

Inspection of Lansbury Lawrence Primary School

Cordelia Street, Poplar, London E14 6DZ

Inspection dates: 7 and 8 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils really enjoy coming to this school, where they are inspired to learn and achieve highly. All pupils are proud to belong to the school community. They talk passionately about the history of the school and what they are taught about the designers, artists and architects, as well as local dignitaries, who have been involved in the school over time.

Pupils behave extremely well. Staff have clear expectations and communicate them throughout all their interactions with pupils. Pupils are polite to staff, peers, and visitors. They have a high degree of trust that adults will support them in case of any issues. Pupils learn to reflect on what it means to be safe. The school has thought carefully about how to teach different aspects of keeping safe so that learning is appropriate and relevant to pupils' age and experiences.

Staff have consistently high expectations for all pupils' academic development, including those with special educational needs and/or disabilities (SEND). Pupils with SEND are fully included in lessons and learn alongside their peers. Staff revisit subject content from earlier topics to ensure that pupils' understanding is secure. This contributes to pupils' excellent achievement.

Pupils enjoy the range of clubs and activities that the school offers, including academic clubs and sports clubs. The school enriches the curriculum with various educational visits. For instance, Year 6 pupils learning about the Second World War visited the Imperial War Museum.

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

Pupils learn exceptionally well. Each part of the curriculum, from when children begin in Nursery all the way through to Year 6, is designed and taught with careful thought. Staff are clear about what subject content should be learned and remembered. They share these aims with pupils and skilfully help pupils to link what they have learned before with what they are currently learning.

The curriculum is highly ambitious for all pupils. Staff quickly identify the needs of pupils with SEND. They ensure that any adaptations for these pupils are thoroughly considered and work well. Staff involve pupils and their parents and carers closely in decisions about how to best provide support, both in school and at home. Teachers use a range of well-chosen strategies to make sure that every pupil can be successful in their learning. Whatever their starting points or additional needs, pupils are supported to understand the same learning goals as their peers.

Learning is very carefully planned. Pupils have many opportunities to revisit what they have previously studied. In mathematics, for example, older pupils use the number facts that they have been taught in Years 1 and 2 to solve more complex problems. Pupils' fluency in recalling key knowledge means that they can confidently access new learning.

Teachers regularly check that pupils understand what they have been taught through, for example, the use of quick quizzes in history. Teachers expertly identify when pupils are ready to move on to new learning. If needed, teaching goes back over key information to clarify any misconceptions. Teachers' expertise means that they are skilled in making sure that pupils remember important knowledge. They help pupils to use what they know in different contexts, including other subjects.

In Nursery and Reception classes, children develop excellent foundations for their future learning, including in early reading. The school places a high value on pupils learning to read with accuracy and fluency. The well-planned curriculum for early reading enables pupils to learn to read confidently. A love of reading is developed and nurtured throughout the school. Pupils' interests are taken into consideration, and pupils regularly recommend books for each other to read. As a result of the school's highly effective work, pupils become increasingly fluent in their reading and read a wide variety of books.

Pupils learn the importance of respect for themselves and each other. This is modelled by staff throughout their interactions with pupils. Pupils also learn about a variety of school, local and global issues in an age-appropriate manner. They are taught about what it means to be an active citizen in a diverse world. Pupils keenly apply for a range of roles of responsibility, such as the school council, mathematics leaders and philosophy champions. They make decisions about school events and suggest how the school could be improved.

The school works well with parents to ensure that all pupils attend regularly. The school monitors closely any changes to pupils' attendance. If concerns are identified, these are followed up swiftly to ensure that pupils are safe and attending school regularly. Clear expectations for pupils' conduct are shared with parents and pupils alike, which means that pupils understand how they should behave. Parents appreciate receiving regular updates about what is happening in school and what their children are learning.

Governors have a strong understanding of the school's work. They meet regularly with school leaders to ensure that they understand and can support what leaders are doing to continually move the school forward.

School leaders are mindful of the pressures that staff face and are considerate of workload. Staff recognise that the high-quality training and support they receive means they have a better understanding of how to support pupils' achievement.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	133574
Local authority	Tower Hamlets
Inspection number	10290137
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	452
Appropriate authority	The governing body
Chair of governing body	India Miller
Headteacher	Owen O'Regan
Website	www.lansburylawrence.towerhamlets.sch.uk
Dates of previous inspection	18 and 19 October 2022, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- The school has a Nursery class for three- and four-year-olds.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and deputy headteacher. They also met with members of the governing body, including the chair of governors, and spoke with representatives from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons and spoke to teachers. They also spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were considered as part of this inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors also spoke to some parents and considered the responses to the Ofsted's online parent survey, Ofsted Parent View. They also reviewed the responses to the Ofsted surveys for staff and pupils.

Inspection team

Adam Vincent, lead inspector	His Majesty's Inspector
Abdul-Hayee Murshad	Ofsted Inspector
Brian Oppenheim	His Majesty's Inspector

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