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Mrs Claire Williamson  
Headteacher  
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Dear Mrs Williamson

### **Short inspection of Lime Tree Primary School**

Following my visit to the school on 6 June 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in May 2015.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You have established a culture where all staff and the school strategy board (SSB) share your ambitious vision for Lime Tree Primary School. This vision incorporates creating an inclusive ethos which values all pupils and staff, ensuring that everyone is valued equally. You and your staff know each pupil individually. The school is a very caring and nurturing environment. Your pupils are at the heart of everything you do. You and your leaders clearly want the best for each pupil academically, socially and personally. Through the school values of resilience, courage, responsibility and cooperation, teachers teach pupils how to learn. Staff, pupils and governors are proud of their school and feel valued and respected. Morale is high.

Pupils love their school and speak with enthusiasm about the many opportunities and additional activities they receive. All pupils who completed the pupil survey say they enjoy school. Pupils' behaviour is a strength of the school as pupils behave exceptionally well. They are polite and friendly. Pupils have a strong voice in the school, they are included in decision-making, through 'Our school, our say'. Parents recognise this also. One parent commented that they value the opportunities that leaders provide for parents and pupils to have a say in how the school is run.

You, together with other leaders and members of the SSB, have an accurate view of the school's many strengths and which aspects could be developed further. You and other leaders within the school provide governors with detailed reports about the school's effectiveness. Governors test out this information by visiting lessons, meeting staff and talking to pupils. The multi-academy trust (MAT) provides effective school-improvement support and this has made a positive impact on teaching and learning. The MAT members have supported members of the local board to develop their understanding of educational issues. Governors speak positively about the support that they receive.

You have taken effective action to address the areas identified in the previous inspection. For example, leaders have made changes to the early years. The indoor and outdoor environments are stimulating and well organised and allow children to develop confidence. The proportion of children achieving a good level of development by the end of Reception has increased and over recent years has been above the national average. From these starting points, pupils continue to achieve well in key stage 1, especially in reading and writing. In these subjects, an above-average proportion of pupils reached greater depth by the end of Year 2. However, the proportion achieving similarly in mathematics is average. Work is already underway to ensure that this improves.

The leadership structure has changed significantly since the previous inspection. Middle leaders are now a strength of the school and an intrinsic element in school development. They have worked effectively to develop a well-thought-out curriculum that builds on pupils' skills. They have wasted no time in developing an assessment programme so that outcomes and skills can be improved. Middle leaders are reflective and are aware that there is still more to do to further enhance the curriculum.

### **Safeguarding is effective.**

The safety and well-being of pupils is rightly a high priority. There is a strong culture of safeguarding within the school. Staff are well trained; as a result, they are aware of the need to be alert to any signs that pupils may be at risk of harm. Staff record any concerns that they may have. Leaders take all concerns seriously and follow up swiftly. Records of pupils who are of concern are detailed and well organised, and include a full written chronology of actions taken.

The school's home-school link worker is often used to provide support for families who need early help. You make sure that any concerns are referred promptly to outside agencies when appropriate. You are proactive in following up referrals to local services and challenge where necessary, to ensure that effective support is sourced for vulnerable pupils and their families. Pupils say they feel safe and well cared for. They have a very good understanding of how to keep themselves safe online and in the community, including road safety and awareness of the risks of talking to strangers.

## Inspection findings

- Leaders have introduced a new approach to teaching mathematics. The mathematics curriculum systematically builds on pupils' prior knowledge and understanding and their fluency in calculation skills. Pupils' problem-solving and reasoning skills are well developed. For example, during my visit, pupils confidently described the chosen written calculation method to solve their real-life problem. Pupils concentrate well and work independently to check calculations and avoid errors. Some skilful teaching and high-quality feedback from teachers and other adults ensure that there is challenge and purpose in lessons. However, these approaches are not yet fully established across the school. Leaders are continuing to build on this by ensuring that the strategy is implemented consistently across all year groups.
- Across the curriculum, teachers use questioning to great effect to assess and deepen pupils' understanding. Teachers give pupils time to think about questions and ask probing supplementary questions. Often providing children with the opportunities to discuss their reasons with one another. This makes pupils think hard about their knowledge.
- Leaders have ensured that the curriculum is broad, balanced and vibrant. Careful links between subjects are made to create interesting, thematic topics. Trips, 'wow' days and visitors enrich the curriculum and enrich learning. Pupils recalled how a trip to the water-treatment systems helped them to understand the water cycle, thereby supporting the writing of persuasive leaflets to save water. In addition, through 'takeaway homework' activities, teachers plan opportunities for pupils to deepen their learning outside of school. Pupils enjoy the responsibility of being able to plan their learning.
- Pupils' writing and mathematical skills are applied to the same high standard as in English and mathematics throughout the curriculum. Work in pupils' books shows that they are expected to work hard and evaluate their learning. Pupils make strong progress in a range of subjects. However, there are not always enough opportunities for the most able pupils to learn more deeply in all subjects.
- A small proportion of pupils are eligible for pupil premium funding. Leaders use the additional funding they receive effectively. Leaders have identified the specific barriers to disadvantaged pupils' learning and established a clear strategy to support pupils. For example, specialist support and interventions ensure that pupils are assisted well. Leaders analyse assessment data, track and review additional support to check on the impact that extra intervention is having. Pupils' work shows they are making strong progress from their starting points, especially in mathematics and English.

## Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to maintain a sharp focus on the teaching of mathematics so that the most able pupils can achieve the highest available standards

- pupils, particularly the most able pupils, are provided with challenge and more opportunities to develop and apply their high-level skills across a range of curriculum subjects.

I am copying this letter to the chair of the school strategy board and the chief executive officer of the multi academy trust, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Tracey Bowen  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I met with you and the assistant headteachers to discuss the school's effectiveness and safeguarding. Together, we visited classrooms to observe learning and talk to pupils about their work. I met with other leaders to discuss the curriculum. With leaders, I looked in depth at the quality of work in a range of pupils' books. Four members of the local school strategy board, including the chair, met with me. I also met members of the MAT, including the chief executive officer. I spoke with a group of pupils to discuss their views about the school. I considered 33 responses to the pupil survey, 32 responses to the staff survey and 107 responses to Parent View, Ofsted's online questionnaire, including a large number of free-text comments. A range of documentation relating to safeguarding, self-evaluation and governance were also taken into account.