

Lime Tree Primary School

South Bank Terrace, Surbiton, Kingston upon Thames KT6 6DG

Inspection dates

5–6 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the last full inspection in 2014, leaders and governors have not maintained the good quality of education provided.
- The quality of teaching, learning and assessment is inconsistent across the school. Teachers do not have consistently high expectations of what pupils can achieve. They do not routinely use their assessment information well to set tasks that meet pupils' needs. Consequently, most pupils' progress is variable.
- Teachers' subject knowledge, especially in mathematics, is not sufficiently strong.
- While pupils are given opportunities to develop their knowledge, skills and understanding in a wide range of subjects, the activities do not regularly deepen pupils' learning, particularly for the most able.
- Some teachers do not provide pupils with sufficient opportunities to apply their mathematical skills to other subjects. Although pupils are given opportunities to use their writing skills in other subjects, it is inconsistent across the school.
- Leaders across the school including governors have yet to fully develop their strategic roles to secure further and more rapid improvement.
- Middle leaders are new to their roles. The impact of their work is in the early stages. They cannot be certain that pupils are making strong progress in their respective subjects.
- Pupils' behaviour in lessons and during social times varies. It is not consistently good during lessons. This affects pupils' learning and their progress.

The school has the following strengths

- Pupils told inspectors that they feel safe at school. They know how to stay safe.
- The early years foundation stage is good. Teaching is effective and children make strong progress from their low starting points.
- The provision for pupils with special educational needs and/or disabilities (SEND) is effective. Consequently, these pupils make good progress in their learning.
- Pupils are polite and respectful.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good across the school and results in pupils making strong progress by ensuring that teachers:
 - raise their expectations of what pupils can achieve
 - provide pupils, particularly the most able, with opportunities to deepen their learning in subjects across the curriculum
 - develop further their subject knowledge, especially in mathematics, to inform pupils' learning
 - use their assessments well to plan activities that are well matched to pupils' different abilities
 - give pupils more opportunities to apply their writing and mathematical skills to science and the wider curriculum.
- Improve leadership and management by ensuring that:
 - middle leaders continue to develop their roles so that they evaluate the quality of teaching and pupils' progress in their respective subjects more effectively, particularly in mathematics and science
 - leaders and governors work more closely together to develop the strategic vision and direction both within their areas of responsibility and as a school overall.
- Improve further pupils' learning behaviours so that they remain focused on the tasks set, which contributes to their progress.
- Pupils take pride in presenting their written work neatly.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because the quality of teaching, learning and assessment is not consistently good across the school. This has resulted in variability in pupils' progress and attainment.
- Although senior and middle leaders know the school's key strengths and areas for development, they are not yet working as a strategic and collaborative team to secure school improvement more rapidly. They have yet to develop and establish a long-term vision for the school.
- Middle leaders have made strong cross-curricular links in their respective subjects to make learning more meaningful and relevant to pupils. They invite other professionals, such as artist and authors, to inspire pupils in their learning. However, their work to check the quality of teaching and pupils' progress in their respective subjects is not rigorous enough and is still at the early stages of development.
- The new leaders have recently changed the curriculum to cover a wide range of subjects. They have considered well what they want the pupils to learn and achieve during their time at Lime Tree Primary School. However, it is too early to tell the difference these revisions are making on pupils' progress.
- Pupils are offered a good range of enrichment activities. For example, older pupils go on residential trips. This supports pupils' personal development well.
- The local authority offers the school a good level of challenge and support. Their work is helping leaders to improve the quality of education provided.
- The SEND provision is led and managed effectively. Leaders from the resource base and main school work effectively as a team to address the needs of pupils with SEND. They are skilful at checking these pupils' progress and make sure that they achieve well.
- Leaders' work to develop pupils' spiritual, moral, social and cultural awareness is effective. For example, whole-school events are held to celebrate the diversity represented in the school. Pupils learn about different religions. Typically, pupils commented, 'It is important to learn about different religions so we can understand peoples' views and what they believe in.'

Governance of the school

- Since the last full inspection in 2014, governors have not ensured that the quality of teaching and learning and pupils' progress is consistently strong. Their approach to holding the school to account lacks rigour.
- Members of the governing body ask senior leaders questions about the progress of disadvantaged pupils. However, these are not sufficiently probing to check that this group of pupils in all year groups make consistently strong progress.
- Members of the governing body have undertaken an external review of their work. They know what their strengths are and where more work is needed to improve

governance. Governors have themselves recognised that their work to drive school improvement could be more effective.

Safeguarding

- The arrangements for safeguarding are effective.
- Most parents and carers agree that their children are safe, well looked after and happy at school.
- Staff are well trained and receive regular updates to safeguard pupils from the risks of potential harm. This enables them to notice any changes in pupils' behaviour and raise concerns about a pupil's safety and well-being, should they need to do so.
- Pupils told inspectors that they feel safe at school. They talked confidently about the range of opportunities they receive to help them learn how to keep safe. For example, they are taught about the dangers associated with talking to strangers, including online. They are taught how to keep themselves safe when using the internet.
- Leaders and governors ensure that adults working with pupils are suitably checked to ensure pupils' safety.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is inconsistent across the school. This has led to variability in most pupils' progress.
- Teachers do not have consistently high expectations of what pupils can do and achieve. The work in pupils' books shows that teachers' expectations vary across both year groups and subjects. Some teachers accept pupils' written work that is not neatly presented.
- Some teachers do not use their assessment information effectively to set tasks to match the different abilities of pupils in their classes. All pupils get the same work. As a result, the work is either too easy or too difficult for pupils. In some classes, pupils finish their work early and are kept waiting. This results in learning time being wasted. The most able pupils are not challenged sufficiently to deepen their learning.
- Teachers' subject knowledge in mathematics is variable. Pupils' errors are not readily addressed so they do not get a good understanding of the mathematical concepts taught. In some classes, the work in pupils' books shows that they do not always complete their work. All of this has a negative impact on pupils gaining strong mathematical knowledge, understanding and skills.
- In science, teachers do not provide sufficient opportunities for pupils to apply their mathematical skills to develop their knowledge, understanding and skills of scientific concepts. For example, in science, some Year 6 pupils used their knowledge and skills of line graphs well to recognise the harmful effects of drugs. However, this is inconsistent between year groups and across key stages 1 and 2.
- Pupils are taught to write for different purposes. For example, in Year 2 pupils create fact files about magpies. Nevertheless, there is variability in the quality of teaching writing. It is stronger in key stage 1 than in key stage 2. For example, there are errors

in pupils' spelling and use of punctuation and grammar in pupils' writing. The work in some pupils' books shows that they do not apply their writing skills well to support their learning in history and geography. Sometimes, the quality of handwriting is not of a high standard.

- The teaching of reading is stronger than writing. Leaders have put in place a new approach to teaching reading. Teachers model reading well to pupils. They provide pupils with sufficient opportunities to develop their comprehension skills.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and respectful. They show respect for their peers' views by listening attentively to each other during discussion, for example.
- Pupils told inspectors that bullying incidents have reduced. They report that they have the trust and confidence in adults to resolve any issues and concerns they may have quickly. Pupils spoken to know about the different forms of bullying, including cyber bullying. Majority of parents agree that the school deals with the occasional cases of bullying effectively. There were a few parents who disagreed with this.
- Leaders and staff promote pupils' physical well-being effectively. The sport funding is used wisely to provide pupils with extra-curricular sporting events and clubs.

Behaviour

- The behaviour of pupils requires improvement.
- Teachers' expectations of pupils' behaviour are inconsistent across the school. Pupils' learning is interrupted when some teachers' expectations of behaviour are not sufficiently high. Additionally, when teachers set activities that do not match pupils' different abilities, pupils are off task and low-level disruption is evident. All of this has a negative impact on pupils' learning and progress.
- The work in current pupils' books shows that they do not routinely present their work neatly and with care.
- Typically, pupils conduct themselves well in and around the school. This contributes to a calm learning environment.
- Over time, leaders' actions have been effective in reducing incidents of poor behaviour. They work closely with external agencies to provide support to pupils who need it to manage and improve their own behaviour. As a result, pupils' behaviour is improving.
- In 2018, pupils' attendance was in line with the national average. Persistent absence was below the national average. There were no permanent exclusions in the last three years. Fixed-term exclusions are applied for valid reasons. Leaders are working closing with external agencies, such as the education welfare officers, to improve the attendance of some pupils.

Outcomes for pupils

Requires improvement

- The quality of teaching is inconsistent across the school. This has resulted in most current pupils, including the most able and disadvantaged pupils, making uneven progress.
- In 2018, pupils' progress at the end of key stage 2 was well below average in reading, writing and mathematics. Over time, these pupils did not make sufficient progress and their attainment in these subjects was also below average. Consequently, the majority of pupils were not well prepared for their learning in Year 7.
- The work in current pupils' mathematics books shows that most pupils make inconsistent progress. This is partly due to some teachers' lack of subject knowledge, which has a negative impact on pupils' progress. The work in pupils' science books shows that they do not routinely use their mathematical skills well in science investigations. Leaders have changed the approach to teaching mathematics, but it is still too soon to tell the difference this is making on pupils' progress and attainment.
- In some year groups pupils do not apply their writing skills sufficiently well to support their learning in a wide range of subjects. This is evident in some pupils' topic books. Consequently, pupils' progress is hindered.
- The work in pupils' science, history and geography books shows that their progress is not good enough across key stages 1 and 2. Music is not currently taught in school. The most able pupils receive the same work. There are limited opportunities for these pupils to deepen their learning. As a result, they do not make the progress of which they are capable.
- Pupils with SEND, including those pupils who attend the resource base, make good progress in their learning from their individual starting points. Leaders carefully check these pupils' progress and put in place support and interventions. They adapt the support where necessary. For example, leaders revised the support to ensure that these pupils make even better progress in writing.
- Pupils who read to inspectors did so with fluency, accuracy and understanding. Younger pupils used their phonics knowledge and skills well to read new words. Inspectors scrutinised some pupils' comprehension work, which shows that they are making good gains in developing reading comprehension skills according to age-related expectations.

Early years provision

Good

- The early years provision is good because the quality of teaching is effective. The work in current children's learning journals shows that they make good progress from their low starting points.
- In 2018, the proportion of children who achieved a good level of development was above the national average. Children are well prepared to continue their learning in Year 1.
- Leaders have a good and secure knowledge of the provision of the strengths and areas for development. As a result, they are able to plan for further improvement effectively.

- The quality of teaching is good. Adults model speaking and listening skills well to support children's language development. For example, they model oral sentence construction skilfully to support children in their writing. In mathematics, they offer children challenging and exciting activities to solve problems and develop their thinking skills. To illustrate, in activities such as 'double trouble challenge' children were required to use appropriate mathematical resources to double given numbers. They were then asked to use their understanding of number to find the correct key to unlock several padlocks.
- Children are well behaved. They respond well to adults' high expectations of behaviour. They enjoy playing and learning together in a safe environment.
- Partnerships with parents are strong. There are many good opportunities for parents to be involved in their children's learning. For example, parents are invited to contribute to the school's online assessment system. They are offered workshops on topics such as phonics and mathematics to help their children with learning at home.

School details

Unique reference number	137575
Local authority	Kingston upon Thames
Inspection number	10091020

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The governing body
Chair	Julie Sherlock
Headteacher	Sue Hawker
Telephone number	020 8390 9544
Website	www.limetree.kingston.sch.org
Email address	admin@limetree.rbksch.org
Date of previous inspection	7 November 2018

Information about this school

- There have been significant changes to the senior leadership team. The headteacher was appointed in September 2018 and the deputy headteacher in January 2019. The four assistant headteachers are relatively new to their posts.
- The school receives support from representatives of the local authority and is closely monitored by them.
- The school has a specialist resource provision for 21 pupils who have autistic spectrum disorder or social and communication needs.
- The school is part of the Surbiton Education Health Trust.
- This school is larger when compared to an average-sized primary school.
- The proportion of pupils with SEND education, health and care plans is above the national average.

Information about this inspection

- Inspectors visited lessons to observe pupils' learning. This was mainly with senior leaders.
- Inspectors spoke to pupils about their learning and experiences of school life. They met formally with two groups of pupils and spoke to pupils during social times of the school day. They listened to pupils read from Years 1, 2 and 4.
- Inspectors observed pupils' behaviour in a range of contexts, including lesson time, at playtime and at lunchtime.
- Inspectors attended two assemblies.
- Meetings were held with leaders, governors and staff. The lead inspector met a representative of the local authority. Inspectors analysed the 49 responses to Ofsted's online staff questionnaire.
- Inspectors considered the 164 responses to Parent View, Ofsted's online questionnaire, including the 72 free-text comments. They met informally with parents at the beginning of the school day.
- Inspectors scrutinised a wide range of school documentation, including documents relating to safeguarding, behaviour, plans for improvement and self-evaluation.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Angela Corbett	Ofsted Inspector
Clementina Aina	Ofsted Inspector
Jason Hughes	Ofsted Inspector

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