

# Lansbury Lawrence Primary School

## Inspection report

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<b>Unique Reference Number</b>	133574
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	360534
<b>Inspection dates</b>	28–29 September 2010
<b>Reporting inspector</b>	Michael Merchant

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>	550
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Burrett
<b>Headteacher</b>	Liz Curran
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Cordelia Street London E14 6DZ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons and observed 12 teachers. They held meetings with governors, staff and groups of pupils. They also talked to a group of parents and carers and some parents and carers who were present at the start and finish of the school day. Inspectors observed the school's work, and looked at its improvement plan, minutes of governing body meetings, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 90 parents and carers and 69 pupils.

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

- Pupils' attainment and progress in English.
- How well teaching takes account of the needs of different groups of pupils, and helps all pupils to improve their attainment and progress.
- The effectiveness of the curriculum in motivating and inspiring all pupils and providing challenge and interest for them.
- How well the school supports those pupils who join the school mid-way through a school year, those new to speaking English and those with particularly low levels of prior attainment.
- The effectiveness of middle leaders and the governing body in monitoring and evaluating achievement and the quality of teaching and learning and in contributing to school improvement.

## Information about the school

This school is larger than most other primary schools. A very high proportion of pupils are from a range of minority ethnic backgrounds and the number of pupils who speak English as an additional language is also high. The proportion of pupils who are known to be eligible for free school meals is well above average. The proportion of pupils who have special educational needs and/or disabilities is below average. Their needs relate mainly to behavioural, emotional and social difficulties. However, the number of pupils with a statement of special educational needs is similar to that typically found. The number of pupils joining and leaving the school at various stages of the year is above average.

**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

In this satisfactory school, pupils are happy, confident and have positive attitudes towards their learning and each other. One pupil reflected the views of many when saying, 'School is fantastic. People here have big dreams.' The vast majority of parents are supportive, and even those who have some criticisms recognise that their children love coming to school. ♦

Pupils join the school with skills and abilities that are below and sometimes well below average. They make good progress through the Nursery and Reception classes but progress is inconsistent in the main school where it is satisfactory overall. At the end of Year 6, attainment is broadly average. Results in national tests are getting better year on year in mathematics but have dipped in English, where many pupils find higher level writing skills very difficult. Achievement is only satisfactory because there is still not enough good teaching to ensure that pupils make good progress. In particular, in many lessons pupils spend too much time listening to the teacher talk, with limited opportunities to work with each other or on their own. Activities are not always closely matched to the capabilities of different pupils and the time at the end of lessons is not always used to check how well pupils have done and what they have learned. The curriculum ensures that learning is very meaningful and great fun. It usually matches pupils' needs well. Links between subjects have yet to be fully exploited to provide even more opportunities for pupils to practise their literacy skills and in particular, those of research and enquiry.

♦ Pupils' personal skills are good as is their spiritual, moral, social and cultural development. They have a high regard for both their classmates and for the adults who work with them. Staff have created a school in which all pupils get on well together. Pupils' behaviour is good and is promoted by a shared set of values based on care and consideration throughout the school. Pupils' joy of school is palpable and is reflected in their ever-improving attendance rate which is above average. Sensitive and vigilant pastoral care ensures that by the time pupils leave Year 6 they are confident, well-rounded young people, ready to play their full part in the world beyond school. ♦

♦ The headteacher and senior team are doing the right things to tackle the school's weaknesses. Recent initiatives, such as a focus on improving pupils' problem-solving skills in mathematics, are having a positive impact on test results at the end of Year 6, and demonstrate that the school has a satisfactory capacity to improve. The school has a wealth of data to track pupils' progress but many of the judgements in its self-evaluation were over optimistic. The governing body supports the school well and plays a key role in promoting safeguarding and links with parents. However, it has yet to fully and

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systematically evaluate the work of the school or to play an active part in setting school priorities.

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

- Increase the rate of progress that pupils make throughout the school in all subjects, but especially English from satisfactory to at least good by:
  - giving more opportunities for pupils to develop their writing and comprehension skills
  - making sure that at the end of each lesson, pupils have a clear idea of what they have learnt, whether they have fulfilled their personal objectives and what they need to do to improve them further.
- Further improve the quality of teaching and learning so that it is consistently good or better in the overwhelming majority of lessons in all year groups by:
  - making sure that there is a sharper match of work to pupils' different abilities
  - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class
  - ensuring that all lessons move at a fast enough pace.
- Build on the individual skills and expertise of governors to ensure they play a robust and strong role in shaping the strategic direction of the school.

## Outcomes for individuals and groups of pupils

**3**

The work seen by inspectors in lessons confirms the overall picture of satisfactory and improving progress. This is because teachers explain complicated ideas well and have rightly focused on developing pupils' problem-solving skills in mathematics which was seen to be above average. Progress is slower in English because of the difficulty pupils have in explaining their ideas when they have read a text, which in turn inhibits their ability to write well. Pupils greatly enjoy school, grow in confidence and develop very positive attitudes to learning. The quality of learning in all lessons is now at least satisfactory and in a half of lessons seen it was good. For instance, in an exciting Year 6 literacy lesson, all groups of pupils made rapid progress in developing their skills of persuasive writing and really enjoyed the challenge of the task. The school is very conscious of the needs of all pupils. It works very effectively to support pupils with special educational needs and/or disabilities, those new to learning English and those who enter the school with particularly low levels of attainment. Detailed plans to support these groups, coupled with thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of their classmates.

Pupils have a well-developed understanding of right and wrong and an appreciation and enjoyment of the wonders of life around them. They have a good understanding of how to be safe in the community and enthusiastically and knowledgeably explain the value of adopting healthy lifestyles and the need for exercise. Pupils are lively, questioning and were keen to engage inspectors in conversation about their school. Pupils develop good social and interpersonal skills and relish working collaboratively, having highly developed skills of listening, taking turns and giving and receiving positive criticism. This, together

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with secure standards in the key skills in English and mathematics, means that they are well prepared for the next stages of their lives.

*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	3
<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>
<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>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

## How effective is the provision?

Teaching was seen to be satisfactory in half of the lessons seen, with none that was outstanding. In the most effective lessons, pupils benefit from teachers who have high expectations for pupils' learning. In these lessons, pupils make good progress. There are some common strengths which thread through this teaching:

- teachers' subject knowledge is secure
- teachers explain tasks clearly
- relationships are positive and pupils are confident about tackling their work.

However, weaknesses in the teaching are inhibiting pupils' progress from being good in too many lessons. Assessment information is not used well enough in all lessons to plan activities to meet pupils' different needs effectively. As a result, pupils are sometimes given activities that are either not challenging enough or too hard, and their learning is then restricted. Teachers sometimes talk too much which limits the time pupils are actively and independently learning, resulting in slower progress and less time for pupils to talk about what they have learnt. Teachers do not always ensure that at the end of lessons,

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pupils have fully understood what they have been expected to learn and that they know what to do to further improve.

Assessment procedures to check pupils' progress have improved markedly since the last inspection. Teachers are now more aware of the progress different groups of pupils are making, including those who need to make up lost ground. Pupils have targets in English and mathematics, but their knowledge of how to reach them is variable. Pupils are at an early stage of evaluating their own progress towards these targets.

The curriculum supports pupils' personal development well through very effective personal, social and health education, and there is an excellent focus on using visits to widen pupils' life experiences. However, the school recognises that links between subjects are not fully developed. Therefore, pupils have fewer opportunities to become more independent by applying their knowledge and skills across a range of subjects.

The school's strong emphasis on promoting pupils' emotional well-being results in them feeling secure and parents agree that children are looked after well. Induction programmes are outstanding for those who arrive throughout the year. Good support for pupils whose circumstances have made them vulnerable and close partnerships with outside agencies ensure that the needs of these pupils are well met.

*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?**

The headteacher's thoughtful leadership has given the school a clear direction and staff are eager to take responsibility for their respective areas. They have responded with enthusiasm and initiative and there is a complete understanding by all leaders that there needs to be more consistently good teaching to ensure that all pupils make better than satisfactory progress. Well supported by senior staff, the middle leaders are increasingly taking on the role of monitoring the quality of provision and tracking pupils' progress within their phase or subject. Through this strategic approach, the school promotes equality of opportunity for all pupils and tackles discrimination, where it occurs, effectively.

The effectiveness of the governing body is satisfactory. It fulfils all legal requirements and all safeguarding arrangements were found to be effective at the time of the inspection. The governing body is very supportive of the school but is insufficiently involved in prioritising improvement. Its contribution to the school's improvement plan is superficial and its approach to evaluating the effectiveness of some policies and procedures is insufficiently rigorous.

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In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works well in partnership with external agencies to secure extra support for those pupils who need it. Community cohesion is good. The school develops pupils' understanding of their religious, ethnic and socio-economic community well, although more so in the local and global context than nationally. Leaders have ensured that pupils are developing into caring citizens who respect and value the views of others and that a set of common, shared values is embedded in every pupil.

Given the outcomes for pupils, the school achieves satisfactory 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>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>3</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>3</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>3</b>

## Early Years Foundation Stage

Children settle into the Nursery quickly, are keen to learn, play together well and are well behaved. Staff provide well for children's welfare. In class, children have access to a varied range of activities, which support their personal development as well as their communication, language and literacy skills, creative development, and knowledge and understanding of the world. Staff make good use of these facilities and also of the outside area to extend children's learning, particularly their climbing, clambering and physical skills. There is a good balance of child-initiated and adult-led activities. Phonics (the learning of letters and sounds) are taught daily and as a result children make good progress in their speaking and writing.

Adults generally support children well and their explanations are clear, although some adults over-direct children so that opportunities are missed to develop children's independence. All adults make observations of children and carefully assess their learning carefully. This information is not used rigorously to ensure that next steps in learning are sharply focused on children's differing needs. By the end of their Reception Year, most children are working securely towards age-related expectations in most areas. The Early



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Years Foundation Stage leader provides good leadership to her team. She has a very secure understanding of the Early Years Foundation Stage curriculum and constantly reviews her practice to ensure that all children receive good quality care and support.

*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

The school and its headteacher clearly enjoy the confidence and support of the majority of parents and carers who returned the questionnaire. A number of individual comments reflected the high quality care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities, and the good progress made by pupils. A small minority raised concerns regarding the way in which the school communicates with parents, listens to and acts on their concerns and on the overall quality of leadership and management. Discussions with parents showed that many of these concerns focused on the way in which the school had introduced its sex and relationships education policy. These criticisms were followed up as inspection trails during the visit. Inspectors found that the school had followed appropriate procedures although it recognises that there is more it could do to find ways to communicate with parents more effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Lansbury Lawrence Primary 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 13 statements about the school.

The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 550 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	44	48	53	1	1	1	1
The school keeps my child safe	34	38	48	53	7	8	1	1
My school informs me about my child's progress	24	27	50	56	8	9	4	4
My child is making enough progress at this school	18	20	57	63	10	11	3	3
The teaching is good at this school	24	27	48	53	12	13	1	1
The school helps me to support my child's learning	19	21	58	64	11	12	1	1
The school helps my child to have a healthy lifestyle	23	26	55	61	8	9	3	3
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)	22	24	51	57	8	9	4	4
The school meets my child's particular needs	21	23	54	60	7	8	5	6
The school deals effectively with unacceptable behaviour	25	28	54	60	6	7	2	2
The school takes account of my suggestions and concerns	16	18	54	60	5	6	13	14
The school is led and managed effectively	14	16	53	59	5	6	14	16
Overall, I am happy with my child's experience at this school	23	26	55	61	2	2	10	11

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



Dear Pupils

**Inspection of Lansbury Lawrence Primary School, London E14 6DZ**



Thank you all for the warm welcome you gave to us when we visited your school recently. What a lovely two days we had. We enjoyed meeting and talking to you. Lansbury Lawrence is a satisfactory school, which is improving quickly. It has many good features and you are right to be proud of it, although there are some things that it can still do better.

Your personal development is good. You behave well around the school and in your classes and you look after each other so well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult. You make satisfactory progress as you move through the school and your achievement is getting better in mathematics. By the time you leave at the end of Year 6, your attainment is similar to that in most other schools. Your teachers and teaching assistants take good care of you. They make sure that everyone feels safe and secure. They also give you a lot of advice about how you can improve your work. Your headteacher and all your other teachers know how to make sure that your school continues to get even better.

To help them to do this, we have asked your school to do four things.

- Ensure that more of you make faster progress in English at the end of Year 6 by giving you more practice at longer pieces of writing.
- Make sure that in all lessons, teachers plan activities that challenge you.
- Give you more opportunities to learn for yourself in lessons.
- Make sure that governors are in a good position to monitor the impact of school policies and help the school plan for the future.

I am sure that you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant  
Lead inspector

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