

# Lawdale Junior School

## Inspection report

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<b>Unique Reference Number</b>	100907
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	335617
<b>Inspection dates</b>	3–4 December 2009
<b>Reporting inspector</b>	Raminder Arora

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>	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>	263
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Ambrose
<b>Headteacher</b>	Annette Rook
<b>Date of previous school inspection</b>	2 October 2006
<b>School address</b>	Mansford Road Bethnal Green London E2 6LS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 part lessons, visited all classrooms on a learning walk to sample support work, behaviour and resources, and held meetings with governors, staff, parents and groups of pupils. They looked at a range of documentation, including the school improvement plan, records of pupils' progress, teachers' planning and assessments, information on pupils with special educational needs and/or disabilities, safeguarding documentation, 78 parent/carer questionnaires, 30 staff questionnaires and 115 pupil questionnaires.

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

- the progress and achievement of pupils across the school
- challenge in lessons for more able pupils
- the impact of the school's work to address the area for improvement in the last inspection report in relation to writing
- the level of consistency in the quality of teaching and how well assessments are used to boost learning
- the effectiveness of leaders in securing consistent improvement and how well governors contribute to the school's leadership and management.

## Information about the school

This is a larger-than-average school serving a predominantly Asian community. Most pupils are Bangladeshi and very few are from White British households. A high proportion of pupils have English as an additional language, and a larger-than-average number receives free school meals. A large number of pupils have special educational needs and/or disabilities and the proportion with a statement of special educational needs is well above the national average. Most of these pupils have speech and language difficulties or emotional and behavioural needs. The school participates in the Extended Schools Programme. It holds the Artsmark award.

**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?**

**3**

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

**3**

## Main findings

The school is a happy, harmonious community in which all pupils are valued. As a result, pupils say they feel safe and secure in knowing that adults will always help them. Pupils are polite, well behaved and enjoy learning. As one pupil said, 'This school is the best! I really like it here.' They speak excitedly about the good range of school trips and of how they enjoy them. Pupils show a good understanding of the importance of pursuing a healthy lifestyle. There are many opportunities for them to participate in a wide range of sporting activities, and the 'Fit in Five' sessions enable all pupils to take part in daily exercise. Parents, too, are very appreciative of the school and many make comments such as, 'Senior management and the teachers are always very supportive and approachable,' and, 'So happy with the school, would like to say a big thank you.'

Pupils make good gains in their personal growth because of the effective provision for their spiritual, moral, social and cultural development. They benefit from a lively, well-planned curriculum. Pupils receive good quality care, guidance and support. The school has secure procedures for safeguarding and successfully promotes equal opportunity. A host of external agencies are involved to support families and their children in the local communities. Many parents take their children on long extended visits abroad during term time, but through good partnership and persistent work with families, attendance has been maintained at broadly average.

Pupils achieve satisfactorily. Progress for most pupils is generally satisfactory as they move through the school. The quality of teaching is satisfactory. It is often good. Pupils' rate of progress improves as they make up lost ground, especially in Years 5 and 6. Pupils' attainment has risen over the past two years. They reach standards that are generally in line with national averages in English, mathematics and science. The number of pupils attaining higher levels is below average, especially in English, with writing being the weakest area. The leadership has taken steps to address this and there are secure indications that attainment is rising. Good systems are established for tracking pupils' progress and regular meetings are held in which pupils' progress is discussed and any underachievement quickly identified. However, not all teachers use the information about what pupils know already in planning future work that is consistently challenging for all pupils and particularly the more able. Pupils with special educational needs and/or disabilities are well supported and make good progress. Support for the most vulnerable is particularly good, enabling them to come to terms with the significant difficulties that their life experiences cause them.

The leadership has been successful in ensuring that all staff are eager to play their part in moving the school forward and are held fully accountable for their pupils' progress. The governors are given good information regarding the school's performance. They are

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keen to develop their role as critical friend and become more involved in the monitoring and evaluation of the school's work. Self-evaluation is satisfactory and identifies the right priorities, for example, the need to further strengthen the monitoring of standards to maximise pupil progress. The actions taken so far have resulted in marked improvements. The most recent assessments show that attainment is rising and progress is improving steadily in writing. These rising trends show that the school has a satisfactory capacity to sustain further improvement.

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

- Accelerate pupils' progress, particularly in writing, by the end of the current academic year through:
  - raising the quality of teaching and providing realistic challenge in lessons, particularly for the more able pupils
  - ensuring that leaders use assessment data to monitor carefully those pupils identified as making slow progress
  - ensuring that teachers use knowledge of pupils' targets in planning and when marking work to move them on to their next steps in learning
  - helping pupils to develop the skills of self-assessment through regular opportunities for them to evaluate their own work in lessons.
- Increase governors' involvement in monitoring and challenging the work of the school.

**Outcomes for individuals and groups of pupils****3**

Achievement is satisfactory, but progress is slow in some lessons. Leaders recognised that pupils were doing less well at the higher levels and took steps to improve teachers' methods and subject knowledge. This has resulted in improvement across the school. Standards, particularly in English, have been a continuous focus, especially taking into account the pupils' low starting points in literacy when they begin school. The weaknesses in writing are being addressed, such as the use of conjunctions in sentence structure and the meaning of unfamiliar idioms. Boys were underperformed in the recent assessments compared to national expectations; the school's work in this area is now beginning to close the gap and develop boys' confidence. Pupils with language difficulties are well supported through effective interventions, good interagency work and careful deployment of skilled teaching assistants.

Pupils appreciate their lessons and work hard. They persevere even when they are unsure what to do. They collaborate well in the classroom and behave well in lessons and around school. Pupils say that they feel safe and that any bullying is swiftly dealt with. Attendance is well maintained through the school's rigorous procedures and prized incentives for the class with the best weekly record. The school works hard to support pupils in transition from the infant school and from Year 6 to the secondary schools. This has led to an improvement in pupils' confidence at these moments of change in

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their lives.

Pupils are eager to learn. They enjoy the success they achieve in lessons. For example, pupils in Year 6 relished the achievement of being able to apply their mathematical knowledge in practice when designing a desk. When the work is challenging and well matched to their differing abilities, pupils work with sustained concentration, show enjoyment and make good progress. Where lessons are not tailored precisely to the pupils' learning needs, progress dips. The higher-attaining pupils in particular are not challenged consistently to do better in all lessons. Attainment in 2009 was broadly average, with the exception of English, where it was below average, particularly for the number of pupils attaining the higher levels in writing. Most pupils are now on course to reach average standards in all subjects by the end of Year 6.

Pupils' spiritual, moral, social and cultural development is good, with strengths in moral and social development. Pupils have good knowledge about how to stay safe on the internet, in school and at home. They say they feel safe in school. Pupils have a good understanding of how to lead a healthy lifestyle. They enjoy physical activities and welcome healthy options in the school canteen. The class and school council effectively promote pupil voice and pupils show pride in bringing about improvements to school life, such as working with the school cook to improve school meals or supporting others by becoming a reading mentor or running a club. Good communication with parents, combined with the work of the extended schools provision in supporting parents to support children's learning at home, is impacting well on pupils' achievements.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>2</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>2</b>

<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>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The senior leadership team's support is ensuring that teachers develop their skills, and school records show clear improvement in the quality of teaching. Some good lessons were observed, where teaching moved at a fast pace, explanations were clear and teachers' knowledge was good. The use of assessment is currently less effective in supporting the teaching, particularly of writing. Not all teachers make sufficient use of pupils' targets in planning and when marking their work in order to move them on to the next step in learning. There are times when work set is too easy for some pupils, especially those who are more able. Pupils have insufficient opportunities to assess their own work in lessons to gauge the extent of their own success. There are also occasions when teachers are not secure in their own subject knowledge and do not demonstrate tasks well enough, and so pupils are unclear what they should do in their independent work. Teachers manage behaviour well and most lessons are interesting as a result of the well-designed curriculum.

Pupils respond well to the thematic approach, which makes links between subjects. This makes subjects relevant and interesting and provides more opportunities to teach basic skills. The curriculum is enriched with creative opportunities such as the European Day of languages and the Black History Month. The effective personal, social and health education programme is also well integrated into other subjects. There is a good range of clubs and pupils participate enthusiastically, particularly enjoying the range of sports clubs provided as a result of the school's partnerships with other institutions. Multiagency partnerships are also key features in supporting those pupils who have learning difficulties. They make good progress in mathematics and science and improving progress in English because of good support and careful tracking of the development of their language skills.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

### How effective are leadership and management?

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Staff and governors share the headteacher's commitment to raise achievement further. The school has been successful in securing improvement in pupils' attainment, achievement and enjoyment. The headteacher and senior leadership team have an accurate view of its performance and an awareness of the school's strengths and areas for improvement. The priority at Lawdale has been to remove barriers to learning. This is achieved through coaching and supporting teachers and support staff in planning work which motivates pupils, and working closely with the extended schools provision to support families and their children's learning. Teachers and support staff work effectively as a team to provide good quality support for pupils with additional learning and/or disability needs.

The headteacher and senior leaders have the skills to monitor and evaluate the work of the school and this is bringing about improvements. However, the school recognises there is more to be done to ensure consistency in the use of assessment information to plan for learning and monitor pupil progress. Governors fulfill their statutory duties and understand the school's strengths and areas for development. They are, however, too readily inclined to accept the school's view of itself, especially in matters of attainment and progress, rather than evaluating the outcomes for themselves. Some new governors are very keen to be involved more fully and strategically in the work of the school.

Safeguarding procedures are securely in place. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. All staff have a comprehensive knowledge of processes and procedures and receive regular training. Consequently, all pupils know that they are safe. The school makes a good contribution to community cohesion. Pupils learn what life is really like in different communities both here and abroad because the school celebrates the rich diversity of its population. There is a good plan to further develop global links and maximise pupils' understanding of other communities within Great Britain and across the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>



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<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>3</b>

## **Views of parents and carers**

The majority of parents have positive views of the school. They are particularly pleased with the caring, friendly and welcoming ethos. Evidence from the inspection supports parents' views that children enjoy school and that the care for children's health and safety is good. A small minority disagree that their child makes enough progress. Inspectors agree that progress of some pupils has been slow and have made the school aware of this.

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

Ofsted invited all the registered parents and carers of pupils registered at Lawdale Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	55	34	44	0	0	1	1
The school keeps my child safe	43	55	34	55	0	0	0	0
The school informs me about my child's progress	35	45	41	53	1	1	0	0
My child is making enough progress at this school	38	49	35	45	3	4	1	1
The teaching is good at this school	39	50	38	49	1	1	0	0
The school helps me to support my child's learning	31	40	44	56	2	3	0	0
The school helps my child to have a healthy lifestyle	37	47	37	47	1	1	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)	28	36	44	56	3	4	0	0
The school meets my child's particular needs	27	35	45	58	2	3	0	0
The school deals effectively with unacceptable behaviour	31	40	45	58	1	1	0	0
The school takes account of my suggestions and concerns	23	30	47	60	2	3	1	1
The school is led and managed effectively	32	41	41	53	2	3	0	0
Overall, I am happy with my child's experience at this school	43	55	33	42	0	0	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



7 December 2009

Dear Pupils

Inspection of Lawdale Junior School, Tower Hamlets E2 6LS

Thank you very much for being so helpful when we visited your school. Talking to you and watching you while you worked helped us find out a lot. Special thanks go to the pupils who gave up time to talk to us, so we could find out what you thought about school and what you had learned.

We have decided that your school is satisfactory. This means that some areas are good and other areas could be improved. You do well in some aspects of your personal education. Your knowledge about being healthy is good, partly because you have some exciting sports clubs on offer. You behave well in the classrooms and work together effectively. You learn a lot about other cultures and faiths. We like the way that you play a useful part in running the school through your class and school councils. You are also good at helping others by raising money and making links with other schools. You make satisfactory progress in English and mathematics, but you could be doing better with your writing. Those of you who need extra help with your work get good support and learn at a good rate.

We have asked your headteacher to improve your progress and help you get on to higher levels, especially in writing, by trying to make sure that all of you know how well you are doing and what you need to do to improve. This includes making sure that work is always hard enough for all of you and that your teachers use your learning targets when planning your lessons and when marking your work. We have also asked your governors to be fully involved in bringing about improvements in the school.

You can play your part by coming to school every day unless you are ill and by working hard. Make sure you always ask if you are not sure what to do! I hope that you will all keep on working hard and enjoy your time at school.

With very best wishes,

Yours sincerely

Raminder Arora

Lead Inspector

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