

Inspection of Lime Academy Parnwell

Saltergate, Parnwell, Peterborough, Cambridgeshire PE1 4YH

Inspection dates: 1 and 2 March 2022

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Aspirations for what pupils can achieve at Parnwell are high. Everyone is welcome and difference is celebrated by pupils. They are proud of the qualities that make them individual. Pupils show high levels of empathy and respect for their peers.

Pupils are part of a community where all barriers are removed so that all pupils can share in the same learning experiences. Pupils develop strong communication and language abilities in the school. This is to help them achieve and be successful, now and in the future.

Pupils feel safe in school, they rarely see anything they would describe as bullying. They are happy to talk to staff about concerns and say adults respond quickly if help is needed. Worry boxes throughout the school are valued by pupils. These support pupils to share their views without fear.

Pupils are encouraged to maintain good punctuality. They are welcomed to school early with a bagel snack, which is followed by mindfulness-focused activities. This sets up the day in the most positive way, helping pupils be ready for new learning challenges. A growing 'community spirit' is supporting parents and carers to feel involved, and this is valued by everyone.

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

Reading, including the teaching of phonics, has a high priority in the school. Leaders have used rich language and high-quality texts as a basis for an engaging and ambitious curriculum for pupils to study.

Leaders have clearly set out the range of important knowledge pupils need to know by the end of their primary education. This includes a wide range of vocabulary that will be accessible for pupils to draw upon in the future. Staff refer to this to be like a 'treasure chest' that pupils add to over their time in school.

From the moment they start school, pupils have very effective tuition in phonics. This supports them to build a secure knowledge of the important sounds they need to start to read. Pupils get lots of opportunities to practise what they are learning, including books that they enjoy taking home. Pupils at risk of falling behind in their reading are identified quickly. All staff have secure expertise with the teaching of phonics. This means there is high-quality support for pupils who need extra help, including older pupils with gaps in what they know.

Lessons across the curriculum are ensuring pupils know more in all subject areas. There is regular time dedicated to practise what they have already learned, to make sure this is not forgotten. Teachers draw on a wide range of subject expertise to do this well. Assessments are used to check that pupils remember important knowledge. If teachers identify gaps in what pupils know, they revisit these concepts until they are embedded. In a small number of subjects, teachers' specialist

knowledge is less strong. This can lead to some inconsistency within lessons. Leaders are supporting teachers to build greater confidence in these few remaining areas.

Leaders have worked with focus and skill to make sure the individual needs of pupils are well considered. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Renewed systems, and relevant effective staff training, are making a positive impact. The needs of pupils with SEND are being accurately identified and the right support put in place. This enables them to access the same ambitious curriculum, alongside all other pupils. Where external professional advice is needed, this is quickly sought and informs the strategies used by staff.

Starting in the early years, adults establish clear routines and children are polite. A culture of respect is clear throughout the school, in classrooms and at playtimes. Staff have clear and consistent expectations for positive behaviour. Pupils understand these well, and this supports pupils effectively in their learning.

Pupils develop values and individual character through their curriculum learning. When discussing the issue of discrimination, older pupils make links with their learning about history and the Second World War. Pupils benefit from the clubs and educational visits on offer, including residential trips. These support them to explore established interests and discover new talents, such as netball. Pupils understand the importance of supporting others in need and raise money for charities.

There is a newly established academy council. They have an active role in supporting leaders and monitoring impact of their actions. However, many members are new to their roles and need to develop their understanding to ensure that governance continues to support the school to improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture that is ensuring the safety of pupils. They have a strong understanding of the wide range of challenges that pupils and their families may face. Leaders show diligence and high levels of care to make sure any risks are identified and responded to swiftly. They seek external advice as required.

Staff across the school share in this important work and have had training to effectively identify and share concerns. The most vulnerable pupils receive notable care and attention to support their individual needs. Staff are helping pupils gain the knowledge they need to be safe both in and outside school, and when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects there is some variation in the way new knowledge is introduced and practised. This is because the subject specialist knowledge of teachers is less secure in these areas of the curriculum. Leaders, including subject leaders, should continue to act with urgency to provide the training and guidance for teachers, where required, to ensure the full curriculum is implemented to a consistently high quality.
- The academy council is relatively newly formed, and some members are new to their roles. Although it is evident that they are beginning to fulfil their duties, identified training needs should be addressed to ensure that members are able to fulfil their roles to both support and challenge leaders effectively. Those with responsibility for governance need to secure effective systems for sustainable improvement in the school.

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

Unique reference number	144598
Local authority	Peterborough
Inspection number	10212071
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	Board of trustees
Chair of trust	Christopher Cole
Headteacher	Ben Newstead
Website	http://limeacademyparnwell.org
Date of previous inspection	Not previously inspected

Information about this school

- The school provides a breakfast and after-school club on the school site.
- The school has made appropriate recent use of alternative provision to meet the needs of pupils, as required.

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.

- Inspectors held meetings with the headteacher and deputy headteacher as well as the special educational needs coordinator and the assistant headteacher.
- Inspectors held meetings with the chief executive officer and the director of education of the multi academy trust.
- Inspectors met with the chair of the trust and three members of the local governing body, and the academy council, including the chair of the school's academy council.

- Inspectors carried out deep dives in five subjects: early reading, mathematics, science, history and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and, where relevant, looked at samples of pupils' work.
- The lead inspector met with designated safeguarding leaders, the human resources administrator, the trust business manager, and other staff to discuss safeguarding.
- Inspectors scrutinised a range of documentation during the inspection, including curriculum plans, school development plans, safeguarding and behaviour records.
- Inspectors also spoke with groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school. Inspectors also observed the behaviour of pupils across the school site at different times of the day, including playtime.
- An inspector spoke with parents at the start of the school day.
- Inspectors considered 69 responses to Ofsted's online survey, Ofsted Parent View, and 69 free-text comments. Inspectors also considered the 30 responses to Ofsted's staff survey and the 192 responses to the Ofsted pupil survey.

Inspection team

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