance during our visit. We enjoyed meeting you and appreciated your comments and opinions.

Your achievement is satisfactory and particularly good in English, but last year's GCSE results were not as good as they could have been in mathematics and science. You and your teachers need to make sure these results improve. Your behaviour is generally satisfactory in lessons but is often too boisterous around the school. While most of you attend regularly, a few of you do not and this affects your opportunities to achieve. Where appropriate, you must continue to work to improve this. The care and guidance you receive at school are satisfactory and, in particular, the support provided for you as individuals is often very effective.

Although most of the teaching in your school is at least satisfactory, you need to make better progress in some lessons. Your teachers sometimes help you too much and do not encourage you to think enough for yourselves. This means that you do not always develop the capacity to work well on your own.

You participate well in sports and this is helping you to develop healthy lifestyles. You show a good awareness of health and safety in lessons. Your efforts to help others through charitable work and fundraising are good and this is helping to make the school a more important part of the community. We hope you continue this good work.