

# Inspection of Lime Walk Primary School

Lime Walk, Bennetts End, Hemel Hempstead, Hertfordshire HP3 9LN

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Inspection dates: 7 and 8 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

At Lime Walk, pupils know each other well. They are happy and friendly. Pupils are proud of their work and very appreciative of the support their teachers give them. Many parents comment on how much their children enjoy the school.

Pupils understand the high expectations leaders have for their learning and behaviour. Consequently, pupils behave well, both in lessons and around the school. They are kind and considerate to each other and respectful towards staff.

Pupils learn to respect and celebrate diversity. They feel safe in school. Pupils trust the staff. They know that they will get help if they have any problems. Pupils say that bullying very rarely happens, but when it does, the staff deal with it well.

Pupils enjoy a wide range of enrichment opportunities, such as clubs, trips and having visitors in school. These help pupils to become independent and well-rounded individuals. A recent visit from a geologist has inspired some pupils to want to become scientists in the future.

Pupils are proud to play a part in the running of the school. For example, the school council has helped choose books for the newly re-established library.

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

Leaders have designed a well-planned and carefully structured curriculum. There is a clear focus on the progression of knowledge and skills in all subject areas.

Leaders have prioritised reading. There is a clear, logically ordered plan for the teaching of phonics. This ensures pupils build upon what they have learned so they swiftly learn to read fluently. Recently, there has been a sharper focus on ensuring that pupils read high-quality texts. Teachers share their passion for reading with pupils. Pupils enjoy listening to their teachers read to them. Pupils read regularly. They talk enthusiastically about the books they have read.

Pupils new to the school and those with special educational needs and/or disabilities (SEND) are carefully checked to establish what they know. Leaders check that the additional support they are given is effective.

Teachers use assessment in English and mathematics well to identify any gaps in pupils' learning quickly. This helps pupils learn the knowledge they need to be able to access the rest of the curriculum. However, in some foundation subjects, pupils' learning is not checked as well. Consequently, leaders do not always know if pupils have the secure understanding of the important knowledge they need to achieve well in these subjects.

Leaders have an ambitious vision for all pupils, including those with SEND. These pupils follow the same curriculum as their peers. Teachers make well-considered changes so that pupils with SEND learn the same content as their peers. As a result, pupils with SEND achieve well.

Children in the early years learn in a calm and purposeful environment. They are happy and engaged in their learning. Children learn phonics and early mathematics right from the start in Reception. There is a clear curriculum set out for what children will learn. Occasionally, adults do not clearly identify what they want children to learn in some play activities.

Leaders provide an inclusive environment where all pupils grow, both socially and emotionally. Leaders have planned a well-thought-out and effective enrichment programme. All pupils benefit from a wide selection of clubs, visits and trips. They particularly appreciate the careers guidance, which builds their aspirations.

Leaders have developed strong links with parents and the wider community. Leaders communicate effectively with them and include them when planning special events.

School leaders and governors consider the well-being of staff. They support staff development with relevant training. As a result, teachers have good subject knowledge and can implement the curriculum effectively.

Leaders have taken swift action to address the previously poor outcomes in national tests and assessments. They have analysed and identified areas of weakness. Leaders have designed specific and well-targeted interventions. These ensure that the identified issues are addressed quickly and effectively. The number of pupils who join the school part-way through the year is higher than in most schools. Teachers help these pupils to make strong progress in their learning from when they join the school, but they do not always catch up on missed learning. Pupils who have been at the school for a longer time achieve well.

Many governors are new. While they support school leaders and fulfil their statutory duties, not all governors have sufficient knowledge of how to carry out checks to make sure what leaders tell them, for example about the curriculum, is accurate.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including governors, take safeguarding very seriously. They ensure that all staff are trained well to fulfil their responsibilities.

As a result, staff feel confident at recognising signs of harm. They know what to do if they have a concern. There is a rigorous recording system in place. Leaders follow up all concerns with effective and timely actions. There are suitable vetting checks in place for staff before they are employed to work with children.

Pupils learn about how to stay safe, including when using the internet. They trust staff and know how to get help if needed.

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

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

- Teachers do not use assessment consistently well in some areas of the curriculum. This means in a small number of subjects, teachers may not always quickly spot if a pupil has a gap in the knowledge they have been taught. Leaders need to ensure there is clear guidance and support in place for teachers on how to make best use of assessment across the curriculum.
- Learning activities in the early years do not consistently focus on the opportunity for children to apply and practise the knowledge set out in the curriculum. This means some tasks set, especially the ones children choose, do not encourage them to apply new things they are learning. Leaders should ensure that children in the early years setting access appropriate activities that align closely to the intended curriculum and support children to remember more of what they learn.
- Some new governors do not have the knowledge or expertise to confidently challenge school leaders. This means some governors rely on what leaders tell them about the effectiveness of actions taken to bring about improvements. Governors should ensure that they all have sufficient expertise to support and challenge leaders effectively.

## **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>	117333
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10242071
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Co-Chairs of governing body</b>	Sue Thorpe and Sarah Carmichael
<b>Headteacher</b>	Andrew Kerse
<b>Website</b>	<a href="http://www.limewalk.herts.sch.uk">www.limewalk.herts.sch.uk</a>
<b>Date of previous inspection</b>	28 and 29 June 2017, under section 5 of the Education Act 2005

## Information about this school

- The headteacher has been in post since September 2020.
- The school does not use alternative provision.
- The school has breakfast and after-school clubs that are managed under the oversight of the governing body.
- A higher-than-average proportion of pupils join the school part-way through the year.
- The proportion of pupils with SEND who have an education, health and care plan has increased over the past three years and is above the national average.

## Information about this inspection

The inspector(s) 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 school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, senior and subject leaders and governors. Inspectors also held discussions with a representative from a local authority.
- Inspectors carried out deep dives in early reading, mathematics, science and history. In each subject, inspectors discussed the curriculum with senior and subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- Inspectors reviewed safeguarding records, including single central record of recruitment checks on staff. Meetings were also held with the designated safeguarding lead and other staff to discuss procedures for safeguarding.
- Inspectors observed pupils' behaviour in class and at breaktimes.
- Inspectors reviewed 38 responses to the online survey Ofsted Parent View and parents free-text comments.
- Inspectors reviewed a range of school policies and documents, including attendance and behaviour records, minutes of local governing body minutes and evaluations of school's work.

## Inspection team

Ania Vaughan, lead inspector	Ofsted Inspector
Fiona Webb	Ofsted Inspector

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