

Inspection of a good school: Walnut Tree Walk Primary School

Walnut Tree Walk, London SE11 6DS

Inspection dates:

16 and 17 April 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive in this supportive and popular school. They are happy and know they are kept safe. Pupils can name a trusted adult they would go to if they were worried about something, and they know how to stay safe online.

Staff place an emphasis on positive behaviour. They show pupils how to interact appropriately with others. In lessons, pupils are excited about their learning. They love to talk about their work, but also listen to each other respectfully. They behave impeccably. Bullying is rare and pupils know that it will be dealt with effectively if it happens.

The school has created a curriculum that is broad and ambitious. Leaders are determined that pupils at Walnut Tree Walk will succeed. They have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils are taught some subjects by specialist teachers, for example music, dance and computing. These subjects do much to foster pupils' talents and interests.

Staff encourage pupils to take on responsibilities, such as being eco-ambassadors and school councillors. Well-being ambassadors promote kindness around the school and provide mediation if there are any minor disputes in the playground.

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

The school has taken the national curriculum as its starting point and built on that to create its ambitious curriculum.

The school inspires pupils with a love of reading from the moment they enter Nursery. Children are introduced to rhymes, songs and interesting texts straight away. The phonics

programme begins in Reception and any children who fall behind are quickly identified and receive the support they need to become confident, fluent readers. Pupils read books matched to their ability and a love of reading is fostered, for example by visits from authors and Friday assemblies, where pupils can talk about texts they have enjoyed.

In mathematics, pupils learn to calculate confidently before moving on to apply their skills in more complex contexts. Children in early years enjoy the same interesting learning, for example practising their counting, while also enjoying finger-painting activities. Pupils of all ages use appropriate mathematical language to explain how they solve a problem.

In other subjects, the curriculum is structured to flow from early years to Year 6, with learning revisited to embed and advance it regularly. For instance, in geography, Year 2 pupils study the local weather, in Year 4 they label and describe climate zones around the world, and by Year 5 pupils can compare the climates of the United Kingdom, Greece and countries in Africa.

Pupils appreciate and learn from feedback from teachers to improve their work. They find the revision sessions at the start of every lesson helpful to ensure that they recall previous learning.

The school swiftly identifies the needs of pupils with SEND. Teachers adapt their teaching to support these pupils' needs and pupils benefit from the support provided, including additional resources and help from adults.

Pupils have a positive attitude, listen attentively in class and disruption to learning is rare. When things do go wrong, staff focus on talking things through with pupils, making them think about the impact they have had on other people and thinking of ways to put things right.

The school uses a range of different strategies to improve attendance and lower persistent absence. This includes meeting with parents and carers when a pupil's attendance starts to cause concern, and personalised texts encouraging parents to bring their children in to school.

Pupils' wider development is supported in many ways, including after-school clubs such as multi-sports, drama and orchestra. Pupils attend local music festivals to sing and play instruments. Year 3 pupils visit local retirement facilities to chat and play games with the residents. Pupils, including those with SEND, take part in inter-school sports competitions and pupils enjoy raising money for charity. All year groups enjoy taking part in trips, from Reception visiting a local farm to the Year 6 residential trip.

The school is well led and managed. Staff enjoy working at the school and feel proud to work at Walnut Tree Walk. They know leaders will support them and that their workload and well-being are taken into consideration. Staff receive regular training and appreciate the advice and guidance they receive from leaders. Parents are overwhelmingly positive about the school and its staff.

Governors have a clear understanding of systems in the school, including those for safeguarding. They are proud of the school and its kind, inclusive atmosphere. They support staff and care for their well-being, but are also ready to check on leaders' work to ensure it remains of a high quality.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100589
Local authority	Lambeth
Inspection number	10323246
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair of governing body	Martin Bailey
Headteacher	Andrew Chaplin
Website	www.wtwschool.co.uk
Date of previous inspection	28 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for its pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher, senior leaders and subject leaders. They also held meetings with members of the governing body and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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 their work. The inspector also discussed the curriculum in some other subjects.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector also reviewed documentation related to pupils' behaviour and welfare.
- The inspector considered the responses to Ofsted's online surveys completed by pupils, parents and staff.

Inspection team

Eleanor Ross, lead inspector

His Majesty's Inspector

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