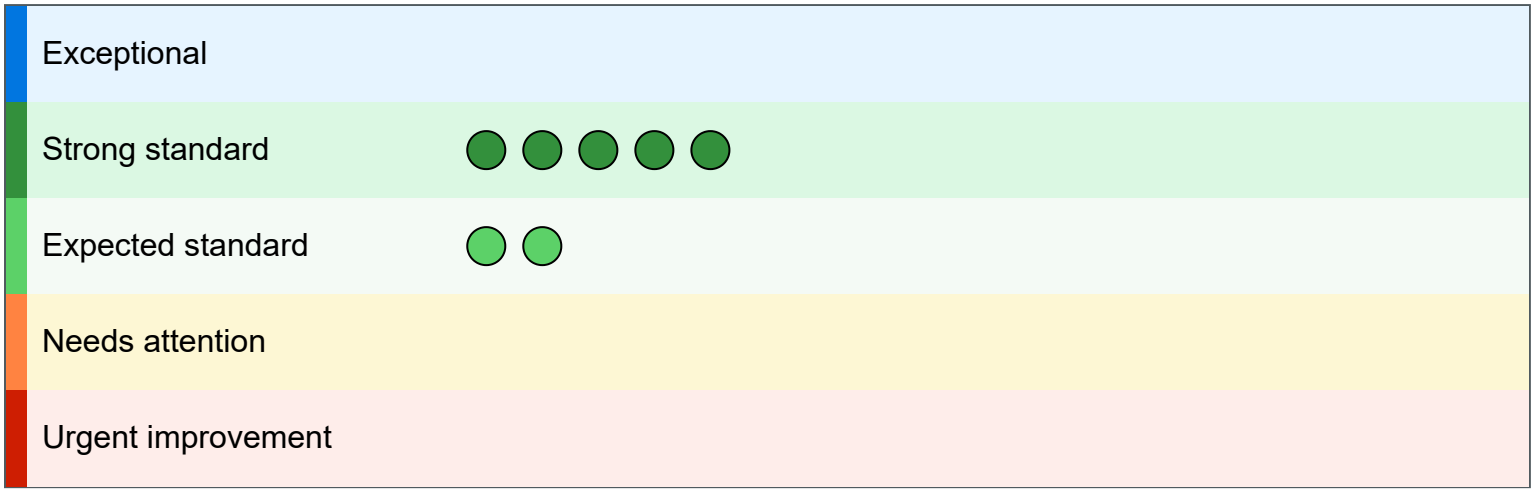
Lyng Church of England Primary Academy

Address: Wensum Road, Lyng, Norwich, Norfolk, NR9 5RJ

Unique reference number (URN): 149415

Inspection report: 17 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders are relentless in their approach to promoting positive attendance. As a result, pupils' attendance is above the national average. Staff work closely with families and offer effective support when needed. For example, providing breakfast club provision and adult support at the start of the day has supported families and pupils very well. Pupils understand the importance of arriving on time each day. This helps them to be ready to learn.

Pupils behave extremely well throughout the day. This includes during social and unstructured times. This is because they have been taught how to behave. Pupils follow these high expectations very well. Staff consistently model positive behaviour. They understand each pupil well. They provide challenge and support if a pupil requires it. Classrooms are constantly calm and orderly. This is because pupils' attitudes to learning are strong. Older pupils can talk about the importance of trying their best in lessons. They recognise their emotions and use daily check-ins to share how they feel. Staff respond quickly to any concerns about forms of discrimination or abuse, as this is not tolerated. Pupils say this helps them manage in school. Pupils understand what bullying means. They say staff act quickly if concerns arise.

Early years

Strong standard

Leaders have constructed an ambitious and sequenced early years curriculum. It allows children to build their knowledge across all key areas. Staff skilfully plan activities that reflect the curriculum and include children’s interests. For example, providing flowers and bamboo encourages children to draw and sketch.

Developing core skills in communication, early reading and mathematics is a high priority. Phonics begins at the start of the Reception Year. Staff are well trained. They teach the phonics programme in a consistent way. They check what children know and remember and give extra help when a child has gaps in their learning.

Children are welcomed with kindness at the start of each day. This helps to build positive relationships between staff and children. The learning environment is safe and nurturing. Staff provide activities indoors and outdoors that help children practise what they have learned in adult-guided sessions. These experiences help prepare children well for Year 1 and the next stage of their learning.

Staff and child interactions are effective. Staff model language clearly and help children to develop their vocabulary. Leaders involve parents throughout the year. Parents' sessions and reading cafés give parents regular chances to be involved and stay informed about their child’s learning.

Inclusion

Strong standard

Leaders have a clear overview of pupils with special educational needs and/or disabilities and those who are disadvantaged. This is because staff have received the right training and

guidance they need to accurately identify pupils who face barriers to their learning. Leaders then work effectively with parents and carers and external professionals to shape the support pupils receive.

Leaders use assessment very well. They rigorously check how pupils are progressing through the curriculum. When gaps in pupils' learning appear, leaders quickly provide targeted support. They check how well this support is working and make changes when required. This helps pupils to swiftly catch up.

Leaders work hard to remove pupils' barriers to learning. Staff support pupils effectively. They use a wide range of adaptations and reasonable adjustments. For example, some pupils have sensory breaks, use visual aids or are provided with extra resources. These approaches help pupils join in with learning and take part fully in school life.

Staff provide effective pastoral support when required. This helps pupils settle quickly and remain ready to learn. Leaders act quickly so pupils receive timely and effective support. Leaders use the additional funding they receive wisely. For example, pupils benefit from attending enrichment activities. As a result of this work, they typically achieve well from their various starting points.

Leadership and governance

Strong standard

Leaders have a clear vision for the school. They understand the school's strengths and areas that need further development. Since the school joined the trust in November 2022, leaders have been robust in their approach to make positive changes in the best interests of pupils. This includes pupils with special educational needs and/or disabilities and those pupils who are disadvantaged. For example, priorities have included having higher expectations of pupil attendance and behaviour. This has resulted in above average pupil attendance and a decrease in the number of behaviour incidents. Although there has been a lot to do, leaders make the right choices at the right times.

Staff have access to high-quality training. Training is usually evidence informed. It has been coherently mapped across the year and links to the school's priorities. This helps to ensure staff, including new and experienced staff, receive support that matches their individual needs. Staff say training helps to develop their confidence and subject knowledge well.

The trust fulfils its statutory duties diligently. They hold leaders to account effectively. Trustees are informed about safeguarding, equality and compliance matters and ensure systems remain effective. Governors are actively involved with the school. They value the school's role in the community.

Leaders and the trust place a high focus on staff wellbeing and workload. Leaders recognise the importance of getting this right. Staff appreciate being involved with key decisions. As a result, staff speak positively about their workload. They also feel valued by leaders and the trust.

Personal development and wellbeing

Strong standard

Pupils follow clear routines at the start of the day. They arrive promptly and enter school calmly. The youngest children organise their belongings and settle to purposeful activities. Pupils are kind and considerate to one another. They interact well on the playground and when moving into school. These actions show that pupils are developing their social and emotional skills well.

Relationships between pupils and staff are positive. Staff know pupils well and greet them warmly at the gate and in classrooms. Adults respond quickly when pupils raise concerns. Pupils feel cared for and listened to. They also understand that families differ. They explain that families may have different structures, backgrounds or lifestyles. Pupils recognise the importance of being themselves.

Pupils know ways to stay safe online. For example, they know to avoid sharing personal information and only play age-appropriate games. Pupils can also explain how to stay safe outside of school. For example, they describe safe ways to cross roads, the need to stay near trusted adults and the importance of choosing safe places to play.

A range of activities at playtimes and lunchtimes helps pupils develop their physical skills. Older pupils practise ball skills and show resilience when tasks are challenging. Younger pupils build core strength on the trim trail and think carefully about how to move safely.

The school's personal development programme is coherent and well planned. It supports pupils' spiritual, moral, social and cultural development. Pupils consistently show respect and an understanding of British values. Leaders track participation to ensure all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, have access to the opportunities. Staff provide pastoral support promptly. This helps pupils feel safe, supported and ready to learn.

Expected standard

Achievement

Expected standard

Pupils progress steadily as they move through the school. They securely learn the core skills in reading, writing and mathematics. This begins in the early years. Pupils then build on their knowledge over time.

Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged achieve well from their starting points. As a result, all pupils are usually well prepared for the next stage of their education. This includes when they move to secondary school.

Pupils have consistently achieved well in published outcomes. For example, at the end of key stage 2, pupils typically achieve above the national averages in reading, writing and mathematics. Due to the school's small cohorts, published outcomes for disadvantaged pupils are not available. However, during the inspection, it was evident that pupils with SEND and disadvantaged pupils achieve positively from their starting points. This progress

means that gaps between disadvantaged pupils and non-disadvantaged pupils are closing over time.

Curriculum and teaching **Expected standard**

Leaders have a clear and accurate understanding of the curriculum and teaching. They work hard to provide the best education for every pupil. Their determination helps them act quickly and effectively, even when only small improvements are needed.

The curriculum is well established. It is carefully sequenced and ambitious. It ensures pupils learn the knowledge they need for their futures. Leaders place a high focus on helping pupils understand words, phrases and how to communicate accurately. Reading is a core priority. Staff deliver the phonics programme well. Books match the sounds pupils know. Staff give extra help when pupils need to catch up.

Teachers have appropriate subject knowledge. Leaders and the trust support this through regular, evidence-based training. Teachers generally use assessment to check what pupils have learned at the end of a unit of work. However, at times, teachers are not yet consistently and precisely assessing what pupils know and remember during lesson time. As a result, misconceptions are not always identified and addressed as quickly as they could be.

Leaders and staff know pupils' needs well. As a result, they consistently adapt teaching and implement reasonable adjustments for disadvantaged pupils and pupils with special educational needs and/or disabilities when required. These approaches help all pupils access the curriculum and make progress from their various starting points.

What it's like to be a pupil at this school

Pupils understand the school's vision of 'letting their light shine'. This is because it is threaded through daily life. For example, pupils develop curiosity through deliberately planned moments and meaningful connections as they journey from one year group to the next.

Pupils typically achieve well from their various starting points. Published outcomes show that most pupils meet national expectations in reading, writing and mathematics. Leaders have created a curriculum that is ambitious and well sequenced. Staff teach it with growing consistency. Because of this, pupils build knowledge securely and are well prepared for their next stage in education.

Pupils with special educational needs and/or disabilities and pupils who are disadvantaged receive effective support that meets their needs. Staff know these pupils well. They identify barriers to learning quickly. This helps pupils take part in learning with increasing independence. The school's inclusive approach means all pupils feel part of the school community. Pupils take part in lessons, clubs, visits and wider opportunities whenever they can. No pupil misses out.

Relationships across the school are positive. Pupils show kindness and maturity when they work with others. Behaviour is very strong. Pupils follow routines and show positive attitudes to learning. Older pupils set a good example and help younger pupils at playtimes. Pupils say they feel safe. They understand what bullying is. They trust adults to act quickly if problems occur. Attendance is high. Most pupils attend regularly because leaders act early and effectively. They work closely with families.

Pupils learn how to stay safe in different situations, including when online and in the community. They understand that families can be different. They speak openly about respect. Pupils have opportunities to explore interests and develop confidence. They learn how to be responsible members of the school community. This helps them to thrive and prepares them well for life in modern Britain.

Next steps

- Leaders need to ensure teachers consistently and precisely assess what pupils know and remember during lesson times so any misconceptions can be swiftly identified and addressed.

About this inspection

This school is part of The Diocese of Norwich Education and Academies 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), Oliver Burwood, and overseen by a board of trustees, chaired by Beverly Tilman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the executive headteacher, staff, local governors, pupils and parents. They also spoke with representatives of the trust, including the CEO, and trustees during the inspection.

Information about the school:

The school uses no alternative provision

Executive Headteacher: Shannon O'Sullivan

Lead inspector:
Benjamin Axon, His Majesty's Inspector

Team inspector:
Oriana Dalton, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 17 March 2026

School and pupil context

Total pupils

94
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

120
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.83%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.26%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.77%
Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	81%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	88%	75%	Above
2023/24 (final)	100%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	81%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	88%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.7%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.6%	13.3%	Below
2023/24 (3 term)	9.3%	14.6%	Below
2022/23 (3 term)	13.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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