

# 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>	316156
<b>Inspection dates</b>	10–11 June 2008
<b>Reporting inspector</b>	Peter Sudworth

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 on roll</b>	
School	530
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Burrett
<b>Headteacher</b>	Mrs Elizabeth Curran
<b>Date of previous school inspection</b>	20 October 2003
<b>School address</b>	Cordelia Street Poplar London E14 6DZ
<b>Telephone number</b>	020 7987 4589
<b>Fax number</b>	020 7537 2432

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This much larger than average two-form entry primary school has a nursery for 150 children. There are 60 places in the Reception classes. The percentage of pupils entitled to free school meals is very much higher than the national average. The proportion of pupils with learning difficulties and disabilities is slightly higher than in most schools. The majority of these pupils have moderate learning difficulties and need additional support in lessons. Just over four-fifths of the pupils are from ethnic minorities with the major group being Bangladeshi. Most pupils are bilingual but only a small number, 21 pupils, are at an early stage of learning English, and these are mostly in the Foundation Stage.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils. Provision in the Foundation Stage is also satisfactory. It is an improving school and recovering from a long period of staffing problems. These have resulted in many changes among senior staff. The headteacher and deputy headteacher, who work very well as a partnership, have led the school determinedly through these difficult times. New staff in key positions who show good leadership skills, together with more confident subject leaders in core subject areas, are helping them to move the school forward. There is a firm focus on improving the standards that pupils reach.

Pupils achieve satisfactorily in reaching overall broadly average standards. However, pupils' attainment in mathematics has not been as good as in other key areas of work. This is because staff have not been consistent in their methods to teach number calculations. The staff have now agreed these. This greater consistency in methods is now leading to pupils' better progress across classes. Writing has been a strength in Years 1 and 2 because of good opportunities to write. These good opportunities for writing independently continue into Years 3 to 6, but spelling and handwriting do not always receive enough attention.

This is a very caring school. Relationships between staff and pupils are good. Staff take great care in looking after the children. Consequently, pupils feel safe in school, respect their teachers and want to do their best for them. Most parents are supportive of the school. A few think that communication is not as good as it could be, but the school has its own website and sends letters home regularly. Pupils develop well as young people. They enjoy responsibilities and relate well to one another, showing good respect for one another's different cultures. They practise safe and healthy living, enjoy school and make a good contribution to it and to the local community. They acquire satisfactory skills for their future education.

Teaching is satisfactory and with some that is good. It is improving through increased monitoring of lessons in mathematics and English and evaluating what pupils have done. Nevertheless, current monitoring systems are not yet thorough enough to ensure that pupils' develop skills and increase their knowledge and understanding in all subjects sufficiently well enough. Consequently, although satisfactory overall, the pace of learning varies across the school.

Teachers and support staff work well together. They ensure that pupils have plenty of work that is planned to meet the needs of pupils of different capabilities. As a result, pupils of all abilities make satisfactory rates of progress. There are still improvements that can be made, for example, in the teaching of science investigations and improving girls' confidence in mathematics particularly. While staff have been anxious to improve pupils' basic skills, currently there is not a sufficient attention to developing these skills in other subjects, such as in history and geography. The quality and range of written work in these subjects are not consistent enough between classes.

The school has made satisfactory progress since its last inspection. Governors and staff are determined to improve attainment further. Given the history of test results and the need for leaders of all areas to be even more rigorous in monitoring provision, the school demonstrates a satisfactory capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

Attainment on entry is well below that expected especially in communication and mathematical development. The children make good progress overall, but it is more rapid in the Reception classes because teaching is generally stronger. At times in the Nursery, there is too much emphasis on supervising children rather than engaging with them in their learning and developing their thinking.

By the end of Reception, about half the children come close to or reach the expected levels for their age in reading and writing, although few exceed them. Their attainment in mathematical development is much weaker. In other areas of learning, most children reach or come close to expectations. The Foundation Stage has been hampered by the lack of stable leadership. New leadership is developing the provision quickly. Planning is thorough and good assessments are made of individual children across all aspects of learning, backed up by a good bank of evidence. Staff use the external environment well as a learning resource. Children with little English pick up the language well through the carefully planned activities.

### What the school should do to improve further

- Take steps to increase pupils' rates of progress further so that pupils reach higher standards, particularly in mathematics and science.
- Ensure that the good planning for all subjects is mirrored more effectively in the range of work that pupils do.
- Train leaders in all subject areas to monitor provision regularly and follow through rigorously on areas identified for improvement.

A small proportion of schools whose overall effectiveness is graded satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress in Years 1 and 2 and reach broadly average standards. In 2007, overall standards were just above the national average because pupils did very well in their writing. This is a strong aspect of their work because they have good opportunities to write independently. Reading by contrast is weaker because pupils, mainly with a first language other than English, do not always fully understand the text. Pupils continue to make satisfactory progress by Year 6 and standards are improving, although their attainment has been mostly below national averages. Mathematics has been a weaker part of their work, and in the 2007 national test results, standards were very low. Pupils made unsatisfactory progress in mathematics from Year 2. A lack of consistency in teaching calculation methods was the major cause. Pupils look set to reach higher standards in the core subjects in Years 2 and 6 in 2008 and are on course to reach more challenging targets. Overall, there is no difference in rates of progress made by different groups of pupils.

## Personal development and well-being

### Grade: 2

Pupils enjoy school. They describe school as, 'Feeling like you are coming home.' They behave well. They have good relationships with one another and respect their teachers. They cooperate well in pairs and in groups to support their learning. Pupils know how to keep safe and they eat healthy lunches at school. They take part enthusiastically in the good range of extra-curricular activities, which engage them in healthy exercise. They undertake any duties conscientiously, such as membership of the school council, which makes suggestions for school improvement. Toilets have been refurbished as a result. They raise money for various charities and so come to appreciate the needs of others. Pupils engage well in local activities, for example, the choir sings at concerts with other local schools. Pupils' attendance is satisfactory. 'Buddies' support new children and help them settle quickly. They acquire a satisfactory range of skills to support their future education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers manage pupils well. Staff's very good relationships with pupils support the learning atmosphere. Teachers prepare lessons thoroughly and the activities often closely match pupils' needs. Marking is satisfactory. It is often praiseworthy of pupils' efforts and engages well with what pupils have written. However, marking in mathematics is not always consistently up to date. In some classes, marking is not used effectively enough to help pupils improve their work. A good feature in English is the way that staff provide the criteria for different styles of writing so that pupils can respond to these when they write. This assists the comparative strength in the content of writing, which is also supported by opportunities for pupils to write independently. Staff demonstrate satisfactory skills in teaching science. However, they do not always ensure that pupils think what might happen and why before they carry out their investigations. Furthermore, they do not consistently ensure that graphs of results are accurately produced. The teaching of pupils who have reading and writing difficulties is often good.

### Curriculum and other activities

#### Grade: 3

Staff make very good use of the richness of the local environment by arranging visits to museums, galleries and parks to enliven and extend learning. Visitors support pupils' learning well, for example, theatre groups which contribute well towards racial harmony. Links with local business help pupils' reading skills. The very strong emphasis on the core subjects does not always ensure enough time is available to develop secure skills and knowledge in some other subjects, particularly in geography and history. Mathematics has been a weaker subject. Lately it has become better organised by ensuring a consistency of methods in teaching calculation. The good range of extra-curricular activities, including sport, supports pupils' healthy living. Good links with the secondary school assist further with a wide range of sport opportunities. The school utilises local expertise well to assist musical activities. Provision for pupils with learning difficulties is improving under the changed and more secure leadership of this area.

## Care, guidance and support

### Grade: 2

Procedures to safeguard pupils are securely in place. Very good care arrangements, such as lunchtime clubs, are made for pupils with emotional problems and particular needs. Pastoral care is strong. Pupils feel safe in school and are confident that they can seek support from an adult if problems arise. The school makes good use of its own specialist staff as well as outside agencies to make sure that the needs of pupils with learning difficulties and disabilities are identified early. The school encourages parental involvement in their children's learning and the school-home worker provides valuable links with a range of services to enhance this.

Staff have of late become more rigorous in monitoring pupils' progress. This is enabling them to identify pupils more quickly who are not making expected rates of progress and to secure effective intervention work for them. A good start has been made using new assessment and checking systems but these have yet to have a full impact on pupils' rates of progress.

## Leadership and management

### Grade: 3

The headteacher and deputy headteacher work well together. They have been a stabilising influence during the difficult times that the school has had in recruiting staff with the appropriate experience and background. Their own leadership is good. They have identified the correct priorities for development and these are clearly focused on raising standards further. There are clear signs of improvement assisted by some good appointments in key areas such as the Foundation Stage and for pupils with learning difficulties and disabilities.

The governing body has recruitment difficulties and is currently short of four members but it is supportive of the school. Some governors visit the school and this enables them to learn more about its work and to be better informed. They show much commitment.

The subject leaders for literacy and numeracy monitor provision regularly and they have identified accurately the strengths and weaknesses in provision. This is beginning to lead to improvements in pupils' rates of progress in key areas of learning. Monitoring in other subjects has not yet been as regular and so its effectiveness is more limited.

The school has made satisfactory progress since the last inspection. The school improvement plan is firmly focused on raising attainment but the actions to meet the objectives are not set out clearly enough to help reach them.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

20 June 2008

Dear Pupils

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

Thank you for your warm welcome when we visited your school. We enjoyed meeting you. You clearly enjoy school and take part enthusiastically in all that the school offers. You are developing well as young people. We were impressed with your behaviour, your attitudes to work and the way in which you raise money for others. You show much respect for one another's cultures and beliefs. The school provides you with a satisfactory education. While many of you come close to or meet the standard expected for your age, there is room for further improvement in ensuring that you make even better progress especially, but not only, in mathematics. You make satisfactory progress, but your spelling and handwriting could be better.

In some classes, the teachers concentrate their teaching on English, mathematics and science in the main and they do not always ensure enough coverage in other subjects, despite the good planning for them. We have asked them to make sure that you get more regular work in these other subjects, for example, in geography and history.

The staff take very good care of you and most of your parents are very happy with the school. It has come through some difficult times because of staff changes, which have affected its rate of development. Staff who are in charge of English and mathematics have been looking at work and teaching to improve what is done. We have asked all staff who lead in other subjects to keep a closer eye on what is taught and learned.

Thank you once again for your help. We hope that you will continue to work hard and reach your ambitions.

Yours sincerely,

Peter Sudworth

Lead Inspector