

# Lyng Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121102
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339868
<b>Inspection dates</b>	25–26 March 2010
<b>Reporting inspector</b>	Mike Thompson

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Gillian Lambley
<b>Headteacher</b>	Mrs Beverley Hall
<b>Date of previous school inspection</b>	19 September 2006
<b>School address</b>	Wensum Road Lyng Norfolk
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<b>Email address</b>	head@lyng.norfolk.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The reporting inspector observed all class teachers at least once as he visited nine lessons and also observed pupils with special educational needs and/or disabilities at work in all classes. The inspector held meetings with the teaching staff, representatives of the governing body, and pupils. He looked at a range of information, including data showing the progress made by pupils and samples of pupils' work. Questionnaires returned by 40 parents, 36 pupils, and nine members of staff were analysed.

The inspection reviewed many aspects of the school's work. It looked in detail at the extent to which:

- the school is able to demonstrate the good progress claimed in its self-evaluation, particularly in respect of pupils with special educational needs and/or disabilities and pupils eligible for free school meals
- teachers provide consistently achievable challenges for all groups of pupils
- the curriculum ensures continuity of learning, with no unnecessary repetition, within mixed-age classes
- pupils' progress in subjects other than English and mathematics is assessed and tracked.

## Information about the school

This small rural school caters primarily for children from Lyng and the local villages of Elsing and Sparham. Almost all of its pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is slightly below the national average. Most of these pupils have general learning difficulties, and there are very few pupils with severe needs and/or disabilities. There are four classes: one for children in the Early Years Foundation Stage and three mixed-age classes for pupils in Years 1/2, 3/4, and 5/6.

The headteacher retired in December 2009 and, as a temporary measure, a headteacher from the local authority's Headteacher Service is running the school. Owing to long-term absence, the Year 5/6 class is taught by a supply teacher.

The school has national Healthy School status, the Activemark accreditation in recognition of its promotion of physical education and sport, and the silver Eco School award.

The Wensum Valley Nursery, which is located on the school's site, is privately run and was inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Lyng Church of England Primary provides a satisfactory education for its pupils. It provides effective care, guidance and support, which results in pupils' good personal development and well-being. All pupils say they are well cared for, secure in the knowledge that adults will always help them if needed. Pupils have an excellent awareness of how to keep safe, and show a good understanding of the importance of a healthy lifestyle. The school successfully helps pupils to develop socially; the behaviour of the vast majority is outstanding, and pupils generally work extremely well with their classmates. Consequently, lessons run smoothly and without disturbance. Pupils are invariably polite and have positive attitudes towards their education. One Year 6 pupil commented: 'I really look forward to coming to school because I love to learn!'

Attainment on entry to the Reception Year is, typically, in line with what is expected at this age. Children settle in really well because of the very close links between the school and the on-site nursery, and make satisfactory progress. There are many good features to the indoor provision for the children, but these are offset by shortcomings in the procedures for assessing children's achievements, in the collation of assessment information, and in the outdoor learning area.

In Key Stages 1 and 2, about half of the pupils make good progress overall, while all other pupils make satisfactory progress. A large majority of pupils make good progress in reading, while the weakest rates of progress, although satisfactory overall, are to be found among the average and higher attaining pupils in writing. This weakness occurs because teachers do not always set out clearly enough what they expect pupils of different levels of ability to achieve when presented with writing tasks. This is particularly evident in the class for pupils in Years 5 and 6. A further barrier to accelerated progress for all pupils is the inconsistency in teachers' marking of their work. There is some good practice but, too often, teachers miss opportunities to link their marking to the targets set for pupils to achieve. The broadly average attainment of Year 6 pupils in English, mathematics and science over the past three years was reflected by current school data, a scrutiny of pupils' books and observations of lessons.

The curriculum is carefully planned to ensure continuity of learning in mixed-age teaching in all classes. Among its strengths are the good range of activities designed to enrich pupils' experiences, such as the specialist teaching of science provided by the local high school, which generate high levels of interest and enjoyment.

The interim headteacher has quickly gained the confidence and support of parents, and a number appended appreciative comments to the questionnaires returned. She has introduced a number of measures designed to improve the quality of teaching and

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learning, for example by improving teachers' assessment of pupils' work; however, the impact of these is yet to be seen. Governors are supportive and some have a 'hands on' impact on the day-to-day life of the school. For example the Chair of the Governing Body helps with the gardening club and runs the 'Let's get cooking' club. Governors are also effective in ensuring that all legal requirements are met. However, they have too little impact in helping to raise standards. This is because they do not have the knowledge and skills necessary to provide independent challenge to the school's leadership and to take a clearer strategic view. The school's systems for checking on the progress made by pupils are thorough and provide useful data for the headteacher. The procedures for evaluating the school's effectiveness are sound. These features and the impact of actions taken to improve pupils' achievement, such as the successful focus on teaching reading skills, demonstrate that the school has a satisfactory capacity for sustained improvement.

**What does the school need to do to improve further?**

- Accelerate the progress made by pupils in Key Stages 1 and 2 by ensuring that:
  - teachers consistently make clear their expectations of what pupils of different levels of ability need to do in order to successfully complete their writing tasks
  - wherever possible, teachers' marking of pupils' work is clearly linked to the targets that individual pupils have to achieve.
- Accelerate the progress made by children in the Early Years Foundation Stage by ensuring that:
  - even more emphasis is placed on assessing children's achievements observed incidentally while they are learning through play
  - collating assessment information gathered according to the different areas of learning
  - facilities for outdoor learning are improved.
- Improve the impact made by governors on pupils' achievement by ensuring that they develop the skills needed to monitor and evaluate the effectiveness of the school independently.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The inspection focused on the achievement of pupils with special educational needs and/or disabilities and those eligible from less advantaged backgrounds because national data for the performance of Year 6 pupils in 2009 indicated that these groups did significantly less well than their peers nationally. However, inspection evidence showed that this underachievement was specific to that year group. For example, in a lesson about division, for pupils in Year 3/4, the class teacher worked closely with pupils

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identified as having difficulties in learning in mathematics. Her skills in questioning and rephrasing her explanations, where necessary, ensured that these pupils made good gains in their understanding that grouping numbers is a way of dividing. All pupils are well integrated into the school 'family' regardless of their prior attainment or background, and different groups generally make similar progress. In most of the lessons observed, pupils made satisfactory gains in their learning.

The good attendance rates reflect pupils' enjoyment of school. In discussions and in their responses to the inspection questionnaires, pupils expressed positive views about all aspects of the school. One of the many things that pupils like about the school is that they feel really safe. While pupils clearly know what they need to do to keep fit and healthy, they are the first to admit that they do not always put their learning into practice by helping to promote healthy lifestyles. The pupils are proud of their school, and the older ones in particular thrive on the opportunities provided to take responsibility, for instance as team captains, members of the school council, or by carrying out jobs at lunchtime. Overall, pupils make a very good contribution to the day-to-day life of the school, but they are less involved in activities that have a positive impact within the local community.

A very clear moral code permeates all aspects of school life, and pupils are unfailingly polite and well mannered. Pupils are well prepared for life as future citizens. They have excellent social skills, which they demonstrate through their ability to work with others. Their good skills in reading and oracy, together with the ability to work well independently, stand them in good stead for the future. Pupils' spiritual awareness, as seen in their understanding of their own development and appreciation of that of others, is good. However, pupils' knowledge of other cultural traditions is only satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is inconsistent. Some of the teaching is good or better, but too much is satisfactory. The best teaching is characterised by the skilled way in which teachers develop pupils' confidence as learners and use a variety of techniques to capture their imagination. For example, in a Year 1/2 mathematics lesson, the teacher's review of pupils' successes during the previous day's work about problem solving helped generate confidence. The subsequent arrival of a parcel containing a large pan and spoon together with instructions for mixing different combinations of 'ingredients' added extra interest and enjoyment to pupils' learning of counting in twos, fives and tens. Teaching has a number of strengths, including good relationships between teachers and their pupils and well-established routines which help lessons to run smoothly. However, in too many instances, learning in lessons is only satisfactory. This is because teachers do not set out precisely what they expect of pupils of different levels of ability, particularly when setting writing tasks. In addition, the quality of guidance provided for pupils through teachers' marking of their work is not always effective in securing good progress. Work in pupils' books shows that systems for marking are inconsistently applied and the comments made by teachers do not always result in improvements being made.

The strengths of the curriculum are evident in the enrichment activities provided for pupils, often as a result of the good partnership with the local high school. Other partnerships, such as the focus on toys provided through the museum service, and enthusiastically supported by parents, help add interest and enjoyment to pupils' learning. The range of extra-curricular activities is broadly similar to what is provided by many schools of this size. The weakness in the curriculum is that the education plans provided for pupils with special educational needs and/or disabilities are too generic and lack focus on the specific learning needs of individuals.

The good provision for the care, guidance and support of pupils permeates all aspects of school life. The needs of individuals are well known, and pupils feel valued members of the school 'family'. There are very clear, well-established, arrangements to induct pupils into school and to ensure a smooth transition as they move on to the next phase of their education.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

An overwhelming majority of parents feel that the school meets their children's needs. This reflects their appreciation that Lyng Primary is an inclusive school in which every child really does matter. Equality of opportunity is satisfactorily promoted and monitored. The interim headteacher has been effective in communicating her high expectations to the staff, and has introduced a range of measures designed to raise attainment. The impact of most of these is yet to be seen. Governors are supportive, but some elements of the challenge that they are required to provide need to be developed. For example, they realise that training in analysing the school's performance data would help better inform their monitoring.

Safeguarding procedures are satisfactory. Pupils are evidently very well looked after, but the inspector evaluating the effectiveness of procedures was unable to determine how well these are embedded because much of the required documentation is only recently in place. The school's promotion of community cohesion is satisfactory. The school knows its own community very well. It has a clear policy for the promotion of community cohesion and is beginning to formally evaluate its impact.

The school has good partnerships with parents and carers. A particularly noteworthy feature is the standing invitation to parents to come in to classrooms at the start of the school day on Fridays. These 'drop-in' sessions, followed by 'celebration assemblies', are very well attended and provide a good opportunity for parents to learn about their children's achievements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Indoors, the children have good access to a range of interesting and enjoyable activities that encourage independence and initiative. Outdoors, the children's choice of activities is limited. The interim headteacher has already ensured that this area is fenced, and further improvements are planned. The class teacher relates well to the children and provides them with a good range of activities that cover all areas of learning. She has a good understanding of the learning needs of young children and keeps a careful check on children's progress so that provision can be suitably adjusted in response to what is learned. However, the assessments on which some of the monitoring is based are sometimes too descriptive. They lack detailed evaluation of precisely how well the children have achieved their tasks, and make few suggestions about the next steps in learning for each individual. In addition, the way in which the assessments are collated makes objective external monitoring of curriculum coverage difficult to achieve. The balance between assessments of children in closely observed situations and those of the 'captured moment' needs to be adjusted so that more assessments are made of children's achievements when working without direct adult supervision. Nonetheless, the teacher ensures that the children achieve satisfactorily. By the time they transfer to Year 1, their attainment is broadly in line with what is normally expected at this age.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The response to the inspection questionnaire is better than normally found. An overwhelming majority of parents expressed satisfaction about all aspects of the school's performance. In particular, their positive views are borne out by inspection findings relating to pupils' personal development and well-being. There is no pattern to the few negative views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lyng Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	48	20	50	0	0	0	0
The school keeps my child safe	15	38	24	60	1	3	0	0
The school informs me about my child's progress	10	25	27	68	3	8	0	0
My child is making enough progress at this school	9	23	29	73	2	5	0	0
The teaching is good at this school	15	38	24	60	1	3	0	0
The school helps me to support my child's learning	8	20	29	73	3	8	0	0
The school helps my child to have a healthy lifestyle	10	25	29	73	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	23	27	68	0	0	0	0
The school meets my child's particular needs	10	25	29	73	1	3	0	0
The school deals effectively with unacceptable behaviour	8	20	29	73	2	5	0	0
The school takes account of my suggestions and concerns	8	20	28	70	1	3	0	0
The school is led and managed effectively	7	18	30	75	2	5	0	0
Overall, I am happy with my child's experience at this school	14	35	25	63	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 March 2010

Dear Pupils

Inspection of Lyng Church of England Primary School, NR9 5RJ

Thank you for being so welcoming and helpful when I visited your school. I found that your school provides you with a satisfactory education. This means that there are a lot of things that the school is doing right and some things that need to be improved. I know that all the adults who help to run your school want it to be a good school. For this to happen, you need to make better progress in your work.

Here are some of the things that are good about your school.

You make good progress in reading. This is important because this skill helps you to get on well when you move to your next school.

I was impressed by your excellent manners and behaviour.

You feel safe because the staff take good care of you.

You know a lot about how to keep healthy.

You do a lot to help with the day-to-day running of your school.

To help you to make better progress in your work, especially in writing, I have asked your teachers to make sure that you understand what successful work will look like. I would also like your teachers to make sure that when they mark your work, they always think about your targets. You can also help by making sure that you think about your targets every time you have to do some writing or when you have numeracy lessons.

To help the children in Cherry Class to make better progress, I have asked the school to improve the outdoor area now that it has been fenced off and to carry out even better checks on how well the children are getting on.

I would also like your school governors to become even more expert at managing the school.

I wish you every success in the future.

Yours sincerely

Mike Thompson

Lead inspector

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