

# Smithy Street School

## Inspection report

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<b>Unique Reference Number</b>	100941
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	276428
<b>Inspection dates</b>	4–5 October 2005
<b>Reporting inspector</b>	Christopher Gray

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	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Ros Coffey Ms Barbara O'Carroll
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Smithy Street London E1 3BW
<b>Telephone number</b>	02077027971
<b>Fax number</b>	02077028169

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<b>Age group</b>	3–11
<b>Inspection dates</b>	4–5 October 2005
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## Introduction

The inspection was carried out by three inspectors.

## Description of the school

The school is of average size for its type. The percentage of pupils from minority ethnic backgrounds is very high. Most of them are at the early stages of learning English. Most pupils come from homes whose socio-economic circumstances are much less favourable than average. The proportion of pupils entitled to free school meals is well above average. The percentage of pupils on the special educational needs register is below average, though the proportion of those with statements is average. Children's attainment on entry to school is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

\* help teachers to base their day-to-day planning for mathematics more closely on their assessment of what pupils already know\* sharpen the school's development planning by including measurable targets against which the plan can be evaluated

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

#### Teaching and learning

Grade:

All adults and pupils work together well to create a good atmosphere for learning throughout the school. Teachers and assistants are skilled in developing pupils' English language skills. Most assistants are bi-lingual and explain unknown concepts. Good support is given to pupils with learning difficulties. The standard of care and quality of learning experiences provided in the Foundation Stage are outstanding. Teachers' planning is detailed and effective for literacy. Planning for science is increasingly focusing on practical activities. Planning in mathematics is less effective in some classes because it focuses too much on what the teacher will do and not enough on what pupils are intended to learn. Teachers do not always evaluate pupils' learning in one lesson before deciding what they need to move on to. The effect of this is that, although teachers are giving different work to pupils of different abilities, tasks do not always represent the most appropriate challenge.

#### Curriculum and other activities

Grade:

The school considers curriculum provision to be good and inspectors agree. The good range of visits and extra activities on offer is highly effective in promoting pupils' enjoyment and personal development. Helping pupils to speak, read and write English is a top priority. Teachers provide very good opportunities for pupils to practise and develop their speaking skills. Literacy skills are taught thoroughly. The school uses visits to places such as museums to give exciting reasons for writing. The school has maintained high standards in creative subjects. It has made a good start on linking subjects to make pupils' learning more interesting and relevant. The school has strong and well established partnerships with employees of the Royal Bank of Scotland, to help develop pupils' mathematics, reading and ICT skills. These partnerships are very good for pupils' personal development because they provide valuable opportunities for older pupils to learn, first hand, about work in city institutions.

## Care, guidance and support

### Grade:

Care, guidance and support are outstanding. Child protection procedures are secure and all staff are aware of the procedures to follow. Appropriate checks are carried out on all staff before they are appointed. The school has outstanding relationships with parents and other agencies to involve them in pupils' progress. Relationships between pupils and all staff are very good and because of this pupils feel safe and secure. They know that they can go to any member of staff with problems and they trust them to help. Pupils are confident that bullying is not an issue in the school. Teachers generally give good feedback on how well pupils have done in their work and so enable them to improve and make good progress. Pupils are clear about healthy lifestyles, including diet and exercise. School lunches are healthy and appreciated by the children. Pupils are particularly vocal on safety issues, quoting examples of how the school has taught them skills which could save a life. Parents hold the school in high regard and know that their children are safe and well cared for.

## Leadership and management

### Grade:

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

Inspectors enjoyed visiting your school this week and want to thank you for the very friendly way you welcomed them and shared your work with them. One of the things that inspectors liked best was your excellent behaviour in all parts of the school and how polite you are.

You and your parents said how much you enjoy school and you feel happy and safe there. When many of you begin school, you are just learning to speak English. All adults at the school do their best to help you with your English, and you reach good standards of speaking, reading and writing by the time you are eleven. The school is good at teaching you about many ideas and customs different from your own, so that you are beginning to learn what life in modern Britain is like. You know a lot about how to keep healthy and told us much about how you stay safe. Teaching is good in your school and the headteacher and her deputy are good leaders. All the adults in the school care very much about you.

You do well in all subjects, but your teachers could help you to do as well in mathematics as you do in English, by giving you work which follows on better from what you already know. You can help your teachers by telling them if your work is too hard or if you do not understand. The headteacher and those in charge of your school write a plan every year for how to make it better. Inspectors have asked them to keep a tighter check on how well the plan is being carried out.