

Inspection of Lyng Hall School

Blackberry Lane, Coventry, West Midlands CV2 3JS

Inspection dates:	5 and 6 November 2024
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

The headteacher of this school is Paul Green. This school is part of Finham Park Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Bailie, and overseen by a board of trustees, chaired by Peter Burns.

What is it like to attend this school?

Lyng Hall School welcomes everyone. Staff 'go the extra mile' to help pupils. They support those who are new to the school well so that they settle quickly into the learning community. Pupils get along with each other. They know who to turn to if they have a concern, and they feel safe. The rate of attendance is rising and closing in on the national average.

The school sets high expectations for pupils, and, generally, these are met. Pupils behave well in lessons, and disruption is rare. Leaders have planned a broad and ambitious curriculum, and they make sure that staff follow it. Staff adapt it well to meet the needs of pupils with special educational needs and/or disabilities (SEND). Nonetheless, pupils in the main school often do not learn and remember as much as they should.

Pupils learn to respect others, including those different from themselves. They benefit from effective careers advice. Pupils have many opportunities to develop their talents, including a trip to China and school productions. A high proportion of pupils, including of those who are disadvantaged, take part in clubs.

Students in the sixth form learn well. They value the high-quality feedback and advice that they receive.

What does the school do well and what does it need to do better?

The curriculum at key stage 3 and key stage 4 is wide-ranging. It is well matched to pupils' interests and aptitudes. Staff understand how learning should build on what pupils already know and organise units of work accordingly. The design of the curriculum recognises that there will be gaps to fill in pupils' knowledge. In Year 12, some students follow a bridging course that allows them to move on to level 3 courses. The school has prioritised reading, and weaker readers receive effective support. Some recent approaches, such as focusing on core vocabulary and ensuring that pupils understand examination questions fully, show potential, although it is too early to see the full impact. However, the curriculum is not put into practice consistently. As a result, not all pupils add to their knowledge as effectively as they should, and outcomes at key stage 4 remain low.

Teachers know their subjects. They explain information clearly and use resources well. However, pupils sometimes do not learn all the knowledge they should during lessons. As a result, they do not achieve the depth and security of understanding that they need. Pupils then struggle to remember their learning in the longer term, so when teaching returns to a topic, there is no secure foundation to build on. In the sixth form, students' learning is secure.

Pupils with SEND follow the full curriculum and generally learn well. The school accurately identifies their additional needs and provide clear guidance for staff on how best to meet them.

The school has recently strengthened its arrangements for checking on what pupils know. For example, pupils use mini whiteboards in lessons so that the teacher can gauge how many pupils have grasped a particular point. Staff look for the strengths and gaps in knowledge shown by tests and examinations. However, they are yet to use the information they gain reliably to adapt pupils' learning.

The school has a clear and consistent approach to behaviour, based on the values of respect and kindness. Staff work effectively to support pupils who join the school with challenging behaviour. Pupils understand the school's policies and routines. Their conduct is good in lessons. In general, they concentrate well and present their workbooks neatly.

Staff forge warm working relationships with pupils and provide a high quality of pastoral care. They are well trained to work effectively with parents and carers, for example to improve attendance.

Pupils develop a sound understanding of personal safety, relationships and citizenship as part of a comprehensive programme. They learn to value and celebrate diversity, for example through the annual 'Culture Day'. Students in the sixth form act as mentors or reading buddies for younger pupils. Student leaders have recently drawn up the school's 'Respect Charter', which has become central to the school community. This fosters a supportive, inclusive environment where all pupils feel valued and able to contribute.

The school delivers a programme of careers guidance that builds through the year groups. Staff provide pupils in the main school and the sixth form with impartial advice about education, employment and apprenticeships. Year 10 pupils benefit from a week's work experience.

Since the last inspection, the school has not ensured that all its intended changes to the curriculum have had the intended impact. As a result, inconsistency of practice remains in the teaching of the curriculum. Less-experienced staff receive effective support when they join the school. Staff say that leaders generally take their well-being and workload into consideration.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils often do not recall their previous learning. They therefore do not build up their knowledge and understanding effectively over time. The school should ensure that pupils add incrementally to their learning and receive more support with strategies that help them to do this.

- The outcomes of the school's procedures for checking pupils' understanding, both in the classroom and through more formal assessments, are not yet used reliably and consistently. As a result, pupils do not benefit from teaching that is most closely matched to what they already know and can do. The school should ensure that staff make the best use of these checks to adapt the curriculum so that work is always accurately tailored to pupils' needs.
- The school's intended changes to raise achievement in the main school are not being put into practice consistently. This means that standards for pupils are not rising swiftly and reliably. The school should ensure that all intended changes are having the desired impact and that amendments to the plans are made where necessary.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142960
Local authority	Coventry
Inspection number	10344078
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,003
Of which, number on roll in the sixth form	169
Appropriate authority	Board of trustees
Chair of trust	Peter Burns
CEO of the trust	Mark Bailie
Headteacher	Paul Green
Website	www.lynghallschool.co.uk
Dates of previous inspection	18 and 19 June 2019, under section 5 of the Education Act 2005

Information about this school

- A high number of pupils join the school at times other than at normal points of transfer. Many of these pupils speak English as an additional language.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school provides full-time and part-time alternative provision for 10 pupils at one registered provider and two unregistered providers.
- Some pupils in the sixth form follow courses taught at other schools in the trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and curriculum leaders. They also spoke with staff about their experience of the school.
- The CEO and vice-chair of the trust, and the chair and vice-chair of the local governing board, met with the lead inspector.
- The inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign languages and performing arts. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors spoke with pupils at social times and with groups of pupils more formally.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of documents. These included the school's self-evaluation and improvement plans, information about pupils' behaviour and attendance, and the school's curriculum.
- The inspectors took account of responses to Ofsted Parent View and the free-text comments. They also considered responses to Ofsted's surveys for staff and pupils.
- An inspector spoke by telephone to staff at the two unregistered alternative providers used by the school.

Inspection team

Martin Spoor, lead inspector	Ofsted Inspector
Thomas Walton	Ofsted Inspector
Tim Bassett	Ofsted Inspector
Clare Turner	Ofsted Inspector

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