

Inspection of Lime Tree Primary School

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

Inspection dates: 28 February and 1 March 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Pupils are happy at school. Many pupils enjoy the activities that leaders organise, such as 'lioness days' for girls to take part in football and basketball games. Pupils like taking on responsibilities in the school, including as school counsellors and mental health ambassadors. They behave well.

This is a very inclusive school. Leaders and teachers teach pupils about equality and the importance of respecting other people's differences. This is because they want pupils to respect people from all backgrounds. Pupils are taught about different types of bullying and why it is wrong. This includes racist and homophobic bullying. If any bullying occurs, leaders deal with it appropriately.

Leaders have nurturing professional relationships with pupils. Pupils trust that adults will ensure they are kept safe. Many pupils comment that they feel confident to speak to an adult in school if they are worried about anything. Pupils are safe.

Leaders have high ambition for all pupils. Leaders have thought very carefully about the curriculum and how pupils learn different subjects. Typically, all pupils achieve well.

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

Reading is given high priority. Pupils have opportunities to read and listen to stories daily. Phonics teaching begins when pupils join the school in the early years. Leaders check pupils' knowledge of phonics, and teaching builds on what children know. Pupils read books matched to the sounds they know. Pupils who fall behind receive additional teaching and reading sessions to help them keep up. This consistent approach is effective in helping pupils to grow in fluency and confidence to read.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. This includes pupils in the specialist resourced provision, which is for pupils with SEND. Leaders provide training for teachers and teaching assistants. As a result, teaching staff recognise early on when a pupil may have SEND. Teachers adapt teaching and activities appropriately. This is so that pupils with SEND are able to learn alongside their peers. Leaders arrange for therapists and other experts to provide specialist support to pupils with SEND.

Leaders have thought carefully about the curriculum. The curriculum matches the ambition and scope of the national curriculum. Leaders decide the important knowledge that pupils need to know from the early years to Year 6. They sequence subject knowledge thoughtfully. Mostly, teaching makes sure that pupils know and can recall important knowledge. For example, in mathematics, pupils have regular opportunities to revisit prior learning on the place value of numbers. As a result, pupils connect prior knowledge to new learning confidently. Leaders and teachers

use assessment information to spot where pupils may need additional teaching and support. In some subjects, the detailed curriculum is not as consistently implemented. This is because leaders' checks on teaching of the curriculum are not routinely thorough. Where this is the case, pupils' knowledge is less secure.

Leaders and teachers have consistent expectations of pupils' behaviour. Pupils are taught vocabulary to explain their feelings and think about their behaviour from the early years onwards. This includes pupils who attend the specialist resourced provision. Typically, low-level disruption does not interrupt learning.

Leaders provide a range of opportunities to support pupils' personal development. Pupils enjoy a wide range of after-school activities. These include cookery, coding and karate. Leaders arrange workshops and visiting speakers to speak to pupils on a range of issues, including mental health and keeping calm.

The governing body provides appropriate support and challenge for leaders. Statutory responsibilities are carried out effectively. Leaders seek the views of staff on issues that impact their workload. Mostly, staff value the support they receive from leaders regarding their well-being. However, some staff do not feel fully supported. Leaders are aware of these views and are considering ways to address the concerns of staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide appropriate safeguarding training for school staff. As a result, staff are aware of the signs that may indicate that a pupil may need help or support. Leaders follow up concerns swiftly. They seek advice from external safeguarding partners. Leaders refer concerns to appropriate agencies quickly. Leaders escalate concerns if they are not satisfied that pupils are safe.

Pupils are encouraged to keep themselves safe. They are taught to report any concerns that may arise online. Pupils are taught the importance of maintaining healthy, age-appropriate relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas, the curriculum is not consistently implemented. As a result, sometimes, pupils' knowledge is not as secure as it could be. Leaders must ensure that the planned curriculum is delivered consistently well in all areas.

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

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| Unique reference number | 137575 |
| Local authority | Kingston upon Thames |
| Inspection number | 10255409 |
| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 351 |
| Appropriate authority | The governing body |
| Chair | Samuel Hanes |
| Headteacher | Sue Hawker |
| Website | www.limetree.info |
| Date of previous inspection | 5 and 6 June 2019, under section 5 of the Education Act 2005 |

Information about this school

- Since the previous inspection, the number of pupils on roll at the school has fallen significantly.
- The school has specially resourced provision for up to 21 pupils with SEND with autism spectrum disorder.
- The school provides before- and after-school childcare provision.
- The school does not make use of any alternative provision.

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 these subjects: early reading, mathematics, music and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors held meetings with representatives of the governing body, a representative of the local authority, the headteacher and other senior leaders.
- Inspectors spoke with leaders, school staff and pupils about safeguarding. Inspectors examined safeguarding documents and the school's safeguarding records.
- Inspectors visited the playground and observed lunchtime routines.
- Inspectors considered pupils', parents' and staff responses to Ofsted's online surveys.
- Inspectors spoke with some parents before school to find out their views of the school.
- Inspectors held meetings with wider groups of staff about their workload and well-being.

Inspection team

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