

Inspection of Lauriston School

Rutland Road, London E9 7JS

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy learning at this school. It is welcoming, supportive and safe. Children in the early years work and play alongside one another other, they take turns and they share. Pupils' personal and social skills develop through the school as leaders encourage pupils to demonstrate kindness and willingness to help others.

All staff are ambitious for pupils. They want pupils to gain the academic knowledge and skills they need to succeed at the next stage of education and beyond.

Leaders help pupils to build resilience. They encourage pupils' creativity. This is evident through pupils' artwork on display and the possibilities for all pupils to take part in performances. Pupils speak with confidence and are proud of their achievements and responsibilities. For example, the junior mental health team and the Pride Youth Network raise money to purchase additional books for the school's book collection.

One parent typically commented: 'We feel very lucky for our child to be part of such a happy, creative and positive learning environment.'

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

The curriculum, including in the early years, is well planned and sequenced. It sets out what pupils will learn and the key skills that they will develop over time.

Teachers deliver the curriculum with confidence and in line with the intended order of sequence. They utilise expertise within the staff team to develop their subject knowledge. Teachers recap previous learning in lessons. Leaders also check what pupils remember over time. In many subjects, such as mathematics and science, this is done well and teachers skilfully address any gaps and misconceptions that pupils may have. Sometimes, the checking of what pupils remember, know and can do is not as robust.

Leaders have taken swift action to improve pupils' confidence and fluency in reading. They ensure that staff are well trained to deliver the schools phonics program. Pupils who are falling behind are identified early and are supported to catch up and keep up. They have many chances across the day to practise reading using books matched to their reading abilities. As a result of leaders' actions, pupils are successfully learning to read quickly and fluently.

Staff have high expectations and are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Teaching makes sure that pupils with SEND learn the same curriculum as their peers. Pupils with SEND are included in all aspects of school life and are provided the same wider opportunities.

The behaviour of pupils is mostly calm. They move around school sensibly. Leaders have established clear behavioural expectations. Children are taught these when they begin in the early years, which prepares them for their next stage of learning. Should low-level disruption arise, teachers typically respond quickly to address it so that it does not impact learning.

The school's personal, social and health education and wider curriculum prepare pupils well for life in modern Britain. Pupils are taught to be respectful and welcoming to everybody. Pupils apply for a range of responsibility roles, including on the school council and as ambassadors. Members of the school council are democratically elected by their peers. They take their role very seriously. They lead campaigns and present their work to the whole school. As a result, they contribute to important projects, such as reducing food waste and carbon footprints.

Leaders make sure that pupils have access to rich and engaging experiences, including learning outdoors, camping in Kent, and visiting the Science Museum to deepen pupils' learning about earth and space. Pupils learn about different faiths and cultures throughout the curriculum.

Staff are positive about how leaders support and manage their workload and well-being. They are proud to work at the school.

The governing body knows the school well. They use a wide range of information to challenge and hold leaders to account. They have a secure understanding of the curriculum and their safeguarding responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is well embedded. Staff have a range of training relevant to the context of this school and they identify and report safeguarding concerns. Staff have secure knowledge of their safeguarding responsibilities. Leaders work alongside a range of agencies to strengthen the school's work in keeping children safe. The school completes the necessary checks when recruiting new staff and the governing body fulfils its statutory duties.

Leaders and staff have strong working relationships with the school community. They provide workshops. These are designed to support parents and carers in keeping their children physically and emotionally healthy and safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils' understanding and recall are not checked routinely or robustly. As a result, some teaching does not build on what pupils know and can do or identify where there may be gaps or misconceptions. The school should ensure

that all teachers check that key subject content and skills have been learned equally well and as intended in all subjects.

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	100229
Local authority	Hackney
Inspection number	10242080
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	William Emms
Headteacher	Robin Warren (executive headteacher), Louis Harris (head of school)
Website	www.lauriston.hackney.sch.uk
Date of previous inspection	13 June 2017, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher has been in post since January 2021.
- The school is a part of the Blossom Federation.
- Leaders do not make use of any alternative providers.
- The school operates and manages a breakfast club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors did deep dives in these subjects: early reading, mathematics, music and art. These involved discussions with senior leaders, curriculum leaders and

subject teachers. Inspectors also made visits to lessons, scrutinised pupils' work and spoke to pupils about their learning across a wide range of subjects.

- Inspectors had meetings with the executive headteacher, head of school and other leaders and staff, including curriculum leaders, teachers and support staff. The lead inspector met with a local authority representative and members of the governing body.
- Inspectors met with leaders responsible for reading and listened to pupils read.
- Inspectors met with school leaders with responsibility for safeguarding and those responsible for the school's record of pre-employment checks. Inspectors reviewed policies and documents. They also looked at the school's website and other documents.
- Inspectors explored and gathered evidence on the school's wider curriculum offer, the impact of pupils' behaviour and attendance on learning, and how leaders are driving improvement and supporting staff with their workload.
- Inspectors met with pupils and talked to them throughout the inspection. They asked questions to understand their views of the school. Inspectors also spoke to staff.
- Inspectors reviewed and considered responses to Ofsted's online surveys for pupils, parents and staff.

Inspection team

Kieran Bird, lead inspector	His Majesty's Inspector
Maureen Okoye	Ofsted Inspector
Jeff Cole	Ofsted Inspector

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