



Lyng Church of England Primary School

Inspection Report

Unique Reference Number 121102
Local Authority NORFOLK
Inspection number 292011
Inspection dates 19–20 September 2006
Reporting inspector Mr. David Speakman

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

Type of school	Primary	School address	Wensum Road
School category	Voluntary controlled		Lyng, Lyng
Age range of pupils	4–11		Norwich, Norfolk NR9 5RJ
Gender of pupils	Mixed	Telephone number	01603872828
Number on roll (school)	67	Fax number	01603872828
Appropriate authority	The governing body	Chair	Mrs. Camilla Davis
		Headteacher	Mrs. Rosemary Black
Date of previous school inspection	25 September 2000		

Age group 4–11	Inspection dates 19–20 September 2006	Inspection number 292011
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

A smaller than average primary school which serves the local rural community with about a third of pupils coming from further a field. Pupils come from a mixture of local authority and private housing, and farm cottages. The number of pupils claiming a free school meal is about average, as is the number of pupils with learning difficulties and disabilities. An above average number have a statement of special educational needs. Fewer than average pupils come from minority ethnic groups. Attainment on entry is average. Pupils are taught in mixed-age classes. The current headteacher has been in post for a year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspection outcomes agree with the school's own view that its effectiveness is satisfactory. However, this is an improving school. It currently offers satisfactory value for money. There was an unsettled period prior to the headteacher taking up her post in June 2005; when standards fell due to some ineffective teaching. Leadership and management are now satisfactory with some good features. The headteacher, with the effective support of the key stage leaders and governors, has got to grips with difficulties and there are now signs of significant improvement. The headteacher has made a good start and provides purposeful and well directed leadership. The school improvement plan has not been finalised but priorities for the next phase of school improvement have been accurately identified. School self-evaluation is satisfactory. Parents strongly agree that the headteacher has made a significant difference to the school since she joined. Their written responses note that in the last year parental involvement in the school, extra curricular activities and the work of the school council have all improved and 'there have been a lot of good things happening this last year'. She is however carrying a heavy workload. In addition to the normal headship responsibilities she has a substantial teaching commitment in each class and leads on five important subjects or aspects of provision. The key stage leaders have a similar level of responsibility. The school acknowledges that this situation is not sustainable and has arisen because leadership and management training for subject coordinators' was put on hold due to staff turnover in recent years. The school has rightly identified that once responsibilities have been re-allocated support and training for new subject leaders will be needed to ensure that the school's performance is monitored and evaluated even more robustly. Standards are average at the end of each key stage and pupils' achievement is satisfactory. The rate of progress is satisfactory but there are indications that this is quickening, not least because the school has focused its attention on addressing the legacy of ineffective teaching. This forward momentum is evident in the test results for 2006 where standards moved from average to above average in writing at the end of Year 2 and in mathematics at the end of Year 6. Furthermore, the school's assessment data and predictions for pupils currently in Year 6 indicate that standards are likely to be above average. Pupils' personal development and well-being is good. The expert levels of care and guidance have a positive impact on pupils' conduct. Pupils know they are well cared for and are safe in school. Therefore, they feel comfortable and say they enjoy school a lot. This is reflected in their above average attendance. Pupils' positive attitudes to learning and good behaviour help create an environment in which they can settle and work productively. The quality of teaching and learning is satisfactory. The Foundation Stage is well organised and the teacher and teaching assistants make adequate provision for a very wide age range of children and spread of abilities. Curriculum planning in this class is very well organised and managed. There is a very smooth transition between the Reception and Year 1. Foundation Stage children are taught with Year 1 and Year 2 pupils. Overall achievement between the time children start at the school and the end of Year 2 is satisfactory. Although emphasis is paid to different year groups at different times progress and achievement could be more even throughout the year. Pupils' achievement

from Year 3 to Year 6 is satisfactory but could be better. Although teaching and learning are satisfactory not enough attention is given to planning for the different ages and abilities in the mixed-age classes. In contrast, good use is made of teaching assistants who make a significant contribution to the effectiveness of lessons. The curriculum is satisfactory. There are some very good cross-curricular links documented in individual teacher's planning. However, this good practice is not shared across the school and is not recorded in whole school curriculum schemes of work. The school has some profitable links with the High School to share their information and communication technology (ICT) expertise. A specialist teacher comes into Lyng Primary to provide good quality teaching for all pupils in Years 3 to 6 and to offer advice on how to develop provision further in this subject. A lot of work has gone into improving assessment systems recently. Each pupil has their own Literacy Assessment Book in which examples of their writing are recorded. Pupils like these books because they can trace their progress from the time they joined the school. In literacy and numeracy, pupils' progress is carefully monitored through the assessment procedures and targets are set so pupils know what they are aiming for. Pupils say this helps them to be aware of how well they are doing and what they need to do to achieve the next level. Although these strategies and systems are recent they are already making an impact on standards. Under the good leadership of the chair of the governing body, the governors have taken on responsibilities that link very well with current national educational guidance. For example, pairs of governors are now allocated to monitor the school's work in each of the five aspects of Every Child Matters. They are developing their roles well and are steadily growing in expertise, including those governors who are new. With the commitment of the headteacher and key stage leaders, the improving work of the governors and the pupils' positive attitudes to learning, the school has a good capacity to improve.

What the school should do to improve further

- Make sure that teaching is at least good for all pupils so that all achieve well and standards at the end of both key stages improve. - Re-allocate responsibilities so that workloads are equitable and commensurate with staff roles. - Improve monitoring, evaluation and leadership skills of subject leaders so that they can make a full contribution to school improvement. - Make learning even more interesting and relevant by incorporating effective cross-curricular links into whole school curriculum planning and lessons.

Achievement and standards

Grade: 3

Children join the Reception Class with attainment that is generally at the level expected for pupils of this age. They achieve satisfactorily and by the time they enter Year 1, most have achieved the goals children are expected to reach by the end of the Foundation Stage and many exceed them in their personal, social and emotional development. Achievement of all pupils, including those with learning difficulties and/or disabilities is satisfactory through Years 1 to 6, with attainment being average

overall by the end of Years 2 and 6. Above average test results in 2006 in writing at the end of Year 2 and in mathematics at the end of Year 6 indicate that pupils have achieved well in these two subjects, where the school has placed a focus.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils moderate their own behaviour well and deal with difficulties in a mature and sensible way. This ensures that the school is a safe place for pupils and they consequently feel at ease and enjoy coming to school. Through the school council and class council meetings pupils make a significant contribution to the quality of life in school. This includes pupils making suggestions on introducing a 'healthy tuck shop'. Linked with the large proportion joining enthusiastically in sporting opportunities, they show a good awareness of how to maintain a healthy lifestyle. Preparation for the next stage of pupils' academic life is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The impact of teaching is satisfactory, although some good teaching skills were demonstrated during the inspection. There is generally a good balance between the time allocated to teaching new skills and for pupils to practise and consolidate learning. Sometimes however, teachers talk for too long and give pupils too little working time. A good range of learning methods is used and in most lessons pupils are encouraged to work collaboratively, which they do well. Joint planning in classes where two teachers share the weekly timetable is good and ensures the work is adequately covered and there is no repetition of work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets all statutory requirements. There is good provision for personal, social and health education, which supports pupils' personal development effectively. The curriculum is enriched well. The school runs well-organised themed weeks. These cross-curricular events enable pupils of different ages to work on focused topics covering all subjects. For example, this year's project is a Healthy Eating Fortnight. For a school of its size, they provide a very good range of extra-curricular activities. Parents report they have noticed an improvement in this aspect. Good links with the High School provide good support in improving pupils' ICT skills and developing its place in the curriculum.

Care, guidance and support

Grade: 2

The school shows good level of care for its pupils. All health, safety and child protection procedures are in place. All adults are aware of the school's expectation in terms of maintaining a safe and secure environment. Requirements for safeguarding pupils are met. Pupils know they are cared for and respond by showing high levels of care and consideration for each other. Academic guidance is good and pupils' achievement is carefully monitored as they pass through the school. Assessment information is used effectively to set targets and provide extra support where needed. Pupils with learning difficulties and disabilities and those with statements are well cared for at all times.

Leadership and management

Grade: 3

The headteacher has made a good start in leading the school forward and has effectively dealt with some challenging situations in her first year of headship. She has quickly gained a thorough insight into the school's strengths and weaknesses through teaching in each class, analysing assessment data and monitoring teaching. She has good support from key stage leaders and the chair of the governing body, all of whom work well together for the good of the school. However, the staffing situation means that much of the responsibility is currently taken on by the headteacher herself and the Key Stage 1 leader. There is no formal leadership team and this has rightly been identified as a weakness in the overall leadership and management of the school. The governing body is increasingly developing skills in relation to holding the school to account for standards attained and are having a positive impact on school improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
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
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

21 September 2006 Dear Pupils Lyng CE Primary School, Wensum Road, Lyng, Norwich, Norfolk, NR9 5RJ I enjoyed the two days I spent in your school and I would like to thank you for making me feel welcome and for being so open and honest when talking to me. Thank you also to the school council for continuing to have a very impressive meeting when I sat in. This all helped me come to conclusions about your school. Although judged as satisfactory at present, it is clear that your school is improving and that some good things have happened this last year. You have had a difficult time recently with the change of teachers, but now that you have a permanent headteacher in the school, I can definitely see that things are improving. You of course play an important part in this by behaving so well and considering other children in the way you go about school life. Although standards are average at present, I can see that they are getting better. You obviously enjoy school and this is reflected in your behaviour and the good atmosphere in school. You have some interesting activities, such as topic weeks and the good range of extra- curricular activities, which you say you enjoy. The headteacher, teachers and the governors want the best for you and are working hard to achieve this. Your parents can see this too and said so in the parents' questionnaires. I am asking the staff and governors to: - Make sure that all pupils in each class get good support so all of you can make the best progress of which you are capable; - Share all the jobs the teachers have to do more evenly across the staff and help those who lead subjects to do their jobs well; - Link subjects to make learning even more interesting and exciting. I hope you all do well in the future and that you continue to help the staff to make Lyng Primary an even better place to go to school. Yours faithfully, David Speakman Lead inspector