

# Lyng Hall School

Inspection report - amended

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<b>Unique Reference Number</b>	103733
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	323891
<b>Inspection dates</b>	25–26 February 2009
<b>Reporting inspector</b>	Clive Kempton HMI

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>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	669
Sixth form	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Horton
<b>Headteacher</b>	Paul Green
<b>Date of previous school inspection</b>	22 February 2006
<b>School address</b>	Blackberry Lane Coventry CV2 3JS
<b>Telephone number</b>	02476 724960
<b>Fax number</b>	02476 724969

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<b>Age group</b>	11–18
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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

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

## Description of the school

Lyng Hall is a relatively small school with an expanding sixth form which provides an attractive learning environment for students in the north-east of Coventry. It has a federated arrangement with five other local schools to provide the post-16 curriculum. The school achieved specialist sports college status in 2005. Many of the students come from areas of significant socio-economic deprivation and the number eligible for free school meals is well above average. The school has an ethnically diverse population, with a much higher than average number of students with learning difficulties and/or disabilities and those who speak English as an additional language. The school achieved the Gold Healthy School award in 2007, became a Creative Partnership change school in June 2008 and a Trust School in the same year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Lyng Hall is a good and improving school where every student is very well supported and nurtured. The school is growing from strength to strength, raising standards and student aspirations, improving attendance and creating a 'we can do it' culture. One parent accurately described the school as 'a small, friendly school with a family atmosphere that supports students and treats them with respect'.

Students enter the school with standards that are below and sometimes well below national averages, especially in English and mathematics. An intensive Foundation Curriculum in Year 7 for the most needy students, where they stay with one teacher for two thirds of the week, quickly improves standards, especially in reading. The outstanding care, guidance and support ensure that all students make good progress as they move through the school and they attain standards broadly in line with national averages in Year 11. The success achieved through early GCSE entry and an appropriate Key Stage 4 curriculum has improved the confidence and self-esteem of many students. In 2008, the percentage of students attaining five A\* to C grades improved by 22%. The achievement of students with low prior attainment is particularly impressive. Those in need of additional help are quickly identified and appropriately supported. Achievement and standards in the core subjects of English, mathematics and science is patchy. The school is aware of these inconsistencies and has good remedial plans in place to further improve the five A\* to C grades including English and mathematics. Inspectors agree with the school that current standards observed in lessons and exemplary student tracking data demonstrate that the improving trend in standards will continue.

The sixth form is satisfactory. Here, standards are overall broadly in line with national averages. Students attain higher standards and make better progress in the practical applied A levels than in the more traditional AS and A2 courses.

The personal development and well-being of students is good. They are proud to say they come to Lyng Hall. Students obviously enjoy school and the good relationships they establish with the staff. They behave well in lessons and around the school. The school has worked tirelessly over the last few years to improve student attendance, which is now approaching the national average. A small minority of parents still condone the absence of their children and the school requires further support from the local authority to work with these families to understand the importance of regular attendance. Older students are provided with a number of good opportunities to take on roles and responsibilities around the school, for example as lunchtime supervisors or reading mentors to younger students. The spiritual, moral, social and cultural development of students is also good. They raise large sums of money each year for charity and take part in projects within the community such as gardening or helping out with primary school sports events. Their high quality art work is well displayed around the school and students have regular opportunities for educational and cultural visits in this country and abroad. All these opportunities help the students to develop their personal and social skills and raise their aspirations and their commitment to further and higher education.

Teaching has improved since the last inspection and, with a few exceptions, is now good across the school and sixth form. Teachers have good relationships with the students and plan interesting lessons with a range of activities. However, questioning strategies to engage and appropriately challenge every student in the class are underdeveloped.

The significant improvements over the last few years have happened as a result of good leadership and management across the school. The outstanding leadership, determination and vision of the headteacher have successfully pulled the staff together with energy and enthusiasm. He is ably supported by an impressive senior leadership group who are challenging heads of department by working alongside them and regularly monitoring their work. The school is meeting its specialist sports college targets and the status is beginning to have more impact across the curriculum.

## **Effectiveness of the sixth form**

### **Grade: 3**

The sixth form has grown in size since the last inspection, which is partly due to the positive impact of the school's specialist status. The provision of an improved range of courses better suits the needs and interests of students. Retention rates are satisfactory and students enjoy their education at the school and across the federation, where courses can be studied in other schools. Achievement and standards remain satisfactory, but the improved quality of teaching and the development of independent learning strategies have laid a good foundation for improvement. Students' personal development and well-being are good and their contribution to the community is a strong feature because it supports their capacity for future economic well-being. The leadership and management of the sixth form are satisfactory and in a state of flux owing to long-term absence. The current management structure is insufficiently focused on improving provision and outcomes for students.

## **What the school should do to improve further**

- Develop questioning strategies in all lessons to ensure that all students are engaged and appropriately challenged.
- Work with the local authority to devise additional strategies to improve the attendance of a few persistent absentees.
- Improve the leadership of the sixth form.

## **Achievement and standards**

### **Grade: 2**

Many students have reading levels that are well below their chronological age when they start the school. However, they make good progress because they are set challenging targets, are well taught, and have their progress rigorously and effectively monitored. This school is particularly effective at enabling students with low prior attainment to make outstanding progress by the time they reach the end of Key Stage 4. The establishment of a foundation group in Year 7 has resulted in accelerated progress in reading, and this has impacted positively on students' learning in other subjects. Students are making quicker progress than at the time of the last inspection. The school's exemplary student tracking data indicate that current levels of progress are also good. Girls generally make better progress than boys but there are no marked differences between minority ethnic groups. Progress in the sixth form is satisfactory.

Standards have improved since the last inspection and are now broadly average. The number of students obtaining five A\* to C grades at GCSE has risen to broadly average, but this falls to below average when English and mathematics are included. However, the school has raised standards of functional English and mathematics to above average, which helps to prepare students for a secure economic future. The standards reached in different subjects are variable but art and design remains consistently strong. Variability also exists between different groups

of students but the school is aware of this and has developed a good range of intervention strategies to support vulnerable groups. Standards in the sixth form are satisfactory and enable many students to enter further or higher education or pursue their chosen career.

## **Personal development and well-being**

### **Grade: 2**

The school provides a nurturing and safe environment in which learners of all abilities grow in confidence and their readiness to take their place in society. This is a highly inclusive school with a strong sense of belonging and a very low incidence of bullying. The school has wholeheartedly embraced a range of innovations such as the social and emotional aspects of learning (SEAL) initiative, e-behaviour systems and family contracts. All have had very a positive impact on behaviour, which overall is considerate and calm. Strategies to improve student behaviour have transformed the school over the last three years and have improved learning. As a consequence, students at all levels and especially the sixth form enjoy school.

The school has developed a wide range of strategies to improve attendance and while progress is evident, it continues to be a slow uphill climb to overcome the attitude of some parents who condone absence. Nevertheless the school succeeds in drawing parents more and more into an effective and highly valued partnership. As one parent put it, 'I only wish I had gone on the parenting contract a long time ago.'

The sixth form is a cohesive unit contributing well to the life of the community. Students take on a good range of leadership roles. While the student voice and contribution to the community is strong in the sixth form, it is less potent in the main school. Students feel very safe and are conscious of safety procedures. They engage in a wide range of spontaneous and organized physical activity as part of the sports college programme and are adapting to the healthy diet provided by the canteen.

Overall, spiritual, moral, social and cultural development is good. Pupils celebrate their diversity through activities such as a hip hop boys dance group and a Hindu temple drumming group. Teachers lead celebrations for festivals from a wide range of religious backgrounds.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching has improved since the last inspection. Areas of weakness have been identified so that there is more good teaching now in the main school and in the sixth form. Students learn at a faster rate. An effective system of monitoring has been introduced and this has shown the need for more precise and consistent marking of work across subjects and departments so that students' progress can be better assessed and work tailored to meet their needs more precisely. This work is beginning to have positive results. Teachers have good relationships with their students and behaviour is good during lessons because of teachers' good classroom management skills and their good subject knowledge. Lessons are well matched to students' interests. Occasionally, teachers talk too much and miss opportunities for students to demonstrate what they know. Students are not always prompted to take responsibility for presenting answers or explanations to the class because teachers' questions are not targeted enough to individuals or groups of students. As a result those who are less confident or motivated take a less active part in the lesson.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and has also improved since the previous inspection. It provides effectively for all groups of students throughout the school, including the sixth form. Students with learning difficulties and/or disabilities and those who speak English as an additional language are given very good opportunities to learn through the school's arrangements to meet their needs. The school promotes a wide range of community languages well. The provision of the Foundation Curriculum in Key Stage 3 enables students with lower attainment to make rapid progress in basic skills of literacy, numeracy and information and communication technology taught through a range of other subjects. Induction procedures for students joining the school at times other than the beginning of the academic year are good. They are well supported and settle in quickly. Learning mentors are used very effectively to support additional programmes. The school makes good arrangements for work experience and vocational courses with other schools and colleges through the local federation of schools. These opportunities prepare students well for the world of work and improve their self-esteem and understanding of teamwork. The school provides the opportunity for students to learn a modern foreign language throughout the school.

The school's sports specialism provides a wide range of activities for students and for the local community with a good take-up rate. Extra-curricular provision is well attended.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding structured care and support for all learners, including those with specific needs. As a result these students make good progress. Students fully appreciate this support, with notable individual success stories. Students are also well supported at all transition stages, including entry into the sixth form and post-18. Provision includes well conceived induction programmes and highly personalised pathways which raise aspirations. Students who transfer to the school from other local schools settle well, and as a result make good progress. Arrangements for safeguarding students are robust and regularly reviewed. Students are set clear and challenging targets and understand what they have to do to improve. Data analysis and student tracking are outstanding in the main school. A pilot group of students and parents are informed about both academic and pastoral progress via live online data as well as regular reporting. This is to be rolled out to the whole school. The school leads the federation in this field. These robust monitoring systems ensure that those at risk of disaffection or underachievement are targeted early for intervention. The school works exceptionally well with parents to ensure students make good progress. The contribution of the learning mentor team in steering students to successful outcomes is outstanding and widely acknowledged. The school has particularly strong communications with outside agencies and where appropriate, draws very effectively on these agencies to further support and engage students.

## **Leadership and management**

### **Grade: 2**

The considerable challenges faced by the school leadership team have been well tackled over the last few years. The headteacher, with the unanimous support of his senior leadership group, has effectively managed the challenge of change and successfully tackled difficult issues, often

with innovative solutions. They are not complacent, but have become energised by their recent successes. Students too are proud of their achievements and the good middle managers report that the school has become a more stimulating environment to work in. Staff are well supported to further develop their careers at Lyng Hall with enhanced leadership opportunities. Talent and potential is spotted and nurtured.

Managers at all levels have an accurate self-evaluation of their effectiveness; they know the school's strengths and areas for further development. School development planning is a useful tool that is revisited each term to monitor progress against targets. The school promotes community cohesion well within the school and the local community but less so to ensure that students are aware of the wider United Kingdom community. The parenting contracts established with some parents have become popular and have been very successful in refocusing disaffected students and re-engaging positive parent-school links.

Stakeholders and other professionals associated with the school are very positive about the school and report its improving profile within Coventry. Trust status, implemented by the headteacher with the full support of the local authority, has created additional valuable partners to help develop student potential. One stakeholder described the school as 'inspirational and a privilege to work in', where the staff are 'a dedicated team committed to supporting young people and improving their outcomes'.

Governance is good. The governors are well informed by the headteacher about the progress the school is making to achieve its targets. The reports they receive from the headteacher are detailed. Governors are rigorous in their questioning at meetings and hold the school to account for standards attained.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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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?	2	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	2	2
The capacity to make any necessary improvements	2	3

## Achievement and standards

How well do learners achieve?	2	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	3
How well learners with learning difficulties and/or disabilities make progress	2	

<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination eliminated	2	
How well does the school contribute to community cohesion?	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

**Annex B****Text from letter to pupils explaining the findings of the inspection**

27 February 2009

Dear Students

Inspection of Lyng Hall School, Coventry CV2 3JS

Thank you very much for the warm welcome you gave me and the inspection team when we visited your school earlier this term. We enjoyed talking to you, looking at your work and watching you learn. I thought you would like to know the outcome of the inspection and what you could all do to make the school even better.

I think you go to a good school that is improving every year, and your parents agree. You are proud to say that you go to Lyng Hall. Everyone looks after the buildings, which look bright and attractive. Your art work and sculptures around the school are particularly impressive. The exam results you achieved in 2008 were really good. Well done! The exam results in the sixth form were not quite as good in AS and A2 but were much better in the applied courses. Lots of you have good opportunities to take on roles and responsibilities, such as lunchtime supervisors and mentors, and this helps you develop your confidence and self-esteem. Those of you who need extra support get really outstanding help from staff and other adults and this is helping you make impressive progress.

I think you have got an excellent headteacher. He has got everyone to work together for your benefit and all his hard work is paying off. Most of you are attending school regularly and this is helping you get good exam grades. You all need to remember that if you are absent from school you will get behind with your work and find it hard to catch up. Generally, your behaviour is good in lessons and around the school. The teaching has improved since the last inspection and is now good. Teachers work really hard to prepare interesting lessons for you. A lot of you take up the opportunity to attend after-school clubs, especially sport, which has a high profile in school and the community.

In order to make the school even better, I have asked the headteacher and senior staff to do the following things.

- Make sure you are all challenged to answer questions in every lesson.
- Improve the attendance of some students.
- Improve the leadership of the sixth form.

Yours sincerely

Clive Kempton

Her Majesty's Inspector