

# Walnut Tree Walk Primary School

## Inspection report

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<b>Unique Reference Number</b>	100589
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	335563
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Joy Considine

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wilf Thomas-Smith
<b>Headteacher</b>	Jeanne Carabine
<b>Date of previous school inspection</b>	28 May 2007
<b>School address</b>	Walnut Tree Walk London SE11 6DS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, observing nine teachers, and held meetings with groups of pupils, staff, school leaders and governors. They met with some parents and carers and they evaluated 112 parental questionnaires in addition to 76 questionnaires from pupils. They looked at documents including school policies, pupils' progress data, school development planning, as well as pupils' work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which all pupils achieve as well as they could do, particularly in writing
- the impact of the curriculum on pupils' personal and social development as well as their academic development
- the quality of the school's own self-evaluation and how well this is used to inform priorities
- the quality of the school's arrangements for safeguarding pupils.

## Information about the school

This average-sized school is situated in the heart of a multicultural community in inner London. There are much higher numbers than usual of pupils who are from ethnic minority groups, and who speak English as an additional language. Most of these pupils are of African or Caribbean origin. The proportion of pupils with special education needs and/or disabilities is higher than average. These pupils have speech, language and communication difficulties, behavioural and emotional difficulties and the school has a small number of pupils who are on the autistic spectrum. There is a breakfast club and an after-school club for pupils run by the school. The school has gained a number of awards including Advanced Healthy Schools, Artsmark and Basic Skills Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Parents and carers appreciate the outstanding quality of care and guidance provided by this good school. One parent wrote, 'The caring, nurturing atmosphere at Walnut Tree Walk is wonderful.' This view was echoed by many parents and carers who praised the strong sense of community fostered by the school. The school prides itself on the excellent relationships it has built with parents, carers and outside agencies who work with the school to support the needs of vulnerable pupils and their families. Most pupils achieve well because teaching is good. Systems for assessing pupils' work have improved. However, although pupils' work is regularly marked, not all teachers mark their work well enough to show them what they have done well and what they need to learn next. The curriculum has been planned so that different subjects are taught under a broad theme or topic. There is guidance in place to show what is to be taught in each class in every term. However, this planning does not show what specific skills, knowledge and understanding pupils need to learn and this slows the progress they make in some areas, especially in writing.

Pupils enjoy coming to school and this is reflected in their outstanding behaviour and attitudes towards learning. They are mature, thoughtful and caring towards others. They particularly value the opportunity to learn and play with others from backgrounds different to their own. Consequently, racial harmony is a strength of the school. Staff capitalise on the wealth of opportunities presented by being situated in the heart of London by taking the pupils on visits to theatres, museums and art galleries and this makes an excellent contribution to pupils' spiritual, moral, social and cultural development, which is outstanding. Pupils take great pride in making an outstanding contribution to the school and the wider community. They described how they have been actively involved in designing new playground facilities and many pupils were involved in creating sculptures for the Roots and Shoots wildlife garden, which is open to the public.

School leaders provide a clear vision and direction to the school. Staff are reflective and are actively encouraged to broaden their skills and experience to provide high-quality care and education for pupils. They truly value each pupil and will take decisive action to ensure that there is equality of opportunity for all and that discrimination is effectively tackled. School leaders, including governors, have an accurate understanding of the school's strengths and areas for development. Management procedures are good but some systems for recording, storing and analysing data are overly complicated and this sometimes means that time is lost when leaders need to retrieve information. There is a drive to improve the quality of teaching and raise standards and this has resulted in improvements since the last inspection. Consequently, the capacity for further

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improvement is good.

**What does the school need to do to improve further?**

- Improve the quality of assessment procedures by providing pupils with more guidance on what their next steps in learning are, and what they need to do to improve their work.
- Improve management systems by developing more systematic procedures for collecting, analysing and storing information.
- Develop short-term curriculum planning by identifying the specific skills, knowledge and understanding for each curriculum subject, and especially in writing, to ensure that pupils make good progress.

**Outcomes for individuals and groups of pupils****2**

Pupils love coming to school and this is reflected in their above average attendance, good attitudes and excellent behaviour in lessons and at playtimes. By the end of Year 2, pupils' attainment in reading, writing and mathematics is now broadly average. This was seen in lessons observed where teachers provided challenging activities for pupils which made them work hard. This good achievement continues into Key Stage 2 where pupils make good progress so that by the end of Year 6, their attainment is broadly average in English and mathematics, and is above average in science. The school has been awarded Basic Skills Quality Mark in recognition of this achievement. Work in pupils' books and teaching and learning seen in lessons show pupils make good progress in most subjects although the presentation of work is not always as good as it could be. This is because teachers do not provide enough guidance on how pupils' work could be improved. Pupils who have special educational needs and/or disabilities make good progress because teachers put into place effective support programmes to help them. Pupils have a good understanding of how to stay safe and live a healthy lifestyle. They spoke proudly about the school garden where they grow a variety of vegetables including runner beans, carrots and tomatoes which are harvested and cooked in the school kitchen. The school has received both Activemark and enhanced Healthy Schools Award in recognition of its work. The extensive use the school makes of partnerships has provided pupils with opportunities to work with professional sports coaches and this has inspired them to take part in physical activities enthusiastically.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The curriculum is rich and stimulating and there are some good examples of where teachers make effective links between subjects to make learning more interesting for pupils. An example of this was seen in one lesson where pupils acted as □lizard experts' from different parts of the world to write a factual report on the Japanese Samurai lizard. This showed clear links between science, geography and literacy. Consequently pupils enjoy their lessons and they make good progress. In most lessons teachers have good subject knowledge and they use imaginative ways to capture pupils' interest. Teachers care very much for pupils and they go out of their way to access additional support for those who are more vulnerable. Teachers know their pupils well and so they can plan lessons that are well matched to their needs. However, sometimes too much time is spent listening to the teacher rather than engaging in activities, and this slows the pace of the lesson. There is an excellent range of enrichment activities including extra-curricular provision and the use of several specialist teachers and performers to enhance pupils' personal as well as their academic development. A recent award of Artsmark recognises the high standards pupils have reached in art, music, dance and drama. The breakfast and after-school clubs provide good quality care for pupils at the beginning and end of the school day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher leads by example, valuing the uniqueness of each and every individual and this permeates all aspects of the work of the school. Consequently, the school actively promotes equality of opportunity for all pupils. Staff work closely together as a team and they promote a common sense of purpose throughout the school community. School leaders monitor the quality of teaching and have put into place high-quality professional development to further improve teachers' skills. All staff are involved in school improvement planning. They have agreed appropriate priorities for development but some action plans underpinning these developments do not always have a sharp enough focus on what needs to be done to further raise standards. Governors visit the school regularly and have a good understanding of the work of the school. They provide good challenge and support to the headteacher and senior leaders. All safeguarding arrangements and child protection procedures are robust. The school population is drawn from many different ethnic and faith groups and the school uses pupils' experiences to promote community cohesion well. It is now well placed to develop this further by developing more specific links with diverse religious communities in Great Britain and abroad. The school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

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## Early Years Foundation Stage

Children start in the Nursery with skills below those levels expected for their age and they make good progress so that by the time they leave Reception, their skills are broadly average. They are happy and enjoy coming to school because staff have created a safe and stimulating environment for them. Teachers have high expectations for children and have introduced a curriculum that provides children with plenty of opportunities to practise their literacy and numeracy skills. Staff make good use of assessment information to plan activities that are well matched to the needs and interests of children. Children's personal and social skills are good. They play well together, taking turns and sharing, and many work with concentration for sustained periods of time. All welfare arrangements are in place and relationships between adults and children are excellent. The school is aware of the need to develop the outdoor area so that children in both the Nursery and Reception classes can work and play outdoors as well as indoors. Leadership is good. Although the leader is currently away from school, the procedures she has put into place have been maintained and extended by the acting leader. For example, there is much closer liaison between the Nursery and Reception classes and plans are in place to create a self-contained Early Years Foundation Stage department.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are very supportive of the school and value the care and support given to pupils. Most say that they are happy with their child's experience and that the school meets the needs of their child. A small minority of parents and carers felt that the school fails to deal effectively with pupils' unacceptable behaviour. However, inspectors found behaviour to be exemplary and there was no evidence of unacceptable behaviour. A few felt that the school does not always act upon their views but again, inspectors found no evidence that parents and carers are not consulted.



### Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	67	35	31	2	2	0	0
The school keeps my child safe	61	54	48	43	1	1	0	0
The school informs me about my child's progress	46	41	59	53	6	5	0	0
My child is making enough progress at this school	36	32	66	59	8	7	1	1
The teaching is good at this school	40	36	69	62	1	1	1	1
The school helps me to support my child's learning	34	30	66	59	10	9	0	0
The school helps my child to have a healthy lifestyle	43	38	61	54	6	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	32	51	46	12	11	0	0
The school meets my child's particular needs	40	36	54	48	7	6	1	1
The school deals effectively with unacceptable behaviour	39	35	46	41	17	15	3	3
The school takes account of my suggestions and concerns	29	26	55	49	14	13	2	2
The school is led and managed effectively	39	35	51	46	13	12	0	0
Overall, I am happy with my child's experience at this school	44	39	61	54	6	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 June 2010

Dear Pupils

Inspection of Walnut Tree Walk Primary School, London, SE11 6DS

Thank you very much for making my colleagues and me so welcome when we visited your school. We thoroughly enjoyed meeting you all and hearing what you had to say about your school. We agree with you that you go to a good school. Many of you are working hard and making good progress in your lessons. We were particularly impressed with the quality of your artwork which we saw on display in the school. We agree that you know how to stay healthy and safe and were pleased to see that you know how to grow your own food.

We found that your teachers and other staff care for you very much and they have helped you to develop very good personal and social skills which will prepare you well for the future. Although Walnut Tree Walk is a good school there are some things that could make it even better and these are the actions we have suggested that your school leaders put into place. We have asked them to:

- ensure that when teachers mark your work, they give you more information about what you have learned and what you need to learn next, as well as some help to show you how to improve the presentation of your work
- plan the specific skills, knowledge and understanding that you need to learn in each subject so that you can make even more progress in areas such as writing
- develop more effective systems for keeping information about your progress so that it can easily be used.

We are quite sure that you will help your teachers to put these actions into place so that you can all make even more progress and make Walnut Tree Walk an even better school.

Yours sincerely

Joy Considine

Lead inspector

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