

# Inspection of Lime Academy Abbotsmede

Kingsley Road, Peterborough, Cambridgeshire PE1 5JS

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Inspection dates: 22 and 23 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Lime Academy Abbotsmede is a place where everyone is welcome and every step to success is celebrated. Many pupils have significant barriers to learning, including joining the school with little understanding of English. However, pupils feel able to ask for the help they need to overcome any challenges they face.

Positive, encouraging relationships are the heart of this school. Pupils respond well to staff and to each other because staff model how to always be respectful and kind. Younger children share and take turns happily. Older pupils explain any missed learning to their friends, if they have been absent from school.

Pupils are happy and safe because everyone behaves well. As soon as children start in Nursery, staff help them to understand the rules and routines so that children settle quickly. Pupils say that there is a small amount of bullying; however, teachers are good at resolving it.

Pupils enjoy the after-school clubs on offer, such as multi-skills, reading and choir. Older pupils are proud to take on the roles of peer defenders and reading ambassadors. Pupils enjoy helping with the smooth running of the school.

## **What does the school do well and what does it need to do better?**

Senior leaders provide strong leadership. They think carefully about what they want pupils to learn and how best to make this happen. Subject leaders have made sure that teaching plans set out the subject-specific vocabulary and key facts that pupils need to learn, and in what order. Teachers help pupils to build on their knowledge and understanding over time. For example, Year 5 pupils were seen using their knowledge of multiplication to complete division problems with remainders. Year 2 pupils used their knowledge of different materials to design model Ferris wheels.

In some subjects, leaders' curriculum thinking does not identify how and when pupils will learn important processes and skills, such as investigating in science and interpreting past events in history. There is not always a clear sequence for teachers to follow so that pupils are taught these skills in a coherent and effective way.

Reading is a priority. Teachers and teaching assistants follow a well-ordered programme in daily phonics lessons. Staff ensure that pupils' reading books are closely matched to the sounds they have learned. Pupils who struggle to read are given extra time and support to help them to catch up quickly. Most pupils are gaining the skills they need to become fluent and accurate readers.

Leaders also give high importance to nurturing pupils' love of reading. Pupils choose books from the displays of '100 books to read'. They use the 'book swap stations' to recommend their favourite books to others.

Throughout the school, including in early years, there is a strong focus on developing pupils' language. In the Nursery and Reception classes, staff share rhymes, stories and games so that children learn and understand new words. Teachers model rich language to extend pupils' vocabulary. This helps pupils to use a range of different words correctly to explain their ideas when reading and writing.

Leaders have high ambitions for pupils with special educational needs and/or disabilities (SEND). Pupils' needs are identified quickly. Teachers adapt their teaching well so that pupils with SEND access the same curriculum as other pupils and engage fully in school life.

Pupils listen attentively during lessons. They respond quickly to teachers' instructions. Pupils are eager to learn. They like to share ideas and help each other, especially when someone is new to the school.

Leaders provide pupils with a wide range of personal development opportunities. Pupils learn about different faiths, starting from their own experiences. This helps pupils to be welcoming of others' backgrounds and beliefs. In the early years, children learn how to look after their teeth. Older pupils learn the importance of having a healthy body and developing healthy relationships.

Governors are committed to helping the school get even better. They bring a range of skills and expertise to the role. Governors challenge and support leaders effectively in some aspects of the school's work, such as safeguarding. They visit the school to review improvements and to check on pupils' and staff's well-being. However, governors do not check the impact of leaders' actions to improve the curriculum well enough. Nor do governors challenge leaders with the necessary rigour regarding the quality of education the school provides and how this enables all pupils to achieve well.

Leaders have created a happy and united school community. There is a strong sense of teamwork and cooperation throughout the school. The trust makes sure that staff receive appropriate training. Staff know what they do well and are keen to make their teaching even better.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of vigilance throughout the school. Staff are well trained and understand what to do should they feel a pupil is unsafe. Staff know pupils well. Leaders work effectively with external agencies to make sure that pupils get the help and protection they need.

Pupils are taught how to keep themselves safe, including when online. They know that they can talk to staff if they have a worry. Some pupils choose to use the worry boxes that are placed around the school. Older pupils know how to contact staff through their individual electronic tablets.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders' curriculum thinking in many subjects prioritises the key knowledge and facts that pupils need to be taught and need to remember over time. However, leaders do not set out as clearly the subject-specific skills that pupils need to master. Consequently, teachers do not teach these skills in a systematic and sequenced way so that pupils build on these skills and deepen their learning. Subject leaders should refine their teaching plans to precisely identify when and how teachers will teach the most important skills they want pupils to learn, starting from the early years.
- Governors do not have sufficient oversight of the school's curriculum. They do not hold leaders to account well enough for the quality of education that pupils receive. Governors need to develop a more structured and systematic approach to how they monitor and evaluate that the curriculum is helping pupils to learn successfully. Governors need to assure themselves that the school's curriculum is ambitious and that the quality of education enables all pupils to achieve well and be ready for the next stage of their education.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144597
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10212072
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	437
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christopher Cole
<b>Headteacher</b>	Lee Dobson
<b>Website</b>	<a href="http://www.limeacademyabbotsmede.org">www.limeacademyabbotsmede.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is the first section 5 inspection since Lime Academy Abbotsmede became an academy on 1 August 2017. When its predecessor school, Abbotsmede Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is sponsored by The Lime Trust.
- The school has a Nursery that provides for funded two-year-olds.
- The proportion of pupils who speak English as an additional language is above the national average.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During this inspection, inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, who is also the designated safeguarding leader, the trust's assistant headteacher, who is also the early years leader, the business manager and the trust's head of business support. Inspectors held meetings with several teachers and support staff to discuss the impact of the support they receive from leaders.
- The lead inspector met with three governors, including the chair of the academy council. Additionally, the lead inspector met with the chair of the board of trustees, the interim chief executive officer (CEO), and the interim deputy CEO, who is also the trust director of education.
- Inspectors did deep dives in these subjects: early reading, mathematics, science, history and physical education. Inspectors met with curriculum leaders for these subjects, visited lessons, looked at a range of pupils' work and met with teachers and pupils. The lead inspector observed some pupils reading to staff and talked to pupils about their reading habits. Inspectors also checked the curriculum provision and pupils' learning in other subject areas during the second day of the inspection.
- Inspectors met with several groups of pupils to seek their views about the school. Inspectors also spoke to pupils informally in lessons and around the school at breaktimes.
- To check leaders' management of safeguarding, the lead inspector reviewed the single central record and records related to behaviour and safeguarding incidents. Inspectors considered the school's processes for reporting safeguarding concerns. Inspectors spoke with pupils, staff and governors to check their views on safeguarding.
- Inspectors scrutinised the school's website and a range of school documents, including the school's own evaluation, improvement plans and minutes of the academy council meetings.
- Inspectors considered the 43 responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, and the 43 responses to Ofsted's free-text system. Inspectors also spoke to some parents at the start of the school day. Additionally, inspectors took account of the 27 responses to Ofsted's online staff survey and the 313 responses to Ofsted's online pupil survey.

## Inspection team

Fiona Webb, lead inspector

Her Majesty's Inspector

Shân Oswald

Ofsted Inspector

Jess Pearce

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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