



National Society Statutory Inspection of Anglican Schools Report

Lyng Church of England Voluntary Controlled Primary School

Wensum Road,
Lyng,
Norfolk
NR9 5RJ

Local authority: Norfolk

Dates of inspection: 21 January 2013

Date of last inspection: 8 July 2010

School's unique reference number: 121102

Headteacher: Mrs Helen Watson

Inspector's name and number: Jean Johnson 608

School context

Lyng Church of England Primary School is a small rural primary school with 86 pupils on roll, taught in four classes. The school caters primarily for the village of Lyng and the near-by villages of Elsing and Sparham. Pupils are predominantly of White British heritage. The school is close to the local church and there is a privately run nursery on the school site.

The distinctiveness and effectiveness of Lyng CE VC Primary School as a Church of England school are good

There is a strong sense of ownership of Christian values by all stakeholders and, because of this, they are central to the life of the school. The headteacher and foundation governors have a clear vision for the school as a church school. Parents are highly supportive of the school's Christian ethos.

Established strengths

- The strong emphasis on Christian values which underpin the daily life of the school.
- The Christian ethos of the school which ensures that all pupils are nurtured and feel highly valued.
- The developing links with the local church.

Focus for development

- Governor involvement in monitoring and evaluating the effectiveness and distinctiveness of the school as a church school.
- Involving pupils in planning and leading collective worship.
- More explicit support for spiritual development, particularly in classrooms.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Christian values are central to the life of the school. They underpin the strong caring Christian ethos that is evident in the way in which all pupils' unique talents and abilities are valued and nurtured. As a result, behaviour and relationships are good, pupils feel secure and they make good progress. Staff model and promote Christian values. Parents and pupils acknowledge the positive impact this has on attitudes and behaviour in school. Pupils care for each other

and say that there is “no bullying in the school” and that their peers and staff are “really kind”. A display in the hall illustrates and reinforces the current values theme of humility. Pupils say that this helps them to remember the values promoted in collective worship at other times of the day, for example at lunch time. Pupils’ cultural development is well supported across the curriculum and is further enhanced by people of different faiths and cultures who visit the school, which led to pupils being very welcoming to a family from a different culture when they joined the school. The school has gained the Eco schools Green Flag award which recognises pupils’ care for and appreciation of God’s creation. Pupils take part in a variety of fund raising activities for charities and recognise that in doing this they are helping others. Entrance displays affirm the school’s Christian foundation and there is an R.E. (Religious Education) display in each of the classrooms. The ‘quiet garden’ offers a place for reflection in the school grounds, but there are few stimuli for spiritual reflection in classrooms.

The impact of collective worship on the school community is good

Pupils enjoy taking an active part in collective worship both in school and in the parish church. On the day of the visit, pupils were keen to volunteer to take roles representing different perceptions of Jesus, helping to illustrate the theme of humility. Planning for collective worship follows the Values for Life scheme with SEAL materials also used to support and reinforce the key messages. Worship leaders often use Bible stories and Christian example to illustrate the themes. They keep records of worship content and pupils’ reaction to it. As a result, pupils are now given more opportunities to reflect on the worship theme and relate it to their own lives. A lighted candle acts as a focal point for reflection and pupils value this time and show good levels of concentration during it. They talk confidently about how Christian values, exemplified in collective worship, influence their everyday lives. They say, for example, that ‘respect’ helps them to think about the way they treat others so that they “don’t treat one person better than others” or “boss them about”. The incumbent leads collective worship in school on a regular basis and major Christian festivals are celebrated in the church. Pupils talk enthusiastically about taking part in the Christmas services and say that the harvest celebration encouraged them to think about others. They are looking forward to singing at the Easter celebration. Pupils have a thorough understanding of the reasons for prayer and each class has a book of prayers, written by pupils, for use in the school day. All teachers lead worship, but there is not currently an expectation for all staff to attend.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher and foundation governors are keen to promote and develop the Christian distinctiveness of the school. All staff and governors have been involved in reviewing and establishing the school’s aims and values and governors recognise the Christian ethos expressed within them. They do not however regularly discuss aspects of Christian distinctiveness or monitor and evaluate the effectiveness of the school as a church school. There are good links between the school and church. The incumbent is a regular visitor and supports the teaching of R.E. as well as leading collective worship. Pupils say that he tells them stories about Jesus and asks them to act them out which “makes it more interesting”. He has ensured that all pupils have access to bibles in their classrooms through the Bibles for Children scheme. This, together with the increased use of Bible stories to illustrate themes in collective worship, has strengthened pupils’ bible literacy. Pupils from the school attend holiday activities organised by the church. Parents appreciate and are supportive of the Christian ethos of the school. Beneficial links between the school and local community are being developed, and pupils enjoy the opportunities this gives them to take part in village projects and fundraising events for example the church fete. A number of pupils volunteered to take part in the Church’s Christingle services and more local parishioners attended the school’s Nativity celebration in the church this year. The school values the support it receives from the diocese. Foundation governors have attended relevant training and are now aware of their responsibilities as governors in a church school.