

Lime Tree Primary School

Budworth Road, Sale, Cheshire, M33 2RP

Inspection dates

5–6 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- From well-below average starting points when they start school, pupils reach above average standards in English and mathematics by the end of Year 6.
- Teaching and learning are outstanding and consequently, all groups of pupils make outstanding progress in reading, writing and mathematics.
- The curriculum is rich and exciting and gives pupils many opportunities to work on investigative, practical activities.
- Pupils work very well cooperating in small groups but do not always present their written group work to the same high standard as in their individual books.
- Lessons are exciting and there are many visitors to school and educational visits out of school which pupils say they enjoy.
- Pupils take part in lots of activities which involve reading and, as a result, they enjoy reading and acquire good comprehension skills.
- The school grounds are used to support pupils' learning, but the outdoor environment has limited resources and this restricts how well it can be used to enhance pupils' learning in Key Stage 1 and Key Stage 2.
- A wide range of extra-curricular activities makes a superb contribution to the development of pupils' excellent social, artistic and sporting skills.
- Pupils' above average attendance reflects their enjoyment of school.
- Pupils consistently behave exceptionally well, showing a high level of respect for each other and for adults.
- Teachers and teaching assistants regularly receive very effective training and this ensures that the high quality of teaching is maintained.
- The headteacher is uncompromising in his determination to give pupils the best education possible and he is exceptionally well supported by very effective senior leaders and the governing body.
- All leaders are highly effective and this has been central to the school building upon, and improving, its performance since the last inspection.
- The governing body carries out regular checks to make sure that the quality of teaching is outstanding and to ensure that every group of pupils makes excellent progress including those in receipt of the pupil premium, pupils who speak English as an additional language, disabled pupils and those who have special educational needs.

Information about this inspection

- Inspectors observed 24 lessons taught by 10 different teachers. Of these observations, two were joint observations with the headteacher. In addition, the lead inspector observed the headteacher giving feedback to each teacher on the quality of teaching and pupils' achievement in these lessons.
- Inspectors met with two groups of Key Stage 2 pupils and listened to a group of Key Stage 1 pupils reading.
- Meetings were held with eight members of the governing body, including the Chair, a representative from the local authority, senior and subject leaders and teachers.
- Inspectors took account of the 21 responses to the on-line questionnaire (Parent View) in planning the inspection. Also, inspectors considered questionnaires from staff and letters and emails from parents.
- Inspectors talked to parents attending the school's family learning day.
- The school's work was observed and the inspection team looked at a number of documents, including safeguarding records, the school's long term plans, the school's data for tracking pupils' progress, reports on the quality of teaching, teachers' planning and work in pupils' books.

Inspection team

Andrée Coleman, Lead inspector	Additional Inspector
Elaine Maloney	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- A large majority of pupils are of White British heritage.
- About a fifth of pupils are from minority ethnic groups and about a tenth of all pupils speak English as an additional language.
- An above average proportion is known to be eligible for the pupil premium which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils identified with special educational needs supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standard, which set the minimum expectations for pupils' attainment and progress.
- There is a separately managed children's centre on the same site as the school which was not part of this inspection. The centre's inspection report is available on the Ofsted website.
- The headteacher is a National Leader of Education and the school is a National Support School designated by the National College. Support is regularly given to other schools by the headteacher and by other school staff.

What does the school need to do to improve further?

- Further extend and develop the outdoor environment so that it makes a greater contribution to pupils' learning in Key Stage 1 and Key Stage 2.
- Ensure that pupils' presentation in group work tasks is as good as in their own individual books.

Inspection judgements

The achievement of pupils

is outstanding

- Children enter the Early Years Foundation Stage with skills and knowledge which are well below those typical for their age, particularly in relation to their social and communication skills. They make outstanding progress in the Early Years Foundation Stage as the result of excellent teaching and activities which develop their basic skills and independence exceptionally well.
- Pupils' achievement is outstanding. By the end of Year 6, attainment in reading, writing and mathematics is above average and this has risen since the last inspection. All groups of pupils make expected progress and an above average proportion do much better than this.
- In the Early Years Foundation Stage and Key Stage 1, the daily teaching of letters and sounds (phonics) helps the pupils to read confidently. These sessions also develop pupils' writing skills and recently, there has been a significant improvement in their writing skills. Key Stage 2 pupils regularly receive teaching that helps them to closely examine a range of books and texts which develops their comprehension skills and writing extremely well.
- Pupils' achievement in mathematics is outstanding as the result of an excellent balance between teaching pupils mathematical skills and strategies and solving problems linked to real-life situations. For example, in one lesson observed, older pupils had to explain in detail to the rest of the class the strategies they would use to calculate the answer to a challenging problem. The explanations given were outstanding as pupils showed their deep understanding of concepts and their ability to use appropriate mathematical vocabulary.
- Pupils have excellent information and communication technology (ICT) skills because they have many opportunities to use various types of ICT equipment including laptops and audio and video equipment. Pupils present their work well on video and this enhances their communication skills. In one lesson, pupils were observed confidently creating and using a spreadsheet to present data.
- Pupils' achievement in music and art is excellent. The standard of their art work is very high with pieces of artwork on display in a local university. All Key Stage 2 pupils learn an instrument and all pupils participate in weekly music lessons. Their musical and singing contributions are excellent.
- Pupils take part in cooperative group work daily and work together to support each other's learning extremely well. Their speaking and listening skills are helped to develop through this type of activity and this ensures that pupils are confident in speaking publicly. When producing written work in a group, pupils are enthusiastic, but their presentation is not as good as when they write in their individual books.
- In 2012, although attainment was slightly lower for pupils known to be eligible for free school meals than for pupils not eligible for free school meals, this group reached considerably higher standards of attainment in English and mathematics than similar pupils nationally. In addition, as the result of very well-planned and targeted support from additional adults in English and mathematics, funded by the pupil premium grant, this group made greater progress than those pupils not known to be eligible for free school meals.
- The school promotes equal opportunities, fosters good relationships and tackles discrimination extremely well. Pupils who speak English as an additional language, pupils in receipt of the pupil premium funding, disabled pupils and those who have special educational needs make excellent progress as a result of their needs being identified quickly. Well-planned support and activities help them to learn as quickly as other pupils and, in some instances, at an even more rapid rate.

The quality of teaching

is outstanding

- Training to help teachers and teaching assistants to improve their skills has been very successful and, as a result, the quality of teaching has improved since the last inspection and is outstanding. Strategies to help pupils learn are excellent. These include a strong emphasis on

teaching skills, followed by problem-solving activities to enable pupils to use and apply their skills and knowledge. In addition, adults question pupils extremely well to extend their learning, vocabulary and understanding. For example, in one lesson observed, pupils went into a small outdoor shelter and the meaning of the word 'claustrophobic' was discussed.

- The curriculum is rich and exciting and pupils have excellent opportunities to learn beyond the classroom. One class was observed using the outdoor environment and the rapidly changing weather for inspirational ideas to use in their writing. The teacher's skilful questioning encouraged the pupils to think of vivid descriptive words to use and enabled them to make best use of the rather limited resources outside. The outdoor environment has some natural resources, such as a willow tunnel, but these are quite limited and do not make a great enough contribution to pupils' learning in Key Stage 1 and Key Stage 2.
- In lessons, teachers plan activities that get the very best out of all groups of pupils. As a result, the needs of all are met and pupils learn quickly and achieve extremely well. High-attaining pupils are given difficult work which they enjoy. Some groups of pupils in Year 6 are receiving specialist sessions to enable them to work at a very high level in mathematics.
- Additional adults are used superbly throughout the school. They give excellent guidance and support and extend pupils' learning in all parts of lessons. Teachers plan appropriate tasks to ensure that the teaching is highly specific to the needs of pupils who speak English as an additional language, pupils known to be eligible for the pupil premium, disabled pupils and those who have special educational needs. Consequently, they are very well supported and learn at the same excellent rate as others in the school.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour and their enjoyment of learning are outstanding so they are able to get on with their work very well and learn extremely effectively.
- School records show that incidences of misbehaviour are very rare and pupils respond well to the systems and rewards for behaviour which motivate them well. Pupils' levels of cooperation in lessons are extremely high because they are given plenty of opportunities to learn together in small groups.
- Pupils speak highly and warmly about school staff and of the headteacher in particular. They say that their excellent behaviour makes this school 'special'. Pupils say that bullying of any kind is very rare and that this is a school 'where everyone respects each other.' They remember a memorable assembly given by pupils from the school council about the damaging effects of bullying.
- Pupils say they feel safe and understand how to keep themselves safe in various situations including when using the internet. They comment that they prefer to use the local authority messaging site which is secure for primary pupils, rather than other social networking sites.
- The school gives a high priority to encouraging pupils to attend regularly and so rates are consistently above the average for primary schools. This demonstrates that pupils clearly enjoy coming to school. The current percentage is communicated to parents in the weekly newsletter.
- All parents who responded to the Ofsted online questionnaire (Parent View) said that their children are happy and feel safe in school.

The leadership and management are outstanding

- The school is extremely well led as the result of the headteacher's relentless determination to improve the school. He is constantly looking for new ways to help pupils succeed and achieve higher standards. Leadership is successfully shared across many levels. All staff enthusiastically work together to secure improvements and to maintain and further improve the high quality of teaching.
- Procedures for checking on the school's performance are excellent and give leaders a clear picture of pupils' achievement and the quality of teaching. The areas for improvement identified

at the last inspection have been fully tackled and pupils' progress has increased.

- Staff training at all levels is regular and highly effective. For example, recent changes to the curriculum and staff training to help pupils develop their thinking skills and cooperation have further raised standards in a range of subjects including English, mathematics, science, history and geography.
- Regular checks are made by senior leaders on the quality of teaching through lesson observations, evaluations of pupils' test results and examination of work in pupils' books. This means that senior leaders have an excellent knowledge of how well individuals and groups of pupils are learning and making progress. This information is analysed and shared with the governing body very effectively and, as a result, any pupils in danger of falling behind are quickly identified and support put in place to help them to catch up.
- There is a thorough evaluation of the impact of spending of the pupil premium grant and checks on pupils' learning show that this group of pupils made significantly greater progress than similar pupils nationally in 2012.
- The rich and creative curriculum meets the needs of all groups of pupils extremely well and makes an outstanding contribution to their spiritual, moral, social and cultural development. Pupils learn about cultures and religions other than their own and show respect for different groups. Strong international links are in place with the Kampala Children Centre and pupils were inspired by a recent visit by their choir.
- All statutory procedures to keep pupils safe are in place and there is regular and highly effective training for all staff in child protection.
- Relationships with parents are excellent. Parents attending the family learning day commented on the school's friendliness and the way in which they are made to feel welcome. In an email to inspectors, a parent made the following comment about school staff: 'They are really approachable, friendly, helpful, supportive, understanding, fair, non-judgemental, have excellent nurturing skills and they want to bring out the best in all their pupils.' This is typical of parents' views.
- Since the last inspection, the local authority has provided excellent support for the school and governing body through a range of activities including staff and governor training and reviews of teaching and data.
- **The governance of the school:**
 - The governing body is outstanding and has developed very well through training and close work with the school and local authority since the last inspection. Governors spend time regularly in school and give good support. They keep a close check on the quality of teaching and very effective performance management systems are in place to ensure that teachers and the headteacher fully meet their responsibilities and targets. Rewards are in place for good and outstanding performance and there are systems for tackling underperformance should it occur. The governing body regularly evaluates data on pupils' achievement to check that all groups achieve equally well. Governors have an excellent and accurate understanding of the school's performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106302
Local authority	Trafford
Inspection number	403009

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	The governing body
Chair	Denis Mallalieu
Headteacher	Simon Beswick
Date of previous school inspection	11 September 2007
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