

# Lawdale Junior School

Mansford Road, Bethnal Green, London, E2 6LS

**Inspection dates** 6–7 November 2012

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## This is a good school.

- There is an inclusive, caring and positive climate for learning where each pupil is treated as an individual.
- Leaders and managers have ensured that the school has continued to improve since its last inspection through a relentless focus on increasing pupils' progress.
- Good use is made of additional funding so that the different groups of pupils make similarly good progress.
- Attendance is above average and there are no exclusions. The majority of pupils are very punctual.
- Behaviour is good overall. Outstanding provision in the playground contributes to warm and happy relationships.
- Teachers carefully track pupils' progress and mostly use this information well to plan work that is matched to individual needs.
- The curriculum is broad and balanced; pupils enjoy Spanish, music and film making.

## It is not yet an outstanding school because

- A minority of lessons require improvement as the work set does not always challenge the more able pupils enough.
- Not enough pupils achieve the highest available levels in mathematics and reading.
- Occasionally, pupils do not have enough opportunities to work independently.
- There are not enough chances for pupils to develop their speaking and listening skills in all lessons.

## Information about this inspection

- Inspectors observed 16 lessons, of which three were joint observations with senior leaders. Inspectors visited guided reading sessions and also listened to children read.
- Meetings were held with staff, groups of pupils, the Chair of the Governing Body and three other governors. A representative from the local authority was also interviewed.
- Inspectors looked at a range of documentation, including improvement planning and records of pupils' progress and attainment.
- Inspectors spoke to parents and carers who were collecting their children at the end of the school day and analysed responses to the school's own parents' and carers' questionnaires. There were no responses to the online Parent View questionnaire.
- The views of 14 questionnaires from staff were also analysed.

## Inspection team

|                           |                      |
|---------------------------|----------------------|
| Liz Bowes, Lead inspector | Additional inspector |
| David Wolfson             | Additional inspector |
| Janev Mehmet Christofides | Additional inspector |

## Information about this school

- Lawdale Junior School is a larger than average sized junior school. It is closely linked to the local infant and secondary schools in the area.
- The proportion of pupils who are known to be eligible for the pupil premium, additional government funding, is well above the national average.
- The largest ethnic group is Bangladeshi. The proportion of pupils at an early stage of learning English is well above average.
- The proportion of pupils supported through school action is above the national average, as is the proportion supported at school action plus or with a statement of special educational needs. Their needs relate mainly to speech and language difficulties and moderate learning difficulties.
- Large numbers of pupils enter or leave throughout the school year.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.

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

- Raise the proportions of pupils achieving the highest available levels in mathematics and reading by:
  - increasing the level of additional provision for the more able pupils, particularly in Years 3 and 4.
- Increase the proportion of outstanding teaching by:
  - ensuring challenging work is set throughout every lesson, especially for the more able pupils
  - providing more opportunities for pupils to work independently
  - providing more opportunities for pupils to practise their spoken English.

## Inspection judgements

### The achievement of pupils is good

- Children enter the school with skills that are generally below the expected levels for their age, particularly in speaking and listening, and make good progress across the school.
- Over the last few years standards have risen. The proportion of pupils reaching the expected levels in English and mathematics is close to the national figure; however not enough reach the highest available levels in mathematics and reading.
- Pupils enjoy their learning. A request from the school council for more active learning opportunities was responded to well by the school. Now pupils speak of lessons as being 'great fun' and 'something new and exciting every time we go into the classroom'. In an English Year 6 lesson, pupils were delighted to hear their own work developed into a poem.
- The vast majority of pupils who attend the school speak English as an additional language. Their needs are picked up quickly resulting in a personalised programme of support; consequently these pupils make at least good progress. Pupils' speaking and listening skills, particularly in Years 3 and 4, do not yet match the standard of their writing skills. Their spoken English lacks the depth required to demonstrate a full understanding of concepts and ideas.
- The school is successful at narrowing any gaps in attainment through careful monitoring and tracking of pupils, including those who are eligible for pupil premium funding. The funding is used to provide specialist teaching assistant support and one-to-one provision. Targeted intervention programmes are specifically tailored to pupils' needs. The result of this is that progress for these pupils is significantly above that of similar groups nationally and in line with all pupils nationally.
- Disabled pupils and those who have special educational needs make good progress because they have support from skilled teaching assistants. For example, in one Year 4 literacy lesson the sustained support throughout the lesson enabled these pupils to make good progress.

### The quality of teaching is good

- Teaching over time is good and pupils make good progress because teachers are aware of the capabilities of the pupils. Occasionally teaching is outstanding; in a Year 4 English lesson pupils knew just what to do because of clear instructions. They made rapid progress as a result of the fast pace and challenging tasks. Pupils were able to stretch themselves and work on their own, supported by the teacher's encouragement. The excellent subject knowledge of the teaching assistant in the lesson also enabled those who find learning more difficult, or whose needs are complex, to enjoy their learning and achieve well.
- Teachers mark pupils' work regularly and they provide detailed comments on what pupils have done well and what they need to do to improve their work. Most marking clearly links to pupils' individual learning targets. There are opportunities for pupils to review and correct their work.
- Teachers plan practical learning opportunities throughout the school. The playground provides an outstanding example of effective learning opportunities in music, sport, gardening, creative art and science. The vegetables grown in the allotments provide the ingredients for children to make tasty soups and the newly appointed health mentor provides daily examples to pupils of healthy living.
- Disabled pupils and those in need of extra help are well supported. Dedicated teachers, learning mentors and teaching assistants provide high-quality support both in and out of class. Pupil premium funding is targeted to provide many of these high-quality interventions. The impact of these small group sessions is that all groups of pupils make good progress.
- In the few lessons where teaching was not so effective there were not enough opportunities for pupils to work independently. In some lessons challenging work for more able pupils is given near the end of the lesson and as a result pupils do not make the fast progress throughout the

lesson that they are capable of.

- In a minority of lessons, teachers do not give the pupils enough opportunities to practise their spoken English and listening skills.

### **The behaviour and safety of pupils are good**

- All teachers develop positive relationships with pupils within a very inclusive atmosphere for learning. Pupils are friendly, polite and get on well together. Good behaviour was evident both in lessons and around the school. Pupils want to learn and do well, and genuinely enjoy their learning.
- Pupils say they feel safe in school and understand the need to keep themselves safe. Pupils are adamant that there is very little bullying and that adults are always on hand to sort out minor disagreements that arise occasionally. They have a secure understanding of the different types of bullying, especially cyber bullying.
- Pupils show considerable respect towards those from different backgrounds and they enjoy learning about different cultures. For example, in a Year 4 music lesson pupils enjoyed singing the national anthem of South Africa and playing the African drums. Pupils have clear social and moral views of what is right and wrong due to the school's good provision in this area.
- Attendance has improved considerably over recent years and is now well above the national average for primary schools. This is because of a relentless approach by staff in tackling persistent absenteeism. Punctuality is now also much improved and the impact of this is that little time is missed at the start of the school day.
- The school's staff know each of the children well. The extended schools project and the on-site counsellor contribute to strong home-school links and the development of family learning. Parents and carers and their children have recently attended a writing course that enabled parents and carers to understand how writing was taught in school and encouraged parents and carers to become more involved in their children's learning.

### **The leadership and management are good**

- The success of the school is due to the strong educational direction provided by school leaders; they are ambitious and hold high aspirations for staff and pupils. Leaders have displayed purpose and ambition in tackling the areas identified at the last inspection. This has resulted in rapid and sustained improvement. The school has a good capacity for further improvement.
- Leaders' monitoring of the school's performance is good. The school has a good understanding of its strengths and areas for development and effective action planning enables the school to further improve.
- Teachers' performance is managed effectively because it links the impact of teaching, pupils' progress and good achievement. Robust monitoring of the quality of teaching is done to ensure that the national Teachers Standards are met. Middle leaders are fully accountable for their subjects and work well to raise attainment. Senior leaders ensure that staff training takes account of individual teachers' needs and school priorities.
- While the school runs programmes to enhance the attainment of those who are gifted or talented in Years 5 and 6, there is insufficient emphasis on the provision for more able pupils in Years 3 and 4.
- Pupil premium funding is effectively used by leadership to make a positive impact on the progress of targeted pupils through a variety of interventions, such as the holiday boosters in literacy and mathematics. Other effective initiatives include the work of the school counsellor, family literacy programmes and the work of the parental engagement team.  
The curriculum provides rich and memorable experiences that enhance pupils' development. Throughout the school pupils learn Spanish. They learn to play musical instruments, for example the guitar. A wide range of clubs both during and after school enables pupils to develop their

interests. The newspaper and cookery clubs provide pupils with an understanding and appreciation of the wider world. As one pupil explained, 'If we want to do a club the teachers will help us set it up', and this positive approach is one of the key strengths of Lawdale Junior School.

■ **The governance of the school:**

- The governing body challenges the headteacher and senior leadership team on the action planning for school improvement and its impact. A governor is also a teacher at the local secondary school and this helps to maintain a continuity of approach between the schools. Minutes of governing body meetings suggest that although they are presented with detailed progress and attainment information from the headteacher, few ask detailed questions regarding this data; they are aware that there is scope for them to gather further evidence in relation to matters such as the allocation of the pupil premium funding. Governors oversee the school's performance management systems and help to ensure that staff are not rewarded unless their work is of sufficient quality. Procedures for safeguarding meet statutory requirements. The governors and the school are effective in discouraging all forms of discrimination and promoting equality. Governors oversee the management of the budget effectively.

## What inspection judgements mean

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

## School details

|                                |               |
|--------------------------------|---------------|
| <b>Unique reference number</b> | 100907        |
| <b>Local authority</b>         | Tower Hamlets |
| <b>Inspection number</b>       | 400437        |

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

|  |                                   |
|--|-----------------------------------|
| <b>Type of school</b>                      | Junior                            |
| <b>School category</b>                     | Community                         |
| <b>Age range of pupils</b>                 | 7–11                              |
| <b>Gender of pupils</b>                    | Mixed                             |
| <b>Number of pupils on the school roll</b> | 270                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Anne Ambrose                      |
| <b>Headteacher</b>                         | Annette Rook                      |
| <b>Date of previous school inspection</b>  | 6–7 November 2012                 |
| <b>Telephone number</b>                    | 020 7739 6258                     |
| <b>Fax number</b>                          | 020 7739 3477                     |
| <b>Email address</b>                       | admin@lawdale.towerhamlets.sch.uk |



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