Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lyng Church of England Primary Academy

Vision

'Let your light shine.' Matthew 5:16

Lyng Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school community understands and embraces the Christian vision, ensuring that it is known and lived out daily.
- A comprehensive system of monitoring and evaluation is in place through Nightingale Federation governors, the Diocese of Norwich Education and Academies Trust (DNEAT) and the Diocese of Norwich Education Board (DBE). This results in leaders being robustly held to account.
- The school offers rich provision for mental health and wellbeing. This rounded approach ensures that members of the school community feel valued and supported, enabling them to achieve their unique potential.
- Pupils' understanding of the concepts of justice and responsibility is strong. This enables them to appreciate how their actions have impacted positively upon others.
- A well-sequenced and relevant religious education (RE) curriculum is supported by high quality resources. This impacts positively on pupils' knowledge and understanding.

Development Points

- Improve pupils' knowledge and experiences of Christianity as a worldwide faith. This is to enable them to develop a greater understanding of the richness and variety of Christian belief and practice.

Inspection Findings

Vision and Leadership

The school's Christian vision emphasises the importance of living a life that visibly demonstrates moral excellence and kindness. It has been developed in conjunction with all stakeholders and is regularly revisited. Consequently, it is well known by members of the school community. This ensures that it is a lived reality. The school's vision is underpinned by twelve values, including thankfulness, perseverance and respect. These provide practical ways for pupils to shine through their actions, day by day. There is a strong alignment between the trust and school visions. This enables strategic collaboration and associated support for its enactment. The school's values are characterised by positive pupil-teacher relationships. As a result, pupils make good choices academically and socially. This is developed further by the illumination of the 'lights for learning, health and growth'. Consequently, pupils develop their accomplishments and flourish. The vision guides strategic decision-making. There is a shared commitment by leaders and staff to model the school's values. Their actions result in a powerful and persuasive 'mirror' which supports pupils in their positive attitudes and behaviour. A comprehensive programme of federation governor, DNEAT and DBE monitoring and evaluation rigorously holds leaders to account.

Vision and Curriculum

The vision shapes the planning of the school's curriculum. Therefore, it is broad and ambitious and is carefully mapped to provide pupils with rich experiences and purposeful cross-curricular links. This results in high levels of engagement, with pupils being able to make meaningful connections between learning across subjects. Regular assessment and pupil opinion are gathered to identify individual needs. This is particularly so for those considered to have special educational needs and/or deemed to have a disability (SEND). The use of numerous external partners complements the school's own pastoral therapy. This results in pupils being able to achieve their best. The school is relentless in investigating and pursuing funding for the best possible support pupils can receive. No stone is left unturned in this respect, resulting in comprehensive, individualised support. Opportunities for spiritual development are present across the curriculum. These are carefully planned and indicative of the school's shared understanding of spirituality. Consequently, pupils are able to talk about how they have wondered, noticed or imagined. This has a positive impact on their perceptions of the diversity, complexity and brilliance of the world around them. Clubs, trips and residentials enhance pupils' experiences and further develop their understanding of related subjects.

Worship and Spirituality

Daily collective worship is invitational, joyful and inclusive. It is rich in variety with music, news in pictures, bible readings, prayer and opportunities for thoughtful reflection. Consequently, it encourages participation, spiritual flourishing and consideration of each other and the world around. Pupils actively contribute by reading, lighting worship candles and writing prayers. This increases their understanding of the teachings of Jesus and grows their confidence. The relationship between the school and the local church is strong. Church leaders lead worship every week. These occasions are especially inspirational and impact on pupils making choices that enhance the lives of others. Half-termly worship themes link directly to the school's values and offer opportunities for moral and emotional development. In Friday's daily worship, pupils' work and achievements are acknowledged and rewarded. This opportunity to share their own and peers' successes leads to a greater appreciation of each other and increased self-esteem. Knowledge and understanding of Anglican practice are enriched through celebrations of Christmas and Easter in the local church.

Vision and School Culture

The school's Christian vision creates an inclusive, dignifying and equitable culture. This results in pupils and adults being able to appreciate themselves as uniquely precious. Pupils benefit from well-established routines and high expectations regarding behaviour. This manifests itself in a positive and calm atmosphere which

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pervades life within and outside the classroom. Staff and pupil wellbeing is a priority, and leadership decisions are made in the context of the impact on workload and wellbeing. Staff feel a profound sense of pride in the work that they do. This adds to the palpable sense of a team working to achieve the best outcomes for pupils. A well-considered programme of staff training facilitates professional growth. Breaktimes allow pupils to unwind while engaging in worthwhile activities. Play leaders and cooperative games are notable features. Older pupils take the lead during this time and interact with those younger than themselves. This promotes positive relationships and a sense of family. Parents and carers feel well supported by the school and value the education that their children receive. Pupils benefit by understanding and being able to talk about their current emotional state. This provides them with the means to recognise and regulate their feelings.

Vision, Justice and Responsibility

A culture of care encourages justice and responsibility. Pupils have a clear understanding of what these concepts mean. They readily give examples of how they have demonstrated them. The school's behaviour policy centres on restorative processes. Pupils reflect upon how their actions have 'dimmed the light of others' and how they might behave differently in the future. This leads to healing, accountability, and empathy. The school council are instrumental in developing pupil voice and in championing local and global causes. The vision to 'let your light shine' is central to their work. Consequently, pupils are able to effect change and advocate sensitively and inclusively. Well-selected, thoughtful curriculum resources enable pupils to recognise justice and inequality. Their responses to this learning include fundraising for, and awareness raising of, a range of issues. For example, pupils are challenged to think about the adverse effect of human pollution of the oceans. Pupils enjoy the opportunity to take on leadership roles within school, such as being a house captain or member of the eco-committee. These develop their sense of responsibility and raise self-belief.

Religious Education

School and trust leaders ensure that RE has a high profile. The curriculum is well planned, resourced and sequenced. This enables pupils to build upon what they have learned before. The subject is supported by a wide range of teacher training and networks. This ensures that staff feel confident in their understanding of the curriculum across the key stages. Each unit begins with a 'big question' that deepens pupil curiosity and allows them to explore religious worldviews. Consequently, pupils explore their own thinking and value their own and other people's cultures in multicultural Britian. There is extensive monitoring and review of RE by staff and governors. This ensures that coverage of the curriculum is consistent with the school's values and is both relevant and topical. However, there is little opportunity for exploration of Christianity as a worldwide faith. This limits pupils' understanding of the diverse ways in which Christians practice their faith.

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National Society for Education
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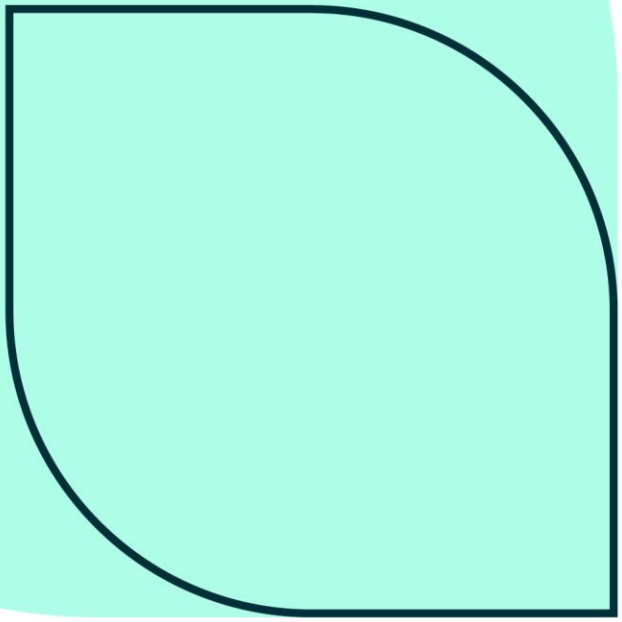
Methodist Schools

Information

Address	Wensum Road, Lyng, Norfolk NR9 5RJ		
Date	09 June 2026	URN	149415
Type of school	Academy	No. of pupils	87
Diocese	Norwich		
MAT/Federation	The Diocese of Norwich Education and Academies Trust (DNEAT) Nightingale Federation		
MAT Chair	Bev Tilman		
Executive Headteacher	Shannon O'Sullivan		
Chair of Governors	Jo Tinson		
Inspector	Helen Birch