

INSPECTION REPORT

WALNUT TREE WALK PRIMARY SCHOOL

London

LEA area: Lambeth

Unique reference number: 100589

Headteacher: Mr Graham Jameson

Reporting inspector: Tom Shine
24254

Dates of inspection: 12th - 15th November 2001

Inspection number: 189864

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Walnut Tree Walk London
Postcode:	SE11 6DS
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Appropriate authority:	The Governing Body
Name of chair of governors:	Marjorie Porter
Date of previous inspection:	8 th - 11 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Music Physical education Religious education	How high are standards? How well are pupils taught? How well is the school led and managed?
13828	Ron Ibbitson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1068	Jan Allcorn	Team inspector	Mathematics Information and communication technology Art and design Special educational needs	
21171	Sally Handford	Team inspector	English The foundation stage Equal opportunities English as an additional language	
21796	James Walsh	Team inspector	Science Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walnut Tree Walk has 248 on roll with 134 boys and 114 girls and is projected to be 266 by January 2002, this is bigger than average. The nursery provides 30 full-time equivalent places, with just under half of the children attending on a part-time basis. When they enter the nursery children's attainment fluctuates but is typically below average. The proportion of pupils with special educational needs (SEN) is below average and three pupils have a statement of special educational needs. The school is situated in an area that is one of the most disadvantaged in the country with, for example, the percentage of pupils entitled to free school meals being well above the national average and it is part of an Education Action Zone (EAZ). However, it is conveniently situated close to the rich cultural heritage in the heart of London. It is also an ethnically diverse area, with nearly 60 per cent of pupils being drawn from Black Caribbean, Black African and Bangladeshi communities and 7 per cent from other minority ethnic backgrounds. The percentage of pupils with English as an additional language (EAL) at 50 per cent is very high with the main languages spoken being Yoruba, Twi, Arabic and Portuguese. The school has been subject to local authority reorganisation proposals for a number of years involving the closure of the school. These proposals have recently been dropped, but the uncertainty has led to a loss of staff and difficulties with recruitment.

HOW GOOD THE SCHOOL IS

This is an effective school that does well by its pupils who, by the end of Year 6, achieve well in comparison with pupils in similar schools. Good teaching contributes substantially to these standards. Pupils with SEN and EAL are fully integrated and achieve well. The headteacher continues to lead the school well and has maintained a very positive ethos in the school. It provides good value for money.

What the school does well

- Teaching is good, enabling pupils to make good progress and achieve well, overall.
- Teaching is very good in the foundation stage (the nursery and reception), helping children to make a flying start to their education.
- The headteacher provides very good leadership and has successfully maintained a positive ethos in the school despite, until very recently, uncertainties about its future.
- The school is very successful in developing pupils' personal development and self-esteem, which produces extremely good attitudes and helps pupils learn well.
- The school's support for pupils with SEN and EAL is good, enabling them to make good progress.
- It is a happy and harmonious environment and is highly valued by parents and the local community.

What could be improved

- Procedures for assessing pupils' attainment and progress and using this information in planning what they need to do next.
- Standards in religious education.
- Information and communication technology (ICT) is insufficiently used to support other areas of the curriculum.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in October 1996, the school has made satisfactory progress, overall. The school has produced a development plan that takes in a yearly planning cycle. With the uncertainty about its future removed it is now aware of the need to take account of a longer-term view. The monitoring of attainment continues to need further development. The time allocated to each subject has improved, although the amount of teaching time overall is below recommended levels. Some of the statutory requirements not being implemented at the last inspection are in place but some are only partly in place. Since the last inspection, a number of national initiatives have improved the educational experiences of pupils at the school, including funding from sources such as the Ethnic Minority

Achievement Grant and the EAZ. Most of all, the quality of teaching has improved and has a positive effect on the standards of pupils' work. The school has appropriate capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	D	C	A
mathematics	E	C	D	B
science	C	E	D	B

Key

well above average A

above average B

average C

below average D

well below average E

The school did well for its pupils by the time they were ready to leave the school at age 11 in 2001. They achieved very well in English compared to the performance of pupils in similar schools and did well in mathematics and science. Compared to the national average in English, they achieved broadly in line, although they were below in mathematics and science. Overall, these results are an improvement on those of 2000 and, allowing for fluctuations because of relatively small cohorts, reflect a general upward trend. In Year 2, standards in reading and writing were above the performance of pupils in similar schools and matched those in mathematics. They were well below the national average in reading and mathematics and below in writing.

Inspection findings show that pupils build on the good progress they make in the foundation stage and their standards are in line with those expected nationally in Year 2 and they achieve well. They continue to make good progress in Key Stage 2 because of good teaching, although the current standards in Year 6 are below those expected in English, mathematics and science because of previous disruption to their learning as a result of a series of unsatisfactory supply teachers. Their targets are therefore realistic but below those set for pupils last year. In most other subjects, standards are in line with those expected for pupils' ages throughout the school. The exception is in religious education, which has been under-represented in the curriculum over the last few years. In this subject, standards overall are below those expected in the Locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very positive and are very influential in helping pupils learn well and make good progress. In the foundation stage, the children quickly develop positive attitudes and find learning fun.
Behaviour, in and out of classrooms	This is very good in and around the school, including at lunchtimes and in the playground. All pupils are aware of the school rules.
Personal development and relationships	Pupils willingly accept responsibilities and these contribute effectively to pupils' very good personal development. Pupils have very good relationships with each other and with all members of staff.
Attendance	This has improved recently and is now broadly in line with the national average.

Pupils' very good attitudes, behaviour and personal development are positive influences, helping them to learn well.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good overall and is exceptionally good in the foundation stage, where some outstanding lessons were seen, enabling children to make great strides at the beginning of their schooling. Although teaching is good in the other years overall (from Year 1 to 6), there were more lessons of high quality seen in Years 1 and 2 than in Years 3 to 6. The teaching of English and literacy is good throughout the school. Particular features of this good teaching are good planning and secure subject knowledge. Not enough attention is given to the standards of written work in pupils' books, including presentation. The teaching of mathematics and numeracy is satisfactory overall and is good in Years 1 and 2. All teachers have good subject knowledge, including knowledge of the National Numeracy Strategy. Questioning is usually good, but sometimes lessons lack sufficient pace to hold all pupils' attention and insufficient time is given for pupils to put their work to paper. In most lessons, however, pupils learn well and show interest and good levels of concentration. The school meets the needs of most pupils well, including those with EAL and SEN who learn effectively. However, in some lessons, such as mathematics and science, high attaining pupils are not consistently challenged. In the lessons seen in science, physical education, history and music, teaching was good and was satisfactory in other subjects. However, pupils' work indicates that some teachers' subject knowledge is weak in religious education and music. Homework, generally, is not used effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is broad and generally balanced. Pupils' written work is under-emphasised, particularly in mathematics and science and there is hardly any in religious education. In music, most teachers pay scant attention to developing pupils' composing skills and ICT is insufficiently used in most subjects.
Provision for pupils with special educational needs	This is good. There is appropriate emphasis on identifying these pupils' needs early and giving the support identified in their individual education plans. Their targets are reviewed regularly.
Provision for pupils with English as an additional language	This is good. Their language needs are assessed carefully and, when identified, appropriate grouping in lessons targets these needs. Support is good and effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and a strength of the school. Pupils' personal development is very strongly supported by the moral, social and cultural influences in the school. Pupils' sense of uniqueness and self-esteem is supported well in their spiritual development.
How well the school cares for its pupils	The school provides high levels of care, founded on the very good relationships that all staff have with the pupils.

The school works very well with parents who hold it in high regard. The governors' annual report to parents and pupils' annual reports have some omissions that statutorily ought to be included. The school makes very good provision for the personal support and guidance of its pupils, although it does not adequately monitor their academic performance. The amount of teaching time allocated for the curriculum is below the recommended minimum. The school enhances the curriculum well by using the rich resources of the locality to visit places of interest such as galleries, museums and theatres.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, overall. The headteacher provides very good leadership and has managed to maintain high staff morale and has recruited staff of high calibre that work effectively as a team during a long period of uncertainty. Management is satisfactory. An act of collective worship is not consistently provided.
How well the governors fulfil their responsibilities	Good, overall. The governors are very supportive and fulfil their statutory responsibilities well.
The school's evaluation of its performance	This is satisfactory overall, but not enough is done to monitor and evaluate the school's academic performance.
The strategic use of resources	This is good. Specific grants from various initiatives are used well for the benefit of pupils. Funding for SEN and EAL is used effectively.

Staffing is good, overall. Many teachers are relatively new to the school. Two are newly qualified and three have qualifications that are not fully recognised in this country. New staff are inducted very well and all have adapted to the school successfully, are good teachers and match the curriculum well. They complement the other good teachers on the staff. There is a very good range of effective support staff for pupils with SEN and EAL. Accommodation is satisfactory overall, although it is in need of urgent repair in some areas. Resources are adequate, with the exception of computers. The school strives to spend its money efficiently and effectively and applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • They make good progress. • Behaviour is good. • Teaching is good. • They are kept well informed about progress. • Pupils are expected to do well. • The school is well managed and led. 	<ul style="list-style-type: none"> • The right amount of homework. • The range of activities outside lessons.

Inspectors agree with parents' positive views. They also agree that homework is not given sufficiently for older pupils in the school; it is satisfactory in English but is given inconsistently in mathematics and not at all in science. Inspectors agree that the range of activities in the form of clubs is limited, but this is partly because of significant staff changes in the past few years. When the visits to places of interest in the locality are also taken into account, the range of outside activities is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children make good progress throughout the foundation stage (*for children in the nursery and reception classes*) and are prepared well for learning in the National Curriculum when they move into Year 1. There are currently 30 children on roll in the nursery, with a minority attending part-time for the morning or afternoon sessions. When children enter the foundation stage in the nursery their attainment fluctuates from year to year, depending on the proportion of children with EAL and special educational needs (SEN) and the gender balance of boys and girls. (The majority of children in the nursery come from homes where English is an additional language (EAL) and many of these hear other languages at home). Typically attainment is below average, with some children's attainment being well below average in communication, language and literacy, particularly in the development of their skills in speaking and listening because they are still in the very early stages of acquiring the language.
2. Children enter the reception class at the age of four at the start of the school year in which they are five. At the time of the inspection, over half the children in the reception had not attended the nursery and had no other form of pre-school experience. Half of the children in the reception have EAL. In addition, one child in the reception has identified special educational needs. Attainment overall is below average. By the time they leave the foundation stage in the reception year and enter Year 1, the majority of children are achieving very well and have achieved all the areas of the Early Learning Goals; *personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development*. Some higher attaining children are on course to be working within Level 1 of the National Curriculum in English and mathematics.
3. The 2001 National Curriculum test results for pupils when they were in Year 2 show that they are achieving well. The performance of *all* pupils was above average in reading and writing compared to that of pupils in similar schools. However, compared to the national picture, they were well below in reading and below in writing. Not enough pupils are attaining at the expected level or at the higher levels. One explanation for the low standards at the end of Key Stage 1 is that the school has a large number of pupils with English as an additional language who take longer to acquire skills in English. These results are broadly similar to those found during the last inspection. However care needs to be exercised when interpreting these results as the relatively small cohorts in the school can cause disproportionate percentage changes. In mathematics, results for pupils in Year 2 show standards were in line with the performance of pupils in similar schools but well below that in schools nationally. Teacher assessments in science for pupils in Year 2 in 2001 indicate that standards were broadly average when compared to other schools nationally. They achieved similar results to the national picture, both at the expected level and at higher levels. Inspection findings for pupils in Year 2 show that standards are broadly at expected levels in reading, writing and mathematics and are also at expected levels in science. Compared to their attainment on entry, they are achieving well. The differences between the test results in reading and writing and mathematics in 2001 and inspection findings are not significant given the small size of the 2001 cohort and changes to the pupil profile this year caused by the numbers of pupils with EAL and SEN.
4. Results in the 2001 National Curriculum tests for pupils in English in Year 6 were well above average compared to the performance of pupils in similar schools and broadly in line with the national picture. In mathematics and science the results showed standards to be above average compared to similar schools but below the national average. However, these results mask important differences. In science, the proportion of pupils achieving the expected level was actually above the national average but was below the national percentage achieving higher levels. In mathematics, fewer pupils achieved either the expected level or higher levels. The school attributes these disappointing results in mathematics to weak teaching – this particular cohort had

the same teacher in both Years 5 and 6. The school took steps to compensate for these weaknesses, including the introduction of booster classes, but they were insufficient to bring the cohort up to the required standard. The teacher is no longer at the school. In science, on the other hand, a teacher who was also a science specialist supported much of the booster work. Inspection findings show that standards in English, mathematics and science in Year 6 are below those expected nationally, overall, although there are a number of higher attaining pupils in the class. The school is aware of this and has adjusted its targets for this cohort accordingly. These overall lower standards are the result of a number of unsatisfactory supply teachers to cover a vacancy in the class. The class lost its sense of purpose and good study habits and it is to the credit of the current class teacher that order and discipline have been restored and all pupils are making good progress. However, they are starting from a low base.

5. Throughout the school, pupils with EAL and SEN are well supported and make good progress. Teachers are sensitive to their learning needs and learning assistants support them well. In English, for example, pupils with EAL pupils make good progress in acquiring competence in English, so that by the time they are in Years 5 and 6, many are close to native fluency. Analysis of the results of the standards assessment tests by ethnic background show that the majority of pupils with English as an additional language reach the same standards as their peers in tests at Key Stage 1 and Key Stage 2. During the inspection there were no significant differences detected in the performance of girls and boys or of pupils from different ethnic groups.
6. Standards are improving in English and mathematics overall, as teachers find the national strategies for literacy and numeracy have added greater structure and rigour to their lessons. The general quality of teaching has also improved since the last inspection.
7. Throughout the school, pupils benefit from the emphasis placed on developing pupils' speaking and listening skills and younger pupils build well on the good start they made in the foundation stage. In Year 1 they listen well to their teachers' instructions and their emphasis on language and pupils are alert in identifying new words and expressions. By the time they are in Year 2, they have improved their listening skills and are confident in answering questions and expressing their opinions. By the time they are in Year 6, the majority of pupils are able to speak clearly and express themselves confidently. This is quite an achievement in relation to the disruption they experienced to their education in the previous year. In an English lesson with the emphasis on literacy, for example, many pupils read a text confidently and expressively in a variety of effective ways: *"Don't mumble child; look up when I'm speaking to you!"*
8. In Year 2 pupils read at the expected standard. They enjoy reading, including the texts that are the focus of the literacy hour, and are able to say what they like about their books that they read with reasonable fluency and accuracy. Pupils know the difference between fiction and non-fiction and have a sound understanding of what they are reading. In the current Year 6, although there are a number of pupils reading at levels above the expected standard, attainment overall is below average. However, many pupils are keen readers who enjoy reading both fiction, including poetry and non-fiction in books and through the Internet. In all year groups in Key Stage 2, pupils are given opportunities to read a wide range of reading material.
9. In writing in Year 2, the standards of pupils' work are broadly at expected levels. Most pupils have made good strides in improving their punctuation and spelling, much of which is accurate. They use the structure of the literacy hour text effectively to plan and write their own stories. However, at this age, the work in pupils' books indicates that there is much room for improvement in how they present and organise their work. In Year 6, pupils' writing is broadly in line with expected standards. The teacher provides a range of texts as stimuli for writing such as newspaper reports, poetry and biographical profiles of notable historical figures. These stimuli prompt the pupils to produce interesting and varied writing. The use of word-processing in English is unsatisfactory overall, although there are some good examples of the technology being used to produce final drafts of work.
10. In Year 2, in mathematics, pupils are achieving well and standards are at the level expected for pupils this age. Although they are increasing their mental dexterity in using as many different

numbers as possible in counting up to ten, they are less confident in finding numbers up to twenty. In *shape, space and measures*, pupils are able to recognise and name basic shapes such as *square, rectangle* and *square*. In Key Stage 2, pupils continue to make good progress, although standards overall are below average in Year 6. However, some pupils are achieving at and others are achieving above, the expected level. For example, whilst these groups of pupils have good mastery of their multiplication tables up to ten and are secure and confident working with decimals, fractions and percentages, below average pupils are still struggling to learn their five times tables. Pupils' work indicates that higher attaining pupils are not consistently challenged. The use of numeracy in other subjects is restricted to very few; for example, there was limited use in science and history.

11. In science standards of pupils in Year 2 are broadly up to the level expected; in Year 6, they are below that expected. In Year 2, work in pupils' books shows appropriate emphasis on *life processes and living things* with a satisfactory study of the main differences between animals and plants. Work also covers the five senses and these are correctly identified with the appropriate parts of the body. In a lesson observed, pupils displayed satisfactory knowledge of a simple electrical circuit and the components that are needed to light a bulb successfully. In Year 6, pupils' work was disappointing. It showed much copying from set texts and the same work was given for all groups of pupils and did not distinguish, for example, between the needs of both higher and lower attaining pupils. In life processes and living things, pupils described their investigations into what happens when plants suffer from a lack of light. However, their work indicated that it relied too much on the direction of their teacher and there were few opportunities for pupils to write their own predictions and conclusions in their own words. In a lesson of very good quality in Year 6, on the other hand, pupils were given appropriate opportunities to record their investigations into the effect of the resistance of different lengths of wire on the brightness of a bulb. In this lesson, all pupils made very good progress and produced work appropriate for their age, with higher attaining pupils producing work reflecting their ability.
12. In information and communication technology (ICT), standards throughout the school are broadly in line with those expected for pupils' ages. Although progress is satisfactory overall, it would be better still if pupils had more time to spend on the computers. Time is limited because there are too few computers for the school to build on the enthusiasm and confidence of the pupils in using the technology. In Year 2, pupils are competent in using the computer. They are confident in logging on and are able to word-process simple text and are becoming increasingly familiar with procedures to correct their mistakes. They can also save and print their work. In Year 6, pupils have progressed to using different fonts and size of texts and use advanced word-processing programs confidently. Throughout Key Stage 2, pupils use the Internet effectively to research for information in subjects such as history, science and art. Although pupils in Year 6 confidently explained to an inspector how a new control program works, the use of the technology in control is under-developed and during the inspection the use of e-mail was not recorded. ICT generally, is insufficiently used to support pupils' learning in other subjects.
13. In religious education, whilst standards in the lessons seen were satisfactory, there is a severe absence of written work in the subject throughout the school and accordingly pupils' attainment overall is below the expectations in the locally Agreed Syllabus. At the last inspection it was reported that there was an over-reliance on assembly work, circle time and time for general discussion to cover aspects of the Agreed Syllabus. There is evidence to suggest that this position has continued until very recently. In the lessons seen, the Agreed Syllabus was being followed to a satisfactory standard and pupils were making satisfactory progress.
14. In the other subjects of the curriculum, for which there is sufficient evidence to make judgements, standards have been maintained since the last inspection and are broadly in line with those expected for pupils' ages. This includes music, for which, at the last inspection, no judgements were made about standards in Key Stage 1. In Key Stage 2, they were judged to be good. In this inspection, although some aspects of music were judged to be good, such as singing and recorder playing, the overall standard in the subject is satisfactory. Some components such as composing are under-represented in some classes.

Pupils' attitudes, values and personal development

15. In the foundation stage, in the nursery, children respond well to their teacher's high expectations of their conduct. The older children act as very good role models for younger ones and are very willing to help them. By the time they have reached the reception class, all children, including those with EAL and SEN, have settled in well and show security and confidence in classroom routines. They listen well to their teacher and other staff in lessons and clearly enjoy learning. Throughout the foundation stage, children behave and play well together.
16. All pupils like coming to school and have very good attitudes to learning. They work hard in lessons, listen well to their teachers and are able to sustain concentration. In a lesson for physical education in Year 1, for example, pupils showed effort and concentration as they performed various movements skilfully, showing at the same time an awareness of one another's positions, as they moved in safety. Pupils in a history lesson, in Year 2, were totally absorbed when they examined the past through a picture. Frequent class discussions develop pupils' self-confidence effectively.
17. Throughout Key Stage 1 and Key Stage 2 pupils for whom English is an additional language develop in confidence and are well motivated. They respond well to the support they get from the specialist teacher and assistant and learn well. Pupils with learning difficulties work well in lessons. A small number of SEN pupils have particular difficulties in concentrating and behaving appropriately. During the inspection these pupils settled sensibly to their work and made sound progress in their learning. This was because of careful planning by teachers and the good use of learning assistants.
18. Behaviour in and around the school is very good. Visitors are greeted cheerfully whenever they are seen and pupils are ready to talk to them. They speak frankly about their life in school and confidently ask direct questions and in return expect direct answers. They treat adults in the school as friends to whom they are courteous and polite. Behaviour at lunch times is very good. Pupils view this time as a social occasion and an opportunity to chat to friends. Most wait patiently as they queue for their meals, whilst two lively boys jostle each other in a good-natured way. Pupils enjoyed chatting as they eat their meals.
19. In the playground behaviour is also very good. Boys and girls play happily together, sometimes making use of the equipment provided, such as climbing frames, hoops and balls, or making up their own games. On occasion some pupils, particularly boys, are boisterous as they run around the playground but there was no evidence of aggressive behaviour, bullying or racism. The school is free of graffiti and there are no signs of vandalism.
20. Pupils have a well-developed sense of right and wrong. In a discussion with some pupils in Year 6, pupils showed a clear awareness of the school rules and of the rewards and penalties for either keeping or breaking them. Pupils have very good relationships with each other, with their class teachers and with ancillary staff. They said they felt safe in school and felt they could confidently seek the help of appropriate staff if they found themselves in difficulties. They expressed an enjoyment of social occasions, such as assemblies, and especially the school's 'fun day', when they delighted in the school's 'community feel'. There have been no exclusions in the last year.
21. Pupils' personal development is very good. They are encouraged to accept a variety of responsibilities appropriate to their age, in the classroom and around the school. These responsibilities contribute to their personal development and pupils cheerfully accept the opportunities to exercise their initiative. There is a school council for pupils of 7 years old and over. Council members, elected by their class peers, take their responsibilities very seriously, knowing that their decisions will affect the life of the school. For example, the council recently proposed the formation of a breakfast club and as a start to the consultation process a questionnaire has been sent to all parents under a covering letter signed by all council members.
22. The high standards of attitudes and behaviour, together with very good relationships, are significant factors in pupils' academic and personal development. These findings are broadly similar to those

of the last inspection.

23. Attendance has improved and for the last academic year (2000/2001) was broadly in line with the national average. The overall attendance rate in the previous year was well below the national average. However, the rates of attendance have declined since the last inspection, when they were described as 'very good'. Some pupils have difficulties in getting to school on time. A survey recently conducted by the Educational Welfare Officer found that 16 per cent of pupils were late on one particular morning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. Teaching has improved since the last inspection, when, although it was described as good, nine per cent was unsatisfactory and eleven per cent was very good or better. In this inspection, there is much less that is unsatisfactory, one lesson, - just over one per cent - and much more that is very good or better – nearly twenty three per cent. Over fifty per cent is good, overall. This is all the more remarkable in the light of the relatively high staff mobility the school has experienced over the last few years because of, until recently, uncertainty about the future of the school.
25. Teaching is particularly good in the foundation stage in all areas of learning, where forty per cent of the lessons are very good or better. Outstanding teaching was seen in both the nursery and the reception classes. This high quality teaching enables children to make an outstanding start to their education and to achieve well. Teachers in the foundation stage plan and work well with the support staff, including the nursery nurses. Children learn well and find it fun and adapt well to the school environment. The curriculum planning is good and ensures that all the elements of the Early Learning Goals are appropriately provided. All adults have very good relationships with the children who respond well and develop positive attitudes to learning, increasing their understanding of new concepts.
26. Teaching is good overall in both key stages and all pupils make good progress. However, there is more teaching of high quality in Key Stage 1 than in Key Stage 2. For example, 82 per cent of teaching in Key Stage 1 is good or better, with 32 per cent being very good or better. In Key Stage 2, 64 per cent of lessons is good or better with 9 per cent being very good or better. The teaching of English is good throughout the school and all teachers are thoroughly conversant with the National Literacy Strategy. This is an improvement since the last inspection. Good planning, including care that all work is matched well to pupils' needs, together with strong subject knowledge ensures that all groups of pupils learn well. However, in at least one year group there was not enough emphasis by the teachers on high standards in the work in pupils' books, including standards of presentation.
27. In mathematics, the quality of teaching is satisfactory overall and is good in Key Stage 1. On balance, this is an improvement since the last inspection. However, there were some good features in the teaching throughout the school. For example, all teachers have good subject knowledge, including knowledge of the National Numeracy Strategy. Questioning is good generally to assess pupils' understanding of the topics being studied; teachers also make good use of quick-fire questions to develop their pupils' mental agility and these activities are consistently good. In Year 6, the teacher was showing the class how to approach 'word' problems and how to identify the essential data: *"On Tuesday the school collected £24.75. On Wednesday it collected £8.50 more than on Tuesday. How much did the school collect in total?"* She directed her questions to all sections of the class and patiently helped a group of lower attaining pupils to break down problems such as these into manageable parts. In lessons of this quality, all pupils were challenged to apply intellectual and creative effort in their work and enjoyed thinking and learning for themselves. In a few lessons, the pace of the lessons was too slow and pupils became restless; in others insufficient time was left for pupils to record their work. In one unsatisfactory lesson there was insufficient planning to meet the needs of all pupils; the work set was too ambitious for most pupils and progress was unsatisfactory. In some lessons, on the other hand, higher attaining pupils were insufficiently challenged and did not make the increases in understanding of which they are capable.

28. In science, teaching has improved since the last inspection and is good, overall. Teachers have good knowledge of the subject and teach the basic skills well. They assess pupils' ongoing progress well and their management of the classes is good. However, in some of these lessons, teachers do not consistently challenge higher attaining pupils. For example, during the inspection, both evidence from the analysis of pupils' past work and classroom observations showed that above average pupils were not always working at a level high enough to match their ability to acquire more advanced skills. This is partly because teachers have insufficient information, including records about their past achievements, to match work accurately to their needs.
29. In other subjects, *in the lessons seen*, teaching was good in physical education, history and music. Good questioning was a strong feature in many of these lessons. For example in a lesson in history in Year 2 given by the headteacher the first question was, "*What is history?*" to which some pupils gave thought and replied, "*The past*" whilst others said, "*The past of the centuries.*" In a music lesson in Year 2, with the emphasis on controlling pitch, the teacher asked, "*What does it mean – to pitch your voice?*" Various attempts by the class to answer this question led her pupils well into the main activities. In music, whilst in the lessons seen teaching was good, it is clear that some teachers have insecure subject knowledge and the full curriculum is not consistently covered, for example in the area of composing. Teaching is therefore satisfactory in music, overall. In information and communication technology (ICT), teaching is satisfactory, but teachers do not emphasis sufficiently to their pupils the benefits and potential of the technology for learning across the curriculum. In the other subjects, where there is sufficient evidence, teaching was satisfactory, but the lack of written work in religious education reflects many teachers' insecure subject knowledge. There was insufficient evidence to make judgements about teaching in design and technology and geography overall, although in the one lesson seen, in both subjects, teaching was good.
30. The use of homework is variable. It is satisfactory in English and is inconsistently used in mathematics, where it is left too much to individual teachers' discretion. It is not given in science. For the older pupils there is insufficient homework given. These findings support the views expressed at the parents' meeting that pupils in the upper part of the school are insufficiently prepared to undertake the amount of homework they are likely to receive in secondary school. There is a clear marking policy, although it is not followed consistently by all teachers. Marking is satisfactory in English and generally provides pupils with useful feedback as to how they can improve their work. In mathematics and science, marking is less helpful in showing pupils the way forward.
31. Support for pupils with EAL is good. Teachers know these pupils well and they have received training in how to use various strategies to meet their specific needs. They use their skills and knowledge of the needs of these pupils effectively to ensure that all pupils are provided with the opportunity to develop their English language and are as fully involved in their learning as possible. The teaching assistant provided from the Ethnic Minority Achievement Grant (EMAG) provides good support one day per week in the reception class to help children with EAL. An EMAG assistant who shares some of the pupils' community languages gives effective support to pupils in Key Stage 1. This help is planned so that each class receives assistance at least one day a week. Pupils are supported effectively primarily in English and mathematics, but also in other areas of the curriculum.
32. A well-qualified and experienced EMAG teacher provides good support to pupils in Key Stage 2. She plans well and frequently works well in partnership with other teachers in this key stage, providing very helpful resources for them to use in developing pupils' knowledge and understanding of English. On occasion, pupils are withdrawn for specifically targeted sessions where it is judged that, on balance, this will help them to make better progress in certain areas of the curriculum.
33. Teachers are sensitive to the needs of pupils with SEN. They involve them fully in class discussions and ask questions that are appropriate for their abilities. Learning assistants are used well and on many occasions in lessons, good interaction between them and the teachers

provided lively introductions. In literacy lessons learning assistants are effective in making sure pupils understand clearly what they are expected to do, helping pupils with SEN to make good progress in their learning. In response to the questionnaire, all parents were happy with the quality of teaching in the school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

34. The curriculum, including the quality and range of learning opportunities provided for the children in the foundation stage, is good and planned to take account of all the required areas of learning for children of this age. The learning opportunities in the reception build well on the provision in the nursery.
35. In both key stages the curriculum is broad, balanced and inclusive, a position broadly similar to that at the last inspection. It meets the statutory requirements for the National Curriculum and religious education. The time allocation for subjects other than English, mathematics and science is limited but is used satisfactorily by alternating subjects, such as art and design with design and technology and geography with history. A block of work is planned for one subject over a period of half a term so that an aspect can be studied in reasonable depth. However, the length of the teaching day is below the recommended minimum. As a result, pupils do not always have sufficient time for recording their written work. This is particularly evident in religious education, where there is insufficient time generally for the subject on the timetable.
36. Schemes of work are in place for each subject. The school uses national subject guidance from the Qualifications and Curriculum Authority, together with the locally Agreed Syllabus, as the basis for its schemes. The effectiveness of strategies for teaching and planning for the Literacy Hour are good. Oral work is used well in lessons and subject vocabulary is prominently displayed in classrooms. However, there are limited opportunities, especially in Key Stage 2, for pupils to develop and extend their writing skills in other subjects of the curriculum, particularly in science, religious education and geography. Additional literacy support is provided regularly for pupils who have difficulty in reading and writing skills. Planning for numeracy lessons is satisfactory. There is a structural approach to lessons but less time is given for pupils to record their work. In some classes more time is given to the oral/mental starter which causes a slight imbalance. Opportunities are also provided for all pupils to develop their numeracy skills in subjects such as science, information and communication technology and history. Booster classes operate for older pupils at appropriate times of the year in order to raise attainment for targeted groups of pupils in English and mathematics. Subject co-ordinators have been appointed for most areas, although some co-ordinators are new to their responsibilities and their role is still being developed. The headteacher has taken responsibility for design and technology, history and geography.
37. There is equal access to the curriculum for all pupils; the school's cultural diversity is proudly celebrated, with equal opportunities being strongly reflected in its aims, ethos and in practice. For example, provision for pupils with EAL is effective. Their language needs are assessed and identified carefully and are supported appropriately through grouping in lessons to ensure full access to the curriculum. Provision for pupils with SEN is also good. Teachers identify these pupils' needs early and they receive additional support when they are placed on the SEN register. Individual education plans are satisfactory. Pupils with statements are given suitable support and their statements are reviewed regularly.
38. The provision for pupils' personal, social and health education (PSHE) is good and a programme for this subject is taught across the school. Circle Time* is used effectively as part of personal development. Sex education and awareness of drugs are fully covered within lessons for older pupils.

*During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Pupils will respect others' views at all times and, therefore, pupils feel confident that they can talk with ease and free from interference from other children.

39. Extra-curricular provision is satisfactory, overall. There is a limited range of clubs after school, including a choir and an art club. However, effective use is made of the rich cultural heritage in the locality, such as visits to galleries and museums, including the National Gallery, the Royal Academy and theatre workshops in the Young Vic Theatre. These visits enhance the curriculum and extend pupils' experiences very effectively.
40. Links with families and schools in the area are good and help to ensure smooth transfer into and out of primary school. Through the funding from the EAZ, there are very good links with parents during the Family Learning Sessions held at school. The EAZ has also funded, arts education with the Hayward Gallery. Visitors into the school and visits provide pupils with a rich knowledge and understanding of many aspects of the curriculum. There are no visits to places of worship.
41. Relationships with partner institutions are very good. There are very good business partnerships with commercial companies of national repute, who provide reading volunteers. Very good links are established with the Health Action Zone, providing in-service training in health education issues and visits from health professionals. The school is very involved with the Thames Festival and theatre workshops. There are very good links with a local secondary school designing a lighting installation to accompany the National Theatre production of the Mahabaratha. All of these relationships provide very positive support to the school and enhance pupils' learning.
42. The school's overall provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. It has significantly improved since the last inspection. These elements have a positive impact on pupils' personal development and make an outstanding contribution to the school's very good ethos. The provision for pupils' spiritual development is good. Pupils are treated as valued and unique individuals. In assemblies and in circle time they are given some opportunities to briefly reflect. For example, during the school assembly pupils were asked to reflect on the war in Afghanistan and the innocent victims of war, as music was played quietly in the background. In another Junior assembly, pupils listened to a poem by Auden and reflected on the last line of the poem *'We must love one another or die'*.
43. Provision for pupils' moral development is very good. All staff set very good role models of behaviour and treat pupils with great respect. This has a positive impact on learning and the good attitudes that pupils adopt. Clear principles and values are promoted through the school's behaviour policy and personalised through the class rules. Pupils are taught the differences between right and wrong. In PSHE lessons and assemblies pupils frequently discuss issues that help them gain a moral awareness and a sense of citizenship. The school has high expectations of pupils' behaviour, which is supported well by the parents.
44. The provision and development of pupils' social skills are very good. In assemblies pupils have many opportunities to share their work or ideas with the rest of the school. In classrooms, teachers provide good opportunities for pupils to work together, develop their self-esteem and a respect for others' viewpoints. The School Council helps to develop pupils' responsibility for others effectively. It is made up of councillors elected by each class who meet regularly. Older children readily take responsibility for younger children in school. The very good range and variety of educational visits and visitors make a positive contribution to pupils' social development.
45. Provision for pupils' cultural development is very good. The pupils are introduced very well to what is best in their own cultures and how they contribute to the rich diversity of their society. They listen to music from their own and other cultures and learn about a variety of religions and beliefs which they are taught to value and respect. Pupils are constantly made aware of the richness of multicultural society. For example, display notices and books around the school feature African and a range of other cultures. Pupils who speak a language in addition to English are celebrated through display work and booklets. The very good range of visits to museums, galleries and theatres promotes pupils' cultural development very well, as do the many visitors to the school. Cultural and ethnic diversity is celebrated well in the teaching of English, art, history, geography and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school's high standards of care for pupils, mentioned in the last report, have been maintained. Walnut Tree Walk is a caring school with very good provision for personal support and guidance. Pupils feel secure in the caring environment that is strongly based on the very good relationships that teachers have with them.
47. The arrangements for child protection are very good and records are securely maintained. The headteacher is the named person for child protection matters and he is assisted effectively by the deputy headteacher. All staff are aware of the need for vigilance and of the procedures to be followed in the event of a pupil being considered at risk. There are staff qualified in first-aid who deal with minor injuries and who maintain the equipment well. The school is aware of children with particular food allergies and certain staff have been trained to deal with particular emergencies that may arise. The school's health and safety policy is satisfactorily implemented but the records of some health and safety checks are not readily available. At the time of the inspection, for example there was no evidence of risk assessments being undertaken. There is no responsible person who holds all the health and safety records together.
48. There are good procedures for encouraging good behaviour and for eliminating oppressive behaviour such as bullying. The policy includes rewards for behaviour when it is good and sanctions for when it is poor. However, the main reasons for the high standard of pupils' behaviour is the very good relationships between staff and pupils and the school's expectation that they will act responsibly. For example, it is the practice to use first names throughout the school between staff and pupils, but there were no signs of over-familiarity or disrespect. Teachers serve as good role models for pupils. At award assemblies, individual pupils are named for particular efforts over a wide range of behaviour. Although no tangible awards are given, each pupil appreciates the acknowledgement and applause.
49. The provision of booklets in English and community languages, produced by the teacher for ethnic minority achievement as a resource for pupils, is an excellent initiative. There are particularly good welcome booklets with a photograph of the individual pupil on the cover, which can be used as a resource for teachers, pupils and parents. However, all the main community languages have yet to be covered. The school clearly identifies pupils with SEN. Where learning and behavioural difficulties are more complex the special educational needs co-ordinator (SENCO) is very effective in obtaining specialist assessments and support from outside agencies. These include the Learning Assessment Unit at St Thomas' Hospital, the local health authority and the local education authority's language support service. Teachers regularly review pupils' progress with the SENCO, although the recording of how well they have achieved their targets is not sufficiently thorough.
50. The school's procedures for monitoring and recording pupils' attainment and progress are not systematic enough. Assessment data, therefore, is not helpful enough in long-term curricular planning to ensure that work appropriately matches pupils' needs. This was identified as an issue at the time of the last inspection and continues to be so. Until this year, in English and mathematics, no consistent methods to record what pupils achieve were in place. Teachers in each class now use the National Literacy and Numeracy Strategy objectives to monitor and record pupils' progress and, whilst a good start has been made, these systems are still in the early stages of development. In all other subjects, no clear systems are in place and few teachers are yet completing the assessment sections on their planning documents. Samples of work are collected for each pupil at the end of each school year. However, this work is not put together in a succinct and helpful way summarising what the pupils have been able to do and the levels achieved. Pupils set personal targets in literacy and numeracy with their parents and class teachers and these are clearly written in their exercise books. This is new this year and the pupils have yet to review their targets with their teachers.
51. The school now undertakes the national tests for seven and eleven year olds, which it did not do at the time of the last inspection. There is evidence that results are analysed and action taken to bring about improvements, for example in mathematics following the lower than expected results in

summer 2001. Nevertheless, without year-on-year tracking of standards and progress the school cannot be sure all pupils achieve as well as they should, particularly as some teachers are insecure in their understanding of expected levels. The school is now introducing the non-statutory tests in Years 3, 4 and 5 and a national reading test and these will help the assessment of standards in the core subjects. For example, the school's targets for the current Year 6 in English and mathematics are based on testing in Year 5 last summer.

52. The teacher for ethnic minority achievement systematically carries out assessment of the acquisition of English that shows that pupils make good progress throughout the school. But there is no system of setting individual learning targets for pupils, particularly those who are in the early stages of acquiring competence in English, to improve their progress. Teachers lack such a system to improve awareness of pupils' individual language needs.
53. In the foundation stage, both in the nursery and the reception, there are regular observations of children's learning that provide the basis for assessment. However, a systematic way of using this information for the ongoing monitoring of children's progress to guide planning for the next steps of their learning has not yet been developed. Such a procedure would help to ensure good progression between the foundation stage in the reception to Year 1 in Key Stage 1.
54. Pupils' attendance has recently improved and the most-up-to-date data shows that it is broadly in line with the national average. Unauthorised absence is still above the national average. The school has recently bought in the services of an Educational Welfare Officer for three hours a week to maintain attendance at national levels. The causes of many attendance problems are social and the Educational Welfare Officer has made a good start in tackling these. Registrations are accurately and promptly carried out at the beginning of morning and afternoon sessions and lessons begin on time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school's very good working partnership with parents and carers is broadly in line with the findings of the previous inspection. The partnership is very effective and benefits pupils' learning, enriching the life of the school. They appreciate being welcomed into and encouraged to participate in the life of the school. Parents say that all staff are very approachable when they wish to discuss any difficulties concerning their children. They hold the school in high regard and are very satisfied with their children's academic and personal development. Through their great interest in the school, parents make a major contribution to their children's learning. These findings reflect the vast majority of parents' views expressed both at the meeting and in the questionnaire responses.
56. The school provides satisfactory information to parents. The school's handbook is a very useful source of information on school life. It is very comprehensive, with examples of children's work liberally illustrated throughout. Although the governors' annual report to parents is well written and provides important information for parents, it contains a number of omissions; for example, it does not show pupils' absence rates and does not contain a statement on school security; both of which are statutory requirements. There are very frequent newsletters to parents on a variety of items concerning the school. These are brief but informative and keep parents abreast of what is going on. In the playground there is a notice board for parents on which copies of the latest newsletters would normally be shown. At the time of the inspection, however, the board was in need of a new glass front and, therefore, was not being used.
57. The school is very open for parents to see teachers to discuss their children's progress. However, if lengthy discussions are needed parents, not unreasonably, are asked to make appointments. Parents are invited to the school twice a year to look at their children's work and to review their progress with the class teachers. At these times, parents have an opportunity to discuss their children's primary learning record, which is a review of pupils' progress over the year. The record has provision for parents and their children to make comments and contains a good summary of pupils' social and emotional development. The school uses the reading records effectively and

parents are encouraged to comment in these after listening to their children read at home. The records do not contain details of pupils' absences over the year, which is a statutory requirement.

58. Good contact is maintained with parents or carers of children with SEN, particularly with those whose children have a statement of need. The school involves parents well and often suggests how they can help to get the support their child needs. Parents of pupils with a statement of SEN have good opportunities to contribute to their child's annual review. All parents are appreciative of the support the school gives. They help to translate the booklets into community languages. Additional support in translating material into Portuguese is provided by a teacher from the Portuguese Embassy.
59. Through the Family Learning Project (funded by the EAZ), the school is able to establish close relationships with those parents who wish to develop further skills. At the time of the inspection, a computer course for parents had just completed a 10 weeks programme. The course is supervised by two trainers and for part of the day children work with their parents. Parents interviewed on the course said they were pleased with the opportunity to attend and felt they had gained from it. The Family Learning Project makes an important contribution to the school's partnership with parents.
60. The active parents' association organises fund raising events, the biggest of which is the annual 'fun day'. Substantial funds are raised and donations made to the school. The fun days are also opportunities for pupils, staff and local people to meet socially. This year the local MP also visited the event. The association also arranges curriculum meetings for parents and has included topics such as sex education and mathematics. Parents are also willing to help in school and on out of school trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. At the last inspection, the ethos of the school was described as being very positive with the leadership of the headteacher and senior staff being good. Since then, and until recently, the school has been included in local authority reorganisation proposals that included the closure of the school. Such uncertainty could have sapped staff morale and did indeed lead to a loss of experienced and valued staff when the closure in July 2000 looked inevitable - a decision that was temporarily rescinded just before the end of the summer term, 2000. However, the headteacher's very good leadership has ensured that a very positive ethos has continued to be a key feature of the school and, together with the senior management team, has been very successful in maintaining high staff morale. It is a credit to the leadership qualities of the headteacher and the senior staff that they have been able to recruit very capable staff to replace those that have left. For example, the two effective but newly qualified teachers had spent one of their teaching practices at the school and were sufficiently impressed to apply for substantive posts. The management of the school is satisfactory, overall. The monitoring and evaluation of the school's academic performance are not systematic enough, although a satisfactory start has been made in introducing non-statutory tests to track individual pupils' progress. A number of procedures are not tight enough, including those to do with records for health and safety. The services of an Education Welfare Officer have been bought-in to tighten procedures for tackling the cases of unauthorised absence.
62. The governing body is very supportive and by and large it fulfils its statutory responsibilities satisfactorily. Limited documentation reveals, for example, that appropriate procedures for performance management are in place. Their limitations in scope reflect the uncertainties that enveloped the school when the performance management review statement was prepared. The need to prepare a development plan that addressed long and short-term planning was identified as a key issue during the last inspection. A plan has been prepared but, because of the uncertainties about the school's future, has been restricted to a yearly cycle. The headteacher and governors believe that these uncertainties have inhibited forward planning and are aware of the need to extend the plan to cover a longer-term range. However, the plan is succinct and includes appropriate targets and actions to achieve them, for example, *'To develop more systematic use of*

ICT. The improvement of attendance was also an appropriate target that has been successfully met. On the other hand, an act of collective worship is not consistently provided and there are some omissions in the information to parents. The chair of governors is knowledgeable and supportive and visits the school regularly. The governing body has a good understanding of the strengths and weaknesses of the school, overall.

63. For some years the school has been running on a deficit budget, which, this year, it expects to clear because of the costs of a much younger staff. High supply cover costs to cover absences arising from the stress of the uncertainty about the future of the school over a number of years are given as the main reason. Overall the school's finances are soundly managed and, in applying the principles of best value effectively, it spends its money wisely and well. For example specific grants are used well for their designated purposes. The teacher and assistant provided through the Ethnic Minority Grant are well deployed throughout the school and work well together as a team. Their support is effective in helping to raise standards and the team makes a positive contribution to pupils' achievement. Funding for SEN is also used effectively. The co-ordinator works hard to ensure pupils with learning, physical or behavioural difficulties receive the support and help they need. Money is appropriately targeted and the governor with responsibility for pupils with special educational needs regularly meets with the SENCO and monitors provision. All groups of pupils are well integrated into the school community, reflecting the school's mantra, "*Out of many, one school.*" The school is strongly committed to equal opportunities and has a very clear policy. The policy is echoed in the comments of the headteacher who says, "*A guiding principle of all that we do at Walnut Tree Walk is that we do all we can to enable children to realise the potential for growth and development that is in all of us.*"
64. Funding from national initiatives such as the EAZ is used particularly effectively. The school believes that the Family Learning sessions funded by the EAZ have been very successful in providing cultural opportunities for parents, including the development of their literacy and numeracy skills. It has enabled fruitful interaction between parents and pupils and has improved the quality of communication between home and school.
65. The quality of teaching and support staff is good, including staff supporting pupils with EAL and SEN, enabling pupils to achieve well. This is despite the fact that three of the teachers from overseas who were recently appointed have qualifications that are not recognised in this country. These teachers make a valuable contribution to the teaching team. The induction of newly qualified staff and staff new to the school is very good, overall. They are given good support and training to improve their general classroom skills. The two newly-qualified teachers on their first year of teaching are benefiting from a very good induction programme. The monitoring of teaching takes place in English and mathematics but not in other subjects. This is because there are either no co-ordinators for some subjects, or they have held the co-ordinators' posts only very recently.
66. Accommodation is satisfactory overall for teaching and learning and is well used. Despite the original building dating back to 1874, there is little evidence to show that the state of the accommodation is having an adverse effect on learning and it is presently satisfactory to meet the demands of the National Curriculum. However, the building in most areas is in a poor state of repair and decoration and there are some severe maintenance problems that have been neglected over recent years, because of uncertainties about its future, including a leaking roof. Dripping water from the ceiling, unstable plaster on some walls and several areas with flaking ceilings are not uncommon features. The pupils and staff deserve better conditions.
67. There is a hall on each of the three floors with one being used as a library area. The other two halls are small for Physical Education lessons, with the lower one barely able to contain whole school assemblies. The nursery suite is spacious, although the reception is cramped. There is a small room available for language support and for the storage of language resources and records. Occasionally this room is used for the separate teaching of children with EAL. Despite these shortcomings, staff work hard to make the best use of accommodation and have succeeded in creating some stimulating learning environments. This is particularly so in the nursery and reception areas.

68. Nursery and reception children have their own outside play spaces that are small, although adequate. The outside reception area is a reasonable space for activities but is inadequate for running around and lacks stimulation for children. The main playground area is limited but contains a variety of stimulating activities, such as a climbing frame and marked out games. There is also a grassed area adjacent to an environmental garden, both of which are used in fine weather.
69. Resources are generally satisfactory in all subjects. In English they are good, overall. Although there is a satisfactory amount of reading books, the library is underused. It is used mainly for sessions for pupils with SEN or for parents on family learning projects. In mathematics, some resources are stored untidily and are not effectively organised. Equipment for information and communication technology has improved since the last inspection, although the number of computers is below the recommended number per pupil. In addition to desk computers, there are lap-top computers, scanners, digital cameras and interactive equipment all of which are used well. The latter equipment is restricted to the upper floor because of difficulties of transporting it to other floors. The language support teacher provides many resources; these include teaching materials that have been translated into some European Community languages, with the help of parents and the Portuguese Embassy. Games packs are also provided to help younger children develop language skills. Parents are happy with how the school is led and managed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. To raise standards and improve the quality of education, the headteacher, staff and governors should:
- I. improve teachers' long-term planning by:**
 - ensuring that consistent procedures for appropriate subjects, such as those being introduced for English and mathematics, are put in place, that identify clearly and succinctly what pupils have achieved and the progress they have made (*paragraph 50, 119, 124, 129, 134, 139*);
 - providing and using a consistent system for record keeping (*paragraph 50*);
 - ensuring that the assessment data derived from these procedures are used in setting appropriate targets to match individual pupils' needs in other subjects (*paragraphs 50, 51, 53, 74, 119, 136*).
 - II. raise standards in religious education by:**
 - improving teachers' knowledge and understanding of the subject (*paragraphs 29, 160, 161*);
 - ensuring that pupils record their knowledge of the subject sufficiently in writing (*paragraph 13, 35, 156*);
 - providing sufficient curricular time for the subject on the timetable (*paragraphs 35, 156*).
 - III. extend the use of ICT to enable pupils to support their work in other subjects, including literacy, numeracy and science by:**
 - improving teachers' and pupils' awareness of the benefits and potential of the technology in other areas of the curriculum (*paragraphs 9, 12, 129, 134, 139, 146*);
 - providing sufficient computers in the classrooms (*paragraphs 12, 69, 141, 146*).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:

- Higher attaining pupils in mathematics and science are not consistently challenged (*paragraph*

- 10, 27, 28, 102, 116);
- Collective worship is not consistently provided and there are some omissions in the Governors' annual report and teachers' reports to parents (*paragraphs 56, 63*);
 - There is insufficient homework given for the older pupils and teachers' marking is inconsistent (*paragraph 30, 107, 112, 117*);
 - The amount of teaching time is below the recommended minimum (*paragraph 35*);
 - Composing is generally under-emphasised in the music curriculum (*paragraph 14, 29, 151*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	36	17	1	0	0
Percentage	4.3	18.6	51.4	24.3	1.4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	218
Number of full-time pupils known to be eligible for free school meals	0	121

FTE means full-time equivalent.

Special educational needs

	Nursery	YR- Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	45

English as an additional language

	No of pupils
Number of pupils with English as an additional language	123

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	3.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	21	20	22
Percentage of pupils at NC level 2 or above	School	77 (63)	74 (56)	78 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	78 (56)	82 (81)	89 (85)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Individual data for boys and girls is omitted as there were fewer than 11 girls in Key Stage 1 and the results of such a small age group would be unreliable

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	13
	Girls	12	13	14
	Total	26	28	27
Percentage of pupils at NC level 4 or above	School	90 (65)	59 (72)	97 (70)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	8	15
	Girls	12	8	13
	Total	26	16	28
Percentage of pupils at NC level 4 or above	School	90 (65)	55 (72)	97 (70)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	53
Black – African heritage	69
Black – other	5
Indian	5
Pakistani	1
Bangladeshi	8
Chinese	3
White	69
Any other minority ethnic group	35

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	25
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	242.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27
Total number of education support staff	2
Total aggregate hours worked per week	55
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.6
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000'2001
	£
Total income	813764.21
Total expenditure	808856.03
Expenditure per pupil	2995
Balance brought forward from previous year	-39894.80
Balance carried forward to next year	-34986.62

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	255
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	94	4	1	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	70	27	0	0	0
My child gets the right amount of work to do at home.	42	45	10	0	1
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	84	16	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	13	0	1	1
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	67	30	1	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	75	24	1	0	0
The school provides an interesting range of activities outside lessons.	46	39	10	0	3

Summary of parents' and carers' responses

Inspectors agree with the positive views of parents. They also agree that older pupils do not receive sufficient homework; although it is satisfactory in English, it is given inconsistently in mathematics and is not given in science. Inspectors agree that the range of activities in the form of clubs is limited, partly as a result of significant staff changes in the past few years. However, the provision of activities outside school is satisfactory overall, when the visits to places of interest in the locality are also taken into account.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Children enter the reception class at the age of four at the start of the school year in which they are five. There are two intakes in September and in January. Currently there is only one reception class with 18 children. In January, the oldest of these children will transfer into a mixed Reception - Year 1 class, when the older nursery children will then transfer into the Reception. The proportion of children who attend the school nursery and then transfer into the reception fluctuates from year to year. This year, for example, over half of the children in the reception class had had no other pre-school experience, but on other occasions the majority of children would have attended the nursery before ending the reception. The majority of children in the foundation stage have English as an additional language (EAL).
72. There are currently 30 children on roll in the nursery, with just under half attending part-time for the morning or afternoon sessions. Children enter the nursery at three so within the class there is a wide range of ability and levels of maturity, with a third of the youngest children in the class having entered in September. A number of children come from homes where English is not the first language and are in the early stages of acquiring English. This is also true for the reception class. In addition, one child in the reception has identified special educational needs (SEN) and three children are giving concern and are being monitored.
73. The foundation stage provides the same high standards of learning as seen in the previous inspection. Children make good progress throughout this stage, achieve very well and are prepared well for their next stage of education. This is because the teachers' knowledge of the needs of young children is very good, so that the teaching of basic skills and the planned provision ensure children learn well and develop their skills well. The initial assessment of children on entry to the nursery is that their attainment is below average, with some well below average in speaking and listening skills in English because they are still in the very early stages of acquiring the language. Provisional figures for baseline assessment indicate that the majority of children are at, or above, the local authority average for children on entry to the reception year. Those with below average scores are those who have had no pre-school experience. However, many of these have already made very good progress. By the time they finish their reception year and enter Year 1, the majority of children have achieved all the areas of the Early Learning Goals; *personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development*. At their rate of progress during the inspection, higher attaining children are on course to be working within Level 1 of the National Curriculum in English and mathematics.
74. Teaching is mainly good in all areas of learning and in 40 per cent of the lessons seen it is very good or better. Some teaching is outstanding and this excellent quality of teaching was seen in both the nursery and the reception. It goes without saying that there was no unsatisfactory teaching and indeed only one lesson was classed as satisfactory. Teaching, is therefore, judged to be very good in the foundation stage overall, because of the consistently good and very good quality of teaching. The nursery nurses, who are trained in the needs of young children, work very well with the teachers and very effectively support children and there are very good working relationships between all adults in the foundation stage. The teaching assistant provided from the Ethnic Minority Achievement Grant provides good support one day per week in the reception class to help children with EAL. Both the nursery and reception classrooms provide bright, lively environments that encourage children to learn. Because the adults have very good relationships with the children, they quickly develop positive attitudes and find learning fun. There are regular observations of children's learning that provide the basis for assessment. There has yet to be developed a systematic way of using this information for the ongoing monitoring of children's progression to guide planning for the next steps of their learning and to ensure good progression through the foundation stage to Key Stage 1.

75. The curriculum planning is good and has been adapted to ensure all the elements of the Early Learning Goals are being provided and follows the recommendations of the new foundation stage guidance. Teachers plan together so that there is a smooth transition between the nursery and reception class. Children make good progress as they move through the Foundation Stage. Care is taken to ensure that the children who will be in the mixed Reception/Year 1 class will have suitable provision. Children with SEN are well supported, as are those children in the early stages of acquiring English.

Personal, social and emotional development

76. By the time they enter Key Stage 1 most children achieve the Early Learning Goals in this area. Provision and teaching for children's personal, social and emotional development is good and consistent; adults provide good role models and have high expectations of children's conduct. Children in the reception class settle in well and many are secure and confident in the routines. They sit well and listen attentively in class lessons and are keen and eager to participate and obviously enjoy learning. The older children in the nursery provide very good role models for younger children and are often seen helping them. There is a good awareness in both classes of the needs of those children in the early stages of acquiring English. Adults are careful to emphasise the English language so that children soon learn, for example, to answer the register, ask for things correctly, or join in rhymes and songs.
77. The provision of freely chosen activities is well thought out in both the reception class and the nursery. Children happily choose from a range of activities, showing a good degree of independence. In both classes they play well, setting up games and imaginative play in which they organise themselves and share equipment well.
78. Children behave well and know right from wrong. They know they need to share and take turns. They tidy up willingly and know where equipment is to be put back. In both classes, teachers give the children good opportunities to discuss their worries and anxieties. In the reception they talk about what makes them special, repeating statements such as: *"I play with everybody"*; *"I help my brothers put their toys away"*. Children learn about the beliefs of others by sharing in festivals and celebrations.

Communication, language and literacy

79. The majority of children are on course to achieve the Early Learning Goals in this area by the end of the foundation stage and some will exceed them. This is because there is good, focused teaching on extending children's language and literacy skills through the activities provided and the very good intervention by adults. Learning is consistently well assessed, consolidated and reinforced. Some of the teaching in this area of learning is very good.
80. Children in the nursery are generally confident in communicating their needs to adults and other children, although some of the younger, more recently arrived children prefer to play alone. At the end of the session, children are confident to share their work with their classmates, 'reading' the letters that Goldilocks has written to the three bears: *"I'm sorry I broke your chair"*. Another explains clearly how he helped the process of melting ice by pouring warm water on to it. In the reception, children are given many good opportunities to broaden their vocabulary and experiences: children smell and feel the ingredients for Jamaican cornmeal porridge; the cinnamon *"smells wonderful!"* They remember a visit to the local park where they observed the changing colours of the leaves; *"red, dark red, pinky, gold."* All adults use language carefully and encourage children to use complete sentences.
81. Children in both classes enjoy writing, for example they enjoy copying the letters of the alphabet and regularly choose to spend time in the well-resourced writing areas. Most children in the nursery recognise their names and many are able to write them. There are daily modified literacy sessions in the reception class in which children learn letter sounds. In one lesson, children anticipated the rhyming words in the text and then initiated their own; socks→box→mocks and hole→foal→soul. They were able to identify the initial letter 'p' and when handed an item that

began with 'p' they were able to say, for example, "I've got a paintbrush". Many are beginning to write independently with some correspondence between the words and letters and are learning to form letters correctly. They can sequence the events in a story. They know that writing can be used for many purposes and, for example, confidently set about making a "shopping list" for a picnic.

82. Nursery and reception children enjoy looking at books and handle them carefully. Nursery children enjoy stories and join in the reading of 'Goldilocks and the Three Bears'. Because the teacher responds well to their enthusiasm, they are learning that books and print can be fun. All children in the reception class have simple reading books that they take home and share with their parents and carers. The more able are confident readers and use the initial sounds of words to help them identify them.

Mathematical development

83. By the end of the foundation stage the majority of children are likely to attain the Early Learning Goals; a few children are likely to exceed them. This is because of the good teaching overall, some of which is very good. In addition, all adults take every opportunity to provide for mathematical development and to encourage children to develop their knowledge of number, shape and size. For example, in a cooking lesson, children count the number of cups of cornmeal, make sure they are full and follow instructions, such as 'add', 'a little', 'more'. In an outdoor activity session, they throw beanbags into differently shaped targets and name them. The role-play area in the nursery is arranged in such a way that children can set up the three bear's table and organise the bears and bowls into sizes.

84. In the nursery, most children are confident in their knowledge and use of number to 10 and some to 20. They enjoy showing how well they can count to 50 and some to 100 and the more able are beginning to see the relationships between, for example, 5 and 50 and 6 and 60. Children build on these skills in the reception. They can count forward and back to five and can add and subtract by one up to 10. The teacher carefully introduces and uses language carefully, with children understanding technical vocabulary such as 'more', 'less', 'add' and 'take away'.

Knowledge and understanding of the world

85. Many children enter the nursery with only limited knowledge and understanding of the world. Provision for this area is very good so that by the end of the foundation stage they are likely to meet the Early Learning Goals. In some sessions in this area of learning teaching was outstanding in both the nursery and reception, as teachers and other staff used every occasion to develop children's knowledge and understanding as a result of which children extended their knowledge and ideas and learned to express themselves more accurately. Teachers understand the need to provide children with varied and rich experiences. All the adults involved ask well-focused questions to develop children's thinking, building up their language to talk about the world around them.

86. In the nursery and reception, children visit the local park and the local environmental centre to learn about growth and the changes of the seasons. They learn about their local area and, in the reception, they draw pictures of their front doors. During the inspection, a visitor from the local centre talked to nursery children about bees and honey. The highlight of the visit was the honey tasting! Children followed carefully the instructions to dip their straws in the pots to collect the honey and then swallow it slowly to taste it. They did not know that bees collect the honey from flowers, but by the end of the session, some of them could answer the question of why the different honeys tasted differently saying – "*They come from different places*" and "*They come from different flowers.*"

87. There is good provision of science-based activities in which children are given direct practical experiences. They make porridge with playdough, all the time learning about how materials are changed. They are encouraged to feel, smell and taste, extending their descriptive vocabulary well. In the nursery they experiment to see how long it takes for different sized blocks of ice to

melt. In the reception, children plant acorn seeds in order to see whether they grow better inside or outside.

88. Nursery children use the computer to draw designs and pictures. Children in both classes can use simple games programs, using the mouse to click and drag on icons. In the reception, there is evidence of children having designed and word-processed their names.

Physical development

89. Most children are likely to meet the Early Learning Goals in this area. In the reception and nursery, there are plentiful opportunities for children to develop their control of pencils, scissors, paintbrushes and other tools. They learn to cut, stick and join well.
90. Children develop their physical skills well in response to the good teaching. The teachers plan carefully for the various activities in the small, but adequate, outdoor play area, so that different skills can be developed. Nursery and reception children climb, balance and slide and ride their tricycles, following the marked track. In the hall, nursery children follow instructions to go on a Bear Hunt, moving with imagination, confidence and safety. They carefully mimic the teacher's actions and the nursery nurse gives the younger and less confident children good support. In the reception, children develop their skills of throwing to a target, effectively.

Creative development

91. Most children are likely to meet the Early Learning Goals in this area because provision and teaching overall, is good. The role-play areas in both classes are attractive and exciting areas for play. In the nursery, children enjoy dressing up, especially using hats and hair extensions. They re-enact the story of 'Goldilocks and the three bears', playing together with others to take on characters in the story. In the reception, children dress up and re-enact the story of Divali. Some children follow the story well and show emotion appropriately, expressing both sadness and anger.
92. Children enjoy painting and mix and merge colours appropriately. In both the nursery and the reception they explore a range of media. They cut out shapes using plasticene and playdough. Reception children coil playdough to make Divali divas and decorate them with sequins. Others carefully draw round their hands and then use colour and pattern carefully to make Mehndi patterns. There is much laughter because one child discovers she has only 9 fingers and then realises she has forgotten to draw a thumb.
93. Children enjoy singing and many opportunities are provided for this activity. Lessons in both classes begin and end with number songs. Children learn the actions to songs and the younger children, recently arrived in the nursery, listen carefully and begin to pick up the words and follow actions. There are weekly singing sessions with the music specialist, enabling children to develop their skills and develop their knowledge about different musical instruments.

ENGLISH

94. The school did well in 2001 to achieve results for eleven-year-olds close to the national average for pupils achieving at the expected level 4, although there were fewer pupils achieving higher levels than nationally. Recent results for pupils in Year 2 indicate that they were well below average compared to pupils nationally and were below in their writing. The school's results for pupils when they were in Year 6 indicate that these pupils made good progress compared to their attainment when they entered the school. However, it needs to be borne in mind that the cohort was relatively small – only 27; small changes to the numbers achieving at a particular level tend to have disproportionate changes to the percentage points being achieved. Inspection evidence indicates that pupils are achieving higher standards in Year 2 than the national test results might suggest and are broadly at expected levels. Standards for pupils in Year 6, on the other hand, are not as high this year as the 2001 test results would suggest and are broadly below those expected

nationally. Whilst there is an above average percentage of pupils with SEN in the class, the main reason for lower standards this year is because the class previously suffered from a series of poor supply teachers and lost discipline and good study habits. Whilst their current teacher has done well to inculcate good discipline and attitudes to learning and whilst they are responding well to her good teaching and making good progress, there is a long way to go to catch up on the time lost. There are no significant differences in the performances of boys or girls or those from different ethnic groups.

95. As found in the previous report, the school places a high priority on developing pupils' speaking and listening skills. By the time pupils are eleven, the majority speak clearly and can express themselves well. Because teachers take care to question pupils to establish what they know, pupils are able to explain grammar and structure points well, for example, to suggest and use suffixes in a lesson in Year 6. In a lesson in Year 5, pupils are able to identify accurately the main features of texts containing instructions, including words that give commands, such as *'fold'* and *'cut'*. There is also a good focus on establishing that pupils understand and can explain what they are doing, as in a lesson in Year 3, where pupils explained clearly that an information brochure needs a title, author and illustration and that more general information goes first. In discussion, pupils are keen and eager to share their knowledge with each other and with adults. In Year 6 two pupils were heard comparing Ramadam and Lent intelligently and showed real interest in the differences and similarities between the two practices. Younger pupils are confident in answering questions and expressing opinions. Because the teachers are careful to emphasise new vocabulary, their pupils are quick to pick up and use new words and expressions. In Year 1, for example, pupils learned that a sentence starts with an 'upper case' letter and instructions need 'bullet points'. In a Year 2 lesson, the device of using a puppet of Mr Gumpy to ask questions engendered confidence in pupils when they retold the story.
96. Pupils' attainment in reading is broadly in line with the expected standard when pupils are in Year 2. Standards are below the expected level in the current Year 6 class, although there are a minority of pupils whose standard of reading is above average. However, throughout Key Stage 2, pupils are introduced to a broad range of reading material in the Literacy Hour and have the opportunity to read and examine different texts. These are as diverse as comparing newspaper reports, appreciating poetry, researching information from the Internet and following instructions, such as to draw a plan of the circulatory system. In Year 6, some pupils are keen readers who enjoy reading fiction and finding information in books and through the Internet. Many enjoy reading poetry for pleasure. Teachers encourage pupils to extend their reading in quiet reading sessions, so that on a daily basis different groups have different tasks and have developed sound research skills. For example, they use books to research religious festivals and use the Internet to research the life of the black explorer Matthew Henson. Many of the pupils regularly use the public library, although their understanding of library classification is not well developed and they rarely use the school library. However, the confidence and fluency of the majority of pupils are not up to the standard normally found in pupils of this age. Younger pupils in Key Stage 1 were enthusiastic readers. They like to take books home to read and one boy said, *"I like the books to be challenging"*. These pupils enjoy the texts that are used as a focus for the literacy hour and understand the difference between fiction and non-fiction.
97. Standards of writing for pupils in Year 6 are broadly in line with the expected standards for pupils of average and above average attainment. The range of texts that are introduced to stimulate their writing encourages pupils to produce interesting and thoughtful pieces. For example, they compared newspaper reports of the tragic events of 11th September and produced their own newsletters that show the difference between fact and opinion. Poetry based on the lyrics of John Lennon's song 'Imagine' promote thoughtful comments, such as *"We all live in one big world, Live in harmony"*. Historical research provides the basis for biographical profiles of leading black figures, such as Matthew Henson and Jesse Jackson. Pupils in Year 5 write about themselves under the heading *"Who Am I?"* and Year 4 pupils write good articles on sporting figures such as Tim Henman and Frank Bruno. Presentation is mainly good, with punctuation accurate. Spelling is weaker especially for lower attaining pupils. Younger pupils in Key Stage 1 are introduced to a similar range of writing experiences. Their work shows they are able to set out clear instructions, for example to make a cup of tea or a snowman. They also are able to record their feelings clearly

on postcards, for example, *"We need peace."* In Year 2, pupils use the structure of the story of Mr Gumpy's Outing to plan and write their own stories. Most pupils in Year 2 are beginning to punctuate and spell accurately and higher attaining pupils are beginning to use a good range of connectives* in their work. However, there is a noticeable difference between the standard and amount of written work in the two classes in Year 2. There are some good examples of word-processing being used to present the final versions of work, but more use could be made of the technology. Satisfactory links are made with other subjects, so that, for example, pupils plan and evaluate their design and technology task to make slippers, or use information gained in health and hygiene lessons to write about healthy eating or about the workings of their bodies. Literacy is under-represented in subjects such as science and religious education.

*A connective is a word or phrase that links clauses or sentences (eg but, when, because, however, then, therefore).

98. Pupils' learning and progress in English are generally good due to the high proportion of good teaching, which is an improvement on the overall quality of teaching found in the previous inspection. The overall quality of teaching is good in both key stages. All teachers have a thorough understanding of the National Literacy Strategy and plan well for lessons. Teachers have good subject knowledge and clear learning objectives which they share with the pupils. Work is adapted and matched to pupils' needs and additional adult support is well deployed. Pupils with SEN are well supported and make good progress towards the literacy targets set for them. Higher attaining pupils are effectively supported to achieve well. Particularly good support is provided by the teacher funded through the Ethnic Minority Achievement Grant (EMAG) in Key Stage 2, who is able to give help to pupils at all stages of acquiring English and takes regular opportunities to teach in partnership with the class teacher. Expectations are generally high and teachers prompt children to respond to questions and use the introductory session and plenary session well to establish what pupils know and have learnt. Although expectations are generally high, the work in the books of pupils in Year 2 does not always reflect the high standards achieved in the class and insufficient attention is given to encouraging pupils to present and organise their work well. Snappy, probing questions, such as in a Year 5 lesson on instructional texts, remind pupils of how to organise their work. Similarly in a lesson in Year 1, pupils remember that instructions need numbers. In this way pupils are able to consolidate and practise their existing skills and use them in new work. Lessons generally move at a good pace and effective use is made of time, although on occasion insufficient time is left for pupils to feedback on what they have learned. Marking is generally satisfactory and provides pupils with useful feedback.
99. The teachers are well supported by the two co-ordinators who have responsibility for Key Stage 1 and Key Stage 2. Planning work for pupils is good, but the tracking and recording of the assessment of pupils' progress through the school are not yet sufficiently rigorous or systematic to ensure that the work is appropriately set to meet the needs of all pupils. Targets for the improvement of individual pupils are set at the beginning of the school year in consultation with parents, but are not referred to enough and not all pupils are aware of them. Teachers are given good information on the many different languages pupils speak and the teacher for EMAG produces very good resources for teachers and pupils to help them develop their English language skills, whilst at the same time maintaining their skills in their community languages. Training for newly appointed teachers in this aspect has not been undertaken in the Autumn term, so far.
100. A number of initiatives have been introduced to raise pupils' attainment in English: Booster classes in Year 6 and the additional literacy strategy for pupils in Years 3, 4 and 5 are helping to raise the attainment of lower attaining pupils. An information technology programme enables pupils to read at their own pace and to develop comprehension skills and there is an Early Literacy Support programme for lower achieving pupils in Year 1. Collaboration with the local Centre for Language in Primary Education provides training for learning support assistants and training and advice for teachers. Volunteers provided through the Education Business Partnership give support to pupils' reading. There are good links with local theatres, such as the Young Vic, RSC and National Theatre for pupils to be involved in theatre workshops and storytellers and authors visit the school. Resources for the subject, overall, are good.

MATHEMATICS

101. The recent national tests show that the standards pupils reach by the time they leave school at eleven years of age are better than those of pupils in similar schools. Pupils achieve well and make satisfactory progress in Key Stage 2, in numeracy and all areas of mathematics, given their below average attainment on starting school. The pupils currently in Year 2 have made good progress and are working at the level expected for their age. However, the standard of pupils currently in Year 6 is below that expected nationally because of a stream of poor supply teachers in the previous year. Nevertheless, these pupils now make good progress due to the good quality of teaching. The school has closely monitored work in mathematics in recent months and has addressed any weaknesses found in teaching.
102. Below and average ability pupils make better progress than those above average, especially in Key Stage 2. Work for the above average does not always build sufficiently on what these pupils have already learnt. There are no significant differences in the performances of girls and boys or pupils from different ethnic groups. All groups respond equally well in lessons. Pupils with learning difficulties and with English as a second language receive good support in lessons and this helps them to achieve well.
103. Pupils in Year 2 confidently count up to 100. They are beginning to have quick recall of the different numbers that can be added to make a given number up to ten, although few are confident up to twenty. Weaker pupils use their fingers to count on. Measuring, using centimetres and metres, is in its very early stages, although pupils are reasonably confident at using non-standard units, such as their feet, for measuring. Pupils know the difference between 2-D and 3-D shapes and recognise and name basic shapes such as 'square', 'rectangle' and 'square'. By Year 6, most pupils have good knowledge of their times tables up to ten. However, the below average pupils in this class are less secure and some of these are still learning their tables up to five. In Year 4, pupils are beginning to confidently identify 2-D shapes by their properties, such as the number of equal sides and angles, and use the technical language appropriately. However, not all can name and identify a right angle. In Year 5 pupils accurately record information and display it graphically. Although problem-solving activities were not very evident in pupils' written work, in lessons the teachers' questioning and the use of practical activities indicates appropriate emphasis is given to this area of mathematics.
104. Pupils are developing satisfactory numeracy skills. In Year 6, above average pupils have good skills in mental calculation and are beginning to work confidently with decimals, fractions and percentages. During the inspection there was limited evidence of pupils using their numeracy and mathematical skills in other subjects of the curriculum. Exceptions were in science where the pupils plotted graphs and in history. In an excellent lesson, the teacher presented pupils in Year 2 with three photographs of the same person at different ages and they were asked to identify the changes in relation to time. The timeline they constructed helped them to understand the passage of time and to sequence events.
105. The overall quality of teaching and learning in mathematics is satisfactory. Teaching is good overall in Year 1 and 2. In Key Stage 2, it is satisfactory, overall. However, during the inspection a significant number of good features were seen in lessons throughout the school. Teachers plan well and their teaching is clearly based on the requirements of the National Numeracy Strategy. Starter activities that develop pupils' ability to calculate mentally are particularly good and, in some lessons, they were very good. For example in one effective session in Year 2, the teacher covered up some of the numbers on a 100 square and asked pupils to identify those that were hidden. She was not satisfied with merely the answer, but extended pupils' learning by asking them to explain how they had reached their answer. Their knowledge and understanding of sequencing numbers up to 100 and their ability to recognise the number pattern in the ten times table and to count in tens were clearly improved.
106. Teachers have good questioning skills and adjust their questioning appropriately to suit the learning needs of pupils of different abilities. When introducing new ideas, they encourage pupils

to suggest possible answers and to explain their thinking. Mathematical vocabulary is used well and teachers clearly repeat and confirm pupils' responses to ensure that all pupils understand. This supports well the learning of pupils with EAL and those with SEN. In Year 2, the teacher used a good sequence of activities that developed the language of mathematics. All pupils in the group made good progress, especially those struggling with English.

107. However, too often the written work set is not as well matched to the learning needs of different ability groups. In a few lessons seen the time allocated to discussion, practical activities and written work was not well balanced. It resulted in insufficient time for pupils to record and practise what they learnt. In one lesson in Key Stage 2, pupils spent 35 minutes on the mat listening to the teacher and responding to questions. This left insufficient time for written work and pupils became a little restless. This lack of time for written work is reflected in pupils' exercise books where the quantity of work since September is low. Frequently the same written work or work sheet is set for every pupil in the class. The exception is in Year 6 where pupils are clearly consolidating the skills learnt in lessons in their written work. The amount of homework set is variable, with some teachers setting it regularly, but others do not. For older pupils less is given than would normally be expected.
108. Teachers have very good relationships with the pupils and this, coupled with the pupils' very positive attitudes towards learning, ensures pupils work well in lessons. Pupils get on well with each other and this makes group work a productive learning activity. For example in Year 4, pupils listened carefully to each other as they took turns in a game where they questioned each other about shapes. As a result, pupils practised and reinforced effectively the language used to describe and categorise them.
109. The school has a clear action plan to raise standards further in mathematics. The new co-ordinator is very enthusiastic and has worked hard to improve standards in the last six months. She has monitored teaching and pupils' work and fed back her findings to the staff. New practical resources are proving effective in the teaching of numeracy skills, but other resources appear only adequate. This is because they are held both in classrooms and in various storage areas around the school and are not well organised. More could be done to use information and communication technology in mathematics, although staff use the graphical packages on the computer to develop pupils' data-handling skills. Activities planned for the future include a mathematics week with an exciting range of visiting teachers and performers and an evening for parents.
110. The mathematics co-ordinator recognises that systematic procedures for the tracking of pupils' progress and recording their attainment are not yet fully in place. Last September she introduced class record sheets appropriately based on the key objectives in the National Numeracy Strategy. Previous systems have not provided consistent information for class teachers and this lack of information limits teachers' ability to plan appropriately for the learning needs of different ability groups. The introduction of non-statutory tests for Years 3, 4 and 5 will also provide additional information for teachers to plan their work. Although samples of pupils' work are kept as a record of their progress, those seen did not have a grade based on national expectations or sufficient comments helpful to the next teacher. Marking is done regularly but comments for pupils on how they can improve are rarely added. Pupils have recently set a personal numeracy target with their class teacher, but the targets have yet to be reviewed. Pupils in Year 6 showed little awareness of what they were expected to achieve in their national tests next summer.
111. Improvement since the last inspection has been satisfactory. The National Numeracy Strategy has been effectively implemented and has provided much more consistency in teaching and learning in Key Stage 2. The co-ordinator is aware that pupils have insufficient opportunities to consolidate what they have learned in lessons by putting it into writing.

SCIENCE

112. Teacher assessments for pupils in Year 2 in 2001 indicate that standards were broadly average when compared to other schools nationally and the school did well in achieving an above average

proportion of pupils attaining higher levels. The National Curriculum tests for pupils in Year 6 show that standards were above average when compared to the results achieved by pupils in similar schools. However, their results were below average when compared to the national picture. This was because although a higher proportion of pupils attained the expected level than most schools nationally, a smaller proportion of pupils achieved higher levels compared with other schools nationally.

113. Inspection findings show that the pupils in the current Year 2 are performing at expected levels. These are similar standards to those reported at the last inspection. In Year 6, evidence from both lessons observed and work in pupils' books show that the standards achieved by pupils are below average. These lower standards are attributable to factors specific to the year group concerned, including a higher proportion of pupils with SEN in a relatively small cohort. The most noticeable factor, however, was the teaching quality in the past which has been poor, because of a series of unsatisfactory supply teachers and there are gaps in pupils' knowledge and understanding. At the last inspection, standards for this age group were broadly at the expected level.
114. The progress that pupils make is good overall, including pupils with SEN and EAL, whose needs are met well. Higher attaining pupils make satisfactory progress as they do not reach their maximum levels of achievement. This is because work given to these pupils tends to be insufficiently challenging.
115. Work in the books of pupils in Year 2 to date shows an emphasis on *life processes and living things* and *physical processes*. In life processes and living things work covers the main differences between animals and plants. Pupils have recorded accurately the names of different mini-beasts and plants when visiting the local science environmental centre. Pupils show sound knowledge of the five senses and associate these correctly with the appropriate body parts. In a lesson in Year 2, in physical processes, pupils studied the importance of electricity in the home. They examined a range of different sizes of batteries carefully and were able to recognise the positive and negative symbols. Under the effective direction of the teacher, pupils replaced the batteries to test out a remote-controlled car. Pupils learned how to build up a simple circuit and identified the components which were needed to light the bulb successfully. All pupils were fully involved with this lesson. They shared their equipment sensibly and all pupils made good progress.
116. Work in the books of pupils in Year 6 is below average as much of the work was copied from a text and did not match the full ability range of the class. Higher attaining pupils in many cases were given similar work to the lower attaining pupils. In life processes and living things, pupils have studied growth, breathing, nutrition and excretion in animals. They are developing a secure knowledge of the correct scientific name for parts of the body and are learning to recognise some of the causes and effects of inappropriate foods on health. They investigate effectively what happens to a plant when it is denied light and form sensible conclusions about their work. However, because the work is totally directed by the teacher, pupils' understanding is not developed fully as they are not given the opportunity of writing predictions and conclusions in their own words. Pupils are developing their understanding of how animals adapt to their environment. The majority understand the meaning of technical terms, such as, 'food-chain', 'adapt' and 'habitat'. In physical processes, pupils make predictions about the effect of adding more batteries to an electrical circuit and their impact on the brightness of a bulb. In a very good lesson in Year 6, pupils investigated how the different lengths of resistance wire affected the brightness of a bulb. In this lesson pupils recorded their work carefully and were excited in carrying out the experiment. All pupils in this lesson made very good progress and showed full awareness of the concept of fair testing.
117. The quality of teaching and learning ranged from satisfactory to very good and was good, overall. Teaching has improved since the last inspection. There were a number of strengths that account for pupils' good progress in lessons seen. These included teachers' secure knowledge and understanding of the subject and their clear explanations. Teachers' planning is satisfactory and identifies clearly the learning objectives of the lesson. In a good lesson in Year 5, for example, the learning intentions were written down clearly both on a flip-chart and whiteboard, "*To learn why the*

moon has different phases". This was then followed by a series of questions that probed pupils' own knowledge of the solar system. In turn the pupils responded well and they were given opportunities to discuss and share their ideas about the planets. Teachers' methods are usually very appropriate and stimulate thinking and reasoning, especially when they allow pupils to think for themselves rather than by over-directing the investigation. However, higher attaining pupils are not always given sufficient, challenging work in devising and setting up their own investigations. High standards of behaviour are set and pupils respond positively to the frequent use of praise. Support staff, when available, are effectively used and have a good understanding of the needs of the pupils. In a very good lesson in Year 6, the EMAG teacher used her very good expertise in science both to lead and support the investigations of using resistance wire and tissues to test the brightness of a bulb. Most teachers use a wide range of resources that capture and hold pupils' interest. The local environment is used well in addition to visits to places of scientific interest. In the best lessons seen, good penetrative questioning challenged pupils' thinking and required them to test their own prior knowledge. In the lessons that were otherwise satisfactory, there was too much teacher-direction with too much emphasis on imparting knowledge rather than emphasising scientific enquiry. Homework is not set and, therefore, does not reinforce what is learned in class. The quality of teacher marking is variable, but rarely tells pupils how they could improve their work.

118. Numeracy is satisfactorily used in science with data handling but is not fully developed across the school. Literacy skills are under-developed, particularly in Key Stage 1 where pupils in one Year 2 class do not consistently record their work. In Key Stage 2, pupils are not given sufficient opportunity to write up investigations in their own style. Information and communication technology is insufficiently used and was under-used in science lessons during the inspection. The subject makes a good contribution to pupils' spiritual and social development. For example, pupils in Year 2 watched in amazement when their remote-controlled car stocked with new batteries moved across the floor.
119. The school has adopted the national guidance from the Qualifications and Curriculum Authority (QCA) as the scheme of work. All areas of science are covered with a limited range of scientific enquiry in both key stages. The co-ordinator has been in post only recently and has not had sufficient time to monitor standards in class or teaching. Assessment data is not used to set individual science targets for pupils to raise their attainment and is not used effectively to guide curriculum planning. There is no effective tracking system in place to monitor pupils' progress. The school makes good use of nearby scientific places of interest, such as the Vauxhall City Farm and the local horticultural science centre, to enhance pupils' knowledge and understanding. Resources for the subject are good.

ART AND DESIGN

120. Standards in art and design for both seven and eleven year olds are in line with those expected for their age. They are better in some aspects of the subject than others. These are similar standards to those reported on at the last inspection. Pupils, including those with EAL and SEN, make sound progress in drawing and painting and good progress in their knowledge and understanding of the work and in styles of different artists. However, work in three dimensions, such as wire sculpture and clay, is under-emphasised and limited examples of craft and textile work and printing were seen. No significant differences were evident in the progress made by different ethnic groups or by boys and girls. Pupils throughout the school make satisfactory progress.
121. In both key stages, pupils illustrate their work in all subjects of the curriculum with careful drawings. Pencil, paint, pastel and crayon are used well. Observational drawing is good for younger pupils. In Year 2, for example, drawings of fruit show careful observation of shape and texture. Paintings of staff are clearly recognisable. Year 1 pupils have produced well crafted drawings to illustrate the five senses. In Year 2, paintings based on the work of Van Gogh show detailed observation of his use of shape and colour. In Year 5 pupils have produced very thoughtful written pieces on the work of different artists. They comment on the style of the work, when it was painted, the use of light and how people are represented. They imagine what was in the artist's

mind and then use this imagery in their own pencil and water colour impressions. In this way pupils learn to convey ideas such as poverty and sadness in their work. In Year 6, pupils' work, using overlapping shapes based on the paintings of Sonia Delaney, shows good use of colour and line. Other good examples of art work include batik work in Year 4 that illustrates very colourfully fruits and vegetables. The craft work on display was quite limited but included carefully made cardboard houses and bright and well crafted African masks.

122. Three lessons were observed in which the teaching ranged from satisfactory to good and was satisfactory, overall. Lessons were carefully planned and linked to topic work. Teachers introduced the lessons clearly and discussed with pupils the skills and techniques they needed to use to achieve the desired effect. They used illustrations and posters well to help pupils understand what is required and to aid discussion. For example, in Year 6 the teacher used pictures downloaded from the Internet to start the design process for a Carnival head-dress. A good question and answer session made pupils think about the most effective colours and materials to use, how they might reflect light and represent movement and how designs were often based on plants and animals in the natural world. This session provided pupils with a wide range of ideas to use, enabling them to start work quickly on their own designs. In all lessons, pupils worked enthusiastically and shared equipment well. Pupils' mature attitudes and good relationships contributed to these lessons being a worthwhile experience.
123. Art has an important place in the school's curriculum, as it did at the time of the last inspection, and makes a significant contribution to pupils' cultural and personal development. The headteacher takes full advantage of local exhibitions, grants and sponsorship to widen pupils' knowledge and understanding. For example, pupils in Year 5 were very enthusiastic about their visit to the Royal Academy to study 'Rembrandt's Women' and were given the opportunity to work in the painter's style using acrylic paints. Their efforts contributed to a good display. Other experiences include the Colourscape summer school and an EAZ arts education project with the Hayward Gallery. Given the wide ethnic diversity in the school, it was surprising that this diversity was not reflected in the art and design work on display. However, the drabness of the old building is considerably enhanced by the pupils' work that is displayed throughout, creating a welcoming learning environment. Large paintings such as that depicting the creation provide a good focal point for the supporting written work. Information and communication technology is beginning to be used well in art. Pupils use the computer to create line drawings and work in the style of Klee and to design a symmetrical pattern for a tile. However, the use of sketch books is not yet in place. Resources for the subject are adequate.
124. The headteacher is the co-ordinator. He is very keen to promote the subject but realistically does not have sufficient time to do this. However, since September the school has begun to use the guidance from the QCA, ensuring that all aspects of the art and design process are covered and providing support for staff in the teaching of higher order skills to the oldest pupils. However, no procedures currently exist to record the skills and standards pupils attain and to ensure teachers build on these, as pupils move through the school.

DESIGN AND TECHNOLOGY

125. Only one lesson in design and technology was observed during the inspection; judgements about standards, therefore, are based on an analysis of pupils' work, teachers' planning and discussion with the headteacher. There was insufficient evidence to make judgements about teaching. The standard of work is broadly similar to that normally found for pupils' ages. These are similar findings to those reported during the previous inspection. The majority of pupils make satisfactory progress. Pupils with SEN and EAL make satisfactory progress as they move through the school. Higher attaining pupils also make satisfactory progress, although their needs are not specifically planned into design and technology lessons.
126. In Year 2, pupils' work indicates that they are developing a satisfactory awareness of the importance of design. They develop their competence in using simple tools and equipment, such as scissors, adhesives and cardboard for cutting, joining and decorating a range of materials.

They also show developing skills of organisation when designing and making 'pom-poms' using wool and card as a main resource. They then use the 'pom-poms' to make models of an ostrich. Before making, they spend time on designing and examine carefully variations in the design from other pupils in the class. In Year 1, pupils design and make houses as part of a topic on homes. Their designs are good in detail and clearly labelled.

127. By Year 6 most pupils show an understanding of the need to evaluate and review their plans prior to making. For example, pupils in this year group make slippers from templates, having first designed them. Their designs are detailed and their work indicates clearly that pupils have been very accurate. Pupils are showing a growing awareness of how their work could be improved. In Year 3, pupils make 'jack-in-the-box' models that are carefully constructed to show the effect of movement. Pupils in Year 4 made a honeycomb based on cardboard hexagons after observing a beehive. Their constructions showed evidence of both accuracy and care. Pupils then researched the work of the Rajahs of Nepal who are known as the 'bee people' to discover how they obtain honey from the bees.
128. In the one lesson seen in Year 2, the teaching was good. The teacher planned her lesson carefully to give pupils good opportunities to design and make a 'pom-pom'. Explanations were clear and the teacher's questioning challenged pupils to think hard. Pupils responded positively to this, talking with obvious enthusiasm about what they were doing. The teacher was conscious of safety aspects, ensuring that all reasonable care was taken when the pupils were using scissors.
129. Currently there is no co-ordinator for the subject; the headteacher oversees the subject. The school follows the guidance from the QCA as its scheme of work. Procedures for assessing and monitoring both the subject's and pupils' performance are unsatisfactory. Resources are adequate but need to be supplemented with a wider range of basic tools. Information and communication technology is not used in the design process in either of the key stages.

GEOGRAPHY

130. Only one lesson was seen in geography during the week. In addition to this lesson, therefore, judgements are based on a survey of pupils' work, displays, teachers' planning and discussions with teachers and pupils. The sum of this evidence indicates that most pupils' work is broadly in line with that expected of pupils of this age in both key stages. Standards are similar to those reported in the last inspection. Progress is satisfactory throughout the school for all pupils. There is insufficient evidence to make judgements, overall, about teaching.
131. Very little work in geography was presented for analysis from Key Stage 1 and no lessons were observed. Pupils in Year 2 base much of their work on land use in the local area through simple mapping of a walk, recognition of the different types of housing and observation of attractive and unattractive features of the area. Pupils also extend their knowledge of the different roles of people who work in the community. They study maps and make plans of the school environment that leads to a better understanding of the British Isles and the World beyond.
132. In Year 6, in the one lesson observed, pupils use atlases, globes and maps to locate places effectively and are able to extract relevant geographical information from pictures. In one lesson, pupils in Year 6 were taught the difference between 'immigrate' and 'emigrate' and, with their teacher, followed the route taken by emigrants during the early part of the nineteenth century. Pupils responded enthusiastically during this lesson and used geographical terms confidently.
133. In this lesson, teaching was good. The teacher had good subject knowledge and used resources well, including some large maps of Europe and the World and a range of suitable photographs. Effective questions occurred in this lesson which extended pupils' understanding of the social conditions at that time. He placed good emphasis on extending pupils' technical language.
134. The school has adopted the QCA guidance as its scheme of work and geography is taught in blocks in each half term. There is no appointed co-ordinator. However, the headteacher is

responsible for the subject. There is no monitoring of teaching and learning to share good practice in order to raise standards. There are no assessment procedures in place to enable teachers to evaluate pupils' attainment and progress and to ensure that teachers have objective criteria to ensure that planning takes appropriate account of pupils' needs. Resources are adequate, although information and communication technology is insufficiently used in the subject. The school ensures that all pupils have the opportunity to visit places of geographical interest, including a residential visit for Year 5 to Sayers Croft.

HISTORY

135. In addition to three lessons observed, judgements about standards are based on discussions with the subject co-ordinator, an analysis of pupils' work, display and an examination of teachers' planning. Standards throughout the school match those expected for pupils' ages, a position similar to that reported at the last inspection. There is no significant difference in the attainment of boys and girls. Pupils with SEN and EAL achieve standards appropriate for their ages and abilities. Progress over time is satisfactory for all pupils overall, although in the lessons seen, because of the good teaching, progress was good for all pupils.
136. In Year 2, pupils gain good knowledge of famous historical characters, such as Florence Nightingale and Mary Seacole. They are developing an appropriate understanding of the past and changes over time. In a lesson in this year group, pupils sorted photographs of people they knew and those that they did not know. At first pupils failed to identify Florence Nightingale but after discussion recognised her by her clothes of that period of history. Pupils noticed the changes in dress and other features of the past in comparison with the present time. As a result, all pupils demonstrated that they are learning to understand and to appreciate the past as well as the present.
137. In Key Stage 2, pupils in Year 3 learn about and recognise the developments made by the Romans in Britain. They discuss what it means to be an invader and settler and begin to understand why people left their home to settle in another country. In Year 4, pupils learn about the role and responsibilities of a Tudor king. They study Henry VIII and his six wives and the conflict between the king and the church. By the time pupils are in Year 6, unsurprisingly, they have a better grasp of chronology. It is more secure and they have developed a greater understanding of the different periods of history, such as the Romans, Tudor Britain and life in Victorian times. There is more emphasis on historical enquiry. For example, they investigate the life of the black explorer Matthew Henson, using the research skills they have developed to find out further information about explorers. They empathise with this man's earlier life and the prejudices that surrounded him. Pupils make their own booklets as part of Black History Month that includes effective illustrations and narrative. However, from the analysis of pupils' work, it is clear that there are limited opportunities for pupils in Key Stage 2 to write sufficiently about what they have learned.
138. In the lessons seen, teaching ranged from good to excellent and was good overall. In an outstanding lesson, the teacher involved the pupils immediately with a series of effective and challenging questions such as, *"What is history?"* *"What do you see in the pictures that relate to the past?"* *"What makes a person famous?"* As a result of this, pupils became highly motivated and excited as there was also a sense of fun and humour created in the lesson about Florence Nightingale. Teachers display good subject knowledge and plan their lessons well. They use a variety of methods to enable pupils to develop their knowledge, skills and understanding. Learning objectives of the lesson are always shared with the pupils. Teachers manage pupils well with good organisation and control. Additional support is provided for pupils with SEN and EAL to meet their learning needs.
139. The satisfactory resources are used well to assist learning through books, posters, pictures, artefacts and visits. Educational visits are frequent and pupils have good opportunity to visit historical places of interest. The use of information and communication technology as a resource is being developed across the history curriculum, but currently is unsatisfactory.

140. The headteacher is responsible for the subject and keeps an overview of the subject. Teaching and scrutiny of pupils' work are not rigorously monitored. There are no formal assessments or portfolios of pupils' work kept for each class. However, the subject makes a good contribution to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Pupils achieve standards broadly in line with those expected for pupils' ages in the use of ICT, given their attainment and capabilities on entering the school. These are similar standards to those reported at the last inspection. However, they are better in some aspects of the subject than others. Progress is satisfactory in both key stages and would be better if pupils had more time on computers to refine and develop their skills. The school does not have sufficient computers for pupils to use them on a regular enough basis to cover the range of skills now required by the time they reach Year 6. All groups of pupils, including boys and girls and those with SEN and EAL, make sound progress.
142. Throughout the school pupils are confident and enthusiastic users of information and communication technology. In Year 2 they know how to log on, save and print their work. They use the mouse skilfully, can word-process simple text and are beginning to know how to correct their mistakes. Pupils in Year 6 word-process their work using different fonts and size of text. The most able confidently use the pull down menus on the most adult version of the word-processing program, 'WORD'. They know how to edit their work and use the spell check competently. Throughout Key Stage 2 pupils use the Internet to search for information: for example on the 'Tudors' in history, the 'Solar System' in science and in art, 'Carnival'. The use of e-mail was not seen during the inspection. Pupils in Year 6 were able to explain clearly how the new control program they were using works. However their knowledge of the use of computers to control machines and systems is at an early stage and they need more experiences. Pupils know how to access and use graphs to display information, such as the results of a science experiment. They use a 'Paint' program to produce designs and used a desk top publishing program to print their thoughts about the September 11th tragedy. No evidence was seen of pupils drafting and redrafting their work using a computer. Pupils have satisfactory opportunities to use a range of other technological equipment such as tape recorders, calculators, digital cameras and scanners to input still photographs of themselves to use with text.
143. The teaching of information and communication and technology skills is satisfactory, overall. However, most teachers do not take account of the potential for or use the technology to develop learning in other subjects. There are some examples where teachers' half-termly planning clearly identifies the skills to be taught and how they intend to use them, for example in science, when pupils in Year 3 used a graphical package effectively to display the results of their science experiments. In Year 6 pupils searched the Internet for information on Matthew Henson, the black explorer. In these examples each new skill was clearly introduced by the class teacher or the ICT co-ordinator. However, such examples were few. Four lessons were observed during the inspection and the quality of teaching in these sessions ranged from satisfactory to very good and was satisfactory, overall. All teachers showed competent skills in ICT. They use questions and answers effectively to check what pupils remember and then move on to new learning as appropriate. Pupils are given good opportunities to demonstrate to others on the computer what they know. Teachers clearly know their pupils well and provide good support for those with learning difficulties and EAL. Because these pupils are sometimes less confident than others, teachers ensure they get their turn to use the computer in classroom demonstrations. However they are sensitive to these pupils' learning needs and target the activity appropriately.
144. The school is part of the local government funded EAZ interactive white-board project. (*The small computer screen is projected onto a large screen that can easily be seen by all pupils and by using a pointer the mouse can be controlled on the screen*). This facility was effectively used in two of the lessons observed during the inspection. For example, in Year 4, pupils consolidated their understanding of symmetry and developed work in art on designing a tile. All pupils could

easily see the tool bars and the mouse on the large screen. This enabled them to follow clearly the procedures to draw symmetrical patterns and the pupils gained both a clear understanding of how the computer program worked and the confidence to use it to design their own tile patterns. They were particularly impressed when the computer constructed a tile pattern with four lines of symmetry. In other lessons the use of the small screen of a single computer to demonstrate new computer skills was not as effective because it was difficult for pupils to follow what was happening on the screen. However, because teachers manage these sessions well and the pupils are keen to learn, this did not hinder the learning process to any significant extent. Pupils consolidate the skills taught in whole class sessions, individually or in pairs, throughout the school day. This is not efficient enough as it takes a considerable time for all pupils to have their turn and complete the task. Most classrooms only have two computers to use for this, with some having only one. Nevertheless, pupils work well together and patiently take their turns. Boys and girls are equally confident.

145. The co-ordinator is skilled and enthusiastic. She has worked hard to develop the use of computers throughout the school and, more recently, the interactive white board, including developing her own programs to use with it. Planning is now based upon the QCA guidance and the school expects this will help the progressive development of pupils' skills and higher standards. However, there is no system to track what pupils know and can do apart from a record of the tasks done. Teachers, therefore, do not have enough information to build on learning in previous years or to set more able or skilled pupils harder tasks. The co-ordinator does not yet monitor teachers' planning to check coverage and the standards being aimed for.
146. Since the last inspection improvement has been satisfactory and in some aspects of the subject good. The number of computers has improved, although the proportion in relation to the number of pupils is lower than that nationally. Teachers are much better trained and software has been updated. However, the school does not provide sufficient opportunities for pupils to use computers to improve their skills, to control machines and to support work across the curriculum.

MUSIC

147. At the last inspection, standards were reported as being good in Key Stage 2, with some pupils at the end of the key stage being able to sight read and play their instruments with good tone and phrasing. Singing was good. There were no music lessons observed in Key Stage 1 and, therefore, no judgements were made about standards or teaching in this age group. In this inspection, lessons were observed in one of the classes in Year 2 and also in Year 5. In addition, singing assemblies in both key stages and a recorder class for pupils for Years 3, 5 and 6, taken by a music teacher who is employed by the school for one day a week, were also observed. Standards of singing are good overall and are very good in Year 5. Standards in music in the round, however, are broadly in line with those expected and all pupils, including those with EAL and SEN, make satisfactory progress overall. However, during the inspection, the few lessons seen were taught by teachers with musical expertise and progress of all pupils was above the norm.
148. In Year 2 pupils were encouraged to practise controlling the pitch of their voices through the use of appropriate exercises demonstrated well by their class teacher. These consisted of a sequence called "Blast off", in which the pupils from a crouching position, rose slowly like a rocket to simulate taking off into space. As they rose, their voices increased in pitch effectively. In another simulation – "Splashdown"- the pupils reversed the procedure appropriately. In a further activity – "Switchback" – two similar sequences were combined as the class swooped up and down repeatedly as though they were on a switchback at the fair. Individual groups performed these activities confidently and at a level appropriate for their ages. All pupils made increasingly good progress in raising and lowering the pitch of their voices to reflect their movements. The pupils enjoyed this lesson, behaved well and responded well to the good teaching. She asked challenging questions such as: "*What does it mean to pitch your voice?*" The teacher has good subject knowledge and was confident enough to demonstrate the need to control the pitch of her voice by singing "Twinkle, twinkle little star" badly pitched to illustrate the point. She introduced technical vocabulary appropriately such as the

meaning of 'tremolo.' She managed the class well in situations that have the potential for disruption and gave encouraging feedback to groups as they made good progress.

149. In Year 5, two lessons were observed, the first a short session taught by the music co-ordinator to reinforce and extend her pupils' skills in reading the rhythmic notation of a four beat bar. They showed good command in reading the notation on the cards that the teacher selected randomly. All the class concentrated well and made good progress as they followed the notation and clapped in time. In a longer lesson, the main objective was to understand what 'dynamics' meant and to use 'dynamics' in their singing. In response to the question, "*Does anyone know what dynamics means?*" the pupils made reasonable stabs at the answer such as, "*It's when you change how you sing*". By the end of the lesson they were much clearer. In this lesson they sang 'Silent Night' very well in three registration groups (tenor, alto and soprano) and followed this up with practice and a fine rendition of 'This little light of mine'. This class benefits from the musical expertise of their teacher and their standards of performance are much the best in the school. In this lesson, all pupils, including those with SEN and EAL made very good progress. The teacher has both very high standards of performance and behaviour. For example, she explained clearly to the class her conducting technique so that it would know how to follow her directions and expected and demanded that it would. Her high expectations were reflected in the sense of confidence that her pupils displayed when singing enthusiastically in three-part harmony.
150. In the recorder class, taught by a music specialist, standards of playing were good. The pupils had good tone and held good pitch and read the music of the carols they were preparing for Christmas, 'In the Bleak Mid-winter' and 'The Holly and the Ivy', confidently. The teacher had a patient manner and gave all of this group opportunities to play solo. He accompanied them very well, but unobtrusively, on the guitar. During the lesson, this small group made good progress. This teacher also led the two singing assemblies effectively when pupils sang well in both.
151. The curriculum is not as broad as it ought to be. There are, for example, some classes where the teachers are not confident in the subject and there is a lack of appropriate emphasis on composing skills. In these classes the curriculum is too narrow. However, there are a number of competent musicians on the current teaching staff, sufficient to compensate for those who are less confident. In some classes there is insufficient time allowed for the subject. The recently appointed co-ordinator has good subject knowledge and provides good leadership of the subject, although she has not yet had time to monitor the subject in other classes. The school follows the QCA scheme and she has devised an appropriate action plan that includes an annual review of the music policy. The subject contributes very well to pupils' cultural development. With the exception of a CD player to listen to recorded music, there is no mention in the planning of the use of ICT. Resources for music are satisfactory.

PHYSICAL EDUCATION

152. Lessons were observed in both classes in Year 1 and in Years 3, 4 and 5. On the basis of this evidence, standards are broadly at the level expected for pupils' ages, similar to those recorded at the last inspection. However, in some lessons observed, standards were above those normally expected. The general quality of teaching was good overall and in most lessons all pupils, including those with EAL and SEN, made good progress. In all lessons pupils behaved well and had good attitudes to physical education. All lessons observed were in gymnastics.
153. In one lesson in Year 1, the pupils explored ideas in movement and responded imaginatively to a range of stimuli such as an African drum and taped music to compose and link movements with phrases to make simple dances with clear beginnings. For example they responded well to gentle music such as a recording of the theme tune from the film 'Titanic' and followed their teacher's directions to pretend to be leaves 'swirling in the wind'. In this lesson learning was good and reflected the good teaching. The lesson was well planned and the teacher had high expectations of her pupils' performance; her clear instructions left the class in no doubt about what needed to be done. In the parallel class, an equally well planned lesson was observed in which the pupils were led to explore gymnastics actions. They moved confidently and safely in space on their own,

using appropriate changes of speed, level and direction. The pupils worked hard to develop their skills and their overall performance was above that normally expected for pupils this age. Pupils responded well to the good teaching which involved very quiet but good control, reflecting her calm but supportive manner. She paid appropriate attention to health and safety and constantly emphasised to her pupils the need for correct movement.

154. In Year 5, the pupils worked in pairs to form letters of the alphabet with both of their bodies connected by at least one part. The performance of these activities was sound and improved with practice. They progressed to perform good sequences of shapes connected effectively by actions such as 'spinning', 'running' and 'balancing'. The teacher gave good encouragement saying for example, *"It is better to have one thing that is good rather than three or four that are not"*. The pupils responded well to this very good teaching and made very good progress. The teacher also exercised very good class management and ensured that nothing became out of control. She was firm when she needed to be saying, *"PE is not all about doing. Sometimes it is also about watching and learning and seeing how you can improve."* Her very secure knowledge and control enabled her to demonstrate very confidently, placing appropriate emphasis on the need for smooth actions.
155. The majority of pupils are able to swim 25 metres by the time they leave the school. The school uses the scheme of work published by the QCA. The co-ordinator has recently been appointed and has prepared an appropriate action plan and policy which is due for review on a yearly basis. Within the limits of the short time she has held the post, she provides good leadership of the subject, although she has not yet had time to monitor teaching or learning in other classes. Resources for the subject are satisfactory.

RELIGIOUS EDUCATION

156. At the last inspection standards were reported as being broadly in line with the expectations of the locally Agreed Syllabus for religious education. It was also reported that there was an over-reliance on assembly work, circle time and general discussion time to cover aspects of the Agreed Syllabus. In this inspection, in the lessons seen, standards were broadly in line with the expectations of the Agreed Syllabus. However, the lessons seen give only part of the picture, as an analysis of pupils' books reveals that there is almost a complete lack of written work. The overall judgement, therefore, is that standards are below the expectations of the Agreed Syllabus throughout the school. The increased development of literacy in religious education is identified in the school development plan. There is also evidence that until the beginning of this academic year, the over-reliance on assembly work, circle time and general discussion time for religious education reported at the last inspection continued to be the norm. In most classes the amount of teaching time for the subject is less than adequate to bring it up to the required standards. Overall, the progress of all pupils, including those with EAL and SEN, throughout the school is unsatisfactory.
157. Displays around the school reflect the school's belief that, *"One of the greatest strengths of Walnut Tree Walk has always been the diversity of people and beliefs coming together for a common purpose."* On display are clear portraits of the beliefs of some pupils in Year 6, representing three of the major world religions in the school, Christianity, Buddhism and Islam. A statement written by a boy is also represented, reflecting a belief system that is not religious, *"I am a materialist."*
158. Only one lesson was seen in Key Stage 1 – in Year 1 - and whilst this lesson was satisfactory, it provides insufficient evidence to make judgements about teaching in that key stage. In this lesson the pupils learned about the birth of Jesus and the gifts brought to the new baby by the Wise Men. They understood that the Wise Men gave presents to the baby because he was special, although they were unable to explain why this was so. In groups and pairs, the pupils worked well together deciding on what kind of presents would be given to a special baby. In the plenary session they explained confidently what presents they had thought of and were proud of their work. They showed signs of beginning to understand that the concepts of giving and receiving are important in

Christianity.

159. At the beginning of Key Stage 2 in Year 3, the emphasis is on religious symbolism. In the lesson seen, pupils learned about a religious object in the Hindu tradition, a Diwali lamp and its symbolism. At the beginning of the lesson they confused the meaning of the lamp with birth and life. "No", said the teacher, "*that is what it means in the Christian tradition*". By the end of the lesson the pupils made good progress in understanding that the lamp represented the difference between good and evil and light and darkness. In Year 4 the pupils made satisfactory progress in their knowledge that the birth of Jesus is of central importance to Christianity. In Year 5, the pupils continued their exploration of the story of the Creation, each week studying a particular day of creation. During the inspection, Day 6 was the focus of study – 'God made the animals and mankind'. During the lesson, the pupils showed reasonable knowledge of the first five days of Creation previously studied and made satisfactory gains in knowledge as displayed by their answers to the questions from their teacher, after she had read the relevant extract from the book of Genesis. By Year 6, pupils were secure in their knowledge that images of Buddha have particular meaning and significance to Buddhists. In all lessons, pupils' attitudes to religious education were positive.
160. Teaching was satisfactory in the lessons seen, overall. In some lessons there was good use of challenging questions and appropriate emphasis on developing technical vocabulary. All lessons were well managed. In some lessons however, teachers showed insecure subject knowledge and the pace of some lessons was too slow. In most lessons higher attaining pupils were insufficiently challenged and what little written work that exists is undemanding. Pupils, therefore, do not sufficiently record in writing what they know and understand in the subject. It, therefore, makes no positive contribution to the development of pupils' literacy skills.
161. Until the current co-ordinator for the subject was recently appointed, there had been no co-ordination since the previous co-ordinator left the school two years ago. This absence of leadership shows in the lack of training in religious education and the low priority given to the subject in the school. The new co-ordinator is aware that much needs to be done, for example to improve the weak subject knowledge of many teachers. Resources and artefacts are satisfactory, although many of the reference books in the library are old and out of date. Work on display indicates satisfactory use of ICT.