

# Inspection of The Limes Primary Academy

Lime Avenue, Oulton, Lowestoft NR32 3BQ

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Inspection dates: 22 and 23 February 2023

<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?**

Pupils enjoy attending The Limes Primary Academy. They talk about the three learning powers of 'resilience, responsible and reflective' that help them to be successful in school. Pupils are keen to learn and they engage well in lessons.

Pupils behave well because leaders have high expectations of their behaviour. Pupils, including children in early years, respond positively to the clear routines and expectations that are in place. Pupils develop positive relationships with each other and with staff. They are courteous and respectful. Bullying is rare in the school. When it does happen, pupils are very confident that leaders will resolve it quickly. Pupils feel and are safe.

All pupils value the opportunities they are given to take on extra responsibilities. They talk with pride about helping the local council to design part of the neighbouring country park. They enjoy working as part of the pupil parliament and as members of the eco-council to help improve the school for others.

Pupils and staff care about their school and the local community. The development of a local 'community kitchen' hub in the school supports those families in the local area with donations of food, clothing and toys.

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

Leaders have designed a well-structured curriculum. It sets out the important knowledge and skills that pupils will learn from early years to Year 6. In subjects for which teachers have received more effective training, for example early reading and mathematics, curriculum delivery is particularly strong. Teachers' confidence in these subjects helps them to identify gaps in what pupils know. As a result, pupils remember the important information that they need. However, this is not the case in some of the foundation subjects, where pupils do not always remember the important information they need.

In all subjects, there are clear plans to ensure that pupils develop their subject-specific vocabulary. Teachers encourage pupils to use their new vocabulary in lessons and in their work. This results in pupils building their confidence in their use of this more technical language.

Leaders have prioritised reading across the school. From early years, children learn phonics. Staff are well trained to support pupils to use the best strategies to help them read unfamiliar words. Pupils read books that are well matched to the sounds they know. Leaders have chosen books for their libraries that promote an awareness of different cultures and backgrounds. Parents and carers access support to help their child with reading. When pupils fall behind with their reading, they receive targeted support to help them catch up.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). Targeted staff training ensures that adults use the most effective strategies to help pupils to succeed in their learning. Leaders carefully monitor the progress of pupils with SEND. They identify when pupils fall behind and put strategies in place to help them to catch up. As a result, pupils with SEND make good progress through the curriculum.

Children make a strong start to their education in early years. The curriculum clearly outlines what children will learn and prepares them well for Year 1. Activities are well planned to support children to develop their knowledge across the different areas of learning. There is a strong emphasis on developing speech, language and communication skills through the development of children's vocabulary.

Pupils behave well in class and around the school. If pupils become distracted in class, staff help pupils to refocus quickly. As a result, the behaviour of pupils does not disrupt learning.

Leaders have a well-developed programme for personal development. This helps pupils to learn about the world around them. Pupils understand how to stay healthy, both physically and mentally. They confidently talk about difference and discrimination. Pupils accept others for who they are. There is a variety of clubs that many pupils attend. These help pupils to learn new skills and build confidence.

Leaders have identified that communication with parents is an area of development for the school. Despite the actions that leaders have taken, a significant number of parents feel that leaders need to do more to ensure that they know what to do to support their children to achieve well.

Members of the governing body are well supported by the trust. Governors visit the school regularly to check on aspects of the school's work. They hold leaders to account for the quality of their work. Staff feel well supported by leaders and say that leaders consider staff workload and well-being. They are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and governor training develops a sound understanding of safeguarding. Regular updates keep safeguarding at the front of staff's minds. Staff training on how to record concerns has resulted in records being factual and succinct. Leaders monitor the concerns and take timely and appropriate action. They involve external agencies when this is appropriate.

Pupils understand how to stay safe when online and when in their locality. In school, pupils know that trusted adults wear purple or green lanyards.

Adults receive appropriate safeguarding checks before they start work in school.

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

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

- In some foundation subjects, pupils cannot always recall the key information that they need to know and remember. This means that they do not consistently make important links between prior and current learning. Leaders need to ensure that in all subjects, pupils are supported to recall what they have learned.
- Despite some recent improvements, a significant number of parents are dissatisfied with leaders' engagement with them. Leaders should review how they communicate with parents to ensure that they are fully involved in school life, so that as many parents and carers as possible feel engaged and are confident in how to best support their children with 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.

## 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>	143671
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10254998
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	259
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gavin Robert
<b>Headteacher</b>	Charlotte Thompson
<b>Website</b>	<a href="http://www.thelimesacademy.org">www.thelimesacademy.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened in September 2018 as part of REAch2 Academy Trust.
- The current headteacher has been in post since May 2022.
- There are currently pupils in all year groups up to and including Year 4.
- The school has Nursery provision for children from the age of two years.
- The school does not use any alternative providers.

## Information about this inspection

The inspectors carried out this graded 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.
- Inspectors carried out deep dives in early reading, mathematics, history and design technology. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about

their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read.

- To evaluate the effectiveness of safeguarding, inspectors spoke with governors, the designated safeguarding lead, teachers, support staff and pupils about safeguarding practices in the school. They also scrutinised the single central record.
- Inspectors met with the headteacher, subject leaders, a number of other leaders (including the special educational needs coordinator), teachers and support staff.
- The lead inspector met with the deputy director of education for the trust.
- Inspectors spent some time observing and speaking to pupils, including at breaktimes and lunchtime.
- The lead inspector considered the 73 responses and 43 free-text comments received during the inspection to the online survey, Ofsted Parent View. The lead inspector also reviewed the 22 responses to Ofsted's staff survey and the 102 responses to Ofsted's pupil survey.

### **Inspection team**

Wayne Jarvis, lead inspector

His Majesty's Inspector

Clare Gammons

Ofsted Inspector

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