

Inspection of a good school: Lawdale Junior School

Mansford Street, Bethnal Green, London E2 6LS

Inspection dates:

24 and 25 January 2023

Outcome

Lawdale Junior School continues to be a good school.

What is it like to attend this school?

Pupils are happy and enthusiastic about their learning here. This is reflected in the school's values that guide pupils to be safe, caring and responsible. Pupils are proud of what they have learned and keen to do their best.

The curriculum is equally ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils' behaviour in classes is calm and mature. They move around the school between classes sensibly and are taught to develop a clear understanding of right and wrong. Adults deal effectively with bullying, if it should happen. Pupils are safe in school.

Teachers enhance pupils' learning through outings to museums and theatres. Pupils experience activities including BMX biking and sailing during their time at the school. Leaders also organise visits to the seaside for pupils and parents who wish to join the outing. Leaders also organise weekly art and physical education clubs for pupils.

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

Leaders have designed a curriculum for pupils that is broad and balanced. Leaders have a clear and accurate understanding of what is working well, and where they would like to make further refinements to the curriculum. They have systematically reviewed the quality of the curriculum across the school. They are working to ensure that pupils receive equally strong provision in all subjects.

In most subjects, leaders have identified the knowledge that pupils build over time. They have created sequences of lessons that help pupils build this knowledge. Leaders have considered the impact of the COVID-19 pandemic on the curriculum. They have ensured that there is additional lesson time to recap learning that pupils may have not covered in sufficient depth. For example, in science, pupils in Year 4 learn about electric circuits, batteries and bulbs. In Year 6, they revisit this learning and learn about more complex circuitry, including switches. This means that pupils are ready for the next stage in their

learning. In subjects where curriculum thinking is not as strong, leaders are working to eliminate any inconsistencies in the planning and delivery of the curriculum.

Leaders for SEND know pupils in the school well and ensure that they receive appropriate provision. Leaders are working to strengthen further the support for pupils with SEND.

Leaders have worked hard to improve the way that pupils learn to read. They have introduced a phonics programme and provide support to pupils who are weaker readers. Teachers check that these pupils are building reading confidence and fluency. They deliver reading sessions for these pupils, so that they catch up with their peers. Leaders have also implemented a programme to promote a love of reading for all pupils. As a result, pupils read widely and often throughout their time at the school.

Teachers frequently check that pupils understand what they have learned. This means that any misconceptions that pupils may have are quickly identified and addressed by teachers.

Leaders have very high expectations of pupils' behaviour and conduct. Pupils are attentive in class, and their learning is free from distractions. On the rare occasions when there is any misbehaviour, teachers deal with it swiftly and efficiently so that pupils' learning is not disrupted.

Leaders organise a range of experiences and educational visits for pupils throughout their time at school. Leaders choose these activities carefully so that pupils can try out new activities and learn about the wider world. These include visits to museums and to see theatre performances. Leaders encourage pupils' moral and social development, for example through involving pupils in mature discussions on challenging issues in religious education.

The school's experienced leaders ensure that staff are consulted when they consider changes to school policies. Staff typically said that leaders are approachable, listen and are mindful of staff's well-being and workload. Those responsible for governance closely monitor the progress that the school is making.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear systems to identify pupils who may be at risk of harm. All staff share a collective sense of responsibility for ensuring that pupils are safe. Leaders ensure that those who need help receive it swiftly. Leaders are in regular contact with local safeguarding partners. They also ensure that safer recruitment processes take place. They know how to address any concerns should they arise. Pupils are taught about keeping themselves safe from harm in school, at home and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, curriculum thinking is not as detailed as it is in other subjects. Where this is the case, curriculum delivery is not equally strong across all subjects. Leaders should further refine curriculum thinking in these subjects and ensure that all pupils, including pupils with SEND, achieve equally highly across all subjects.

Background

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

This is the second ungraded inspection since we judged the school to be good in November 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100907
Local authority	Tower Hamlets
Inspection number	10255503
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair of governing body	Robin Polding
Headteacher	Annette Rook
Website	lawdalejuniorschool.co.uk
Date of previous inspection	31 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: reading, religious education and science. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers and spoke to some pupils about their learning.
- The inspector considered the school's policies and procedures for safeguarding and supporting pupils' health and safety as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.

- The inspector held meetings with the headteacher. The inspector also met with leaders with responsibility for SEND, early reading, personal development, and behaviour, and with representatives from the local authority.
- The inspector met with representatives from the governing body.
- The inspector considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Guy Forbat, lead inspector

His Majesty's Inspector

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