

# Canary Wharf College Glenworth

2 Saunders Ness Road, Isle of Dogs, London E14 3EB

## Inspection dates

6–7 June 2017

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- The executive principal provides inspirational leadership. She and her team of highly skilled leaders have created a culture of educational excellence where all pupils thrive.
- The school is a strong and close-knit community. School leaders, governors, staff, parents and children work together to ensure that the school is as effective as it can be.
- School leaders and governors are forward-thinking. Their plans are calculated to build capacity and sustain improvement as the school grows in size.
- Outstanding teaching ensures that pupils make rapid progress in a range of subjects. Pupils from all backgrounds and abilities achieve very well.
- Exceptionally well-planned and challenging tasks fully engage all groups of pupils in their learning.
- Highly skilled teaching assistants provide excellent support to pupils who have special educational needs/and or disabilities.
- Parents are overwhelmingly pleased with their children's education and the quality of support on offer.
- The rich curriculum provides a wide breadth of experiences for pupils. The variety of subjects, stimulating topics and extended school day develop pupils' knowledge and skills.
- The school is a harmonious place where pupils genuinely enjoy coming to school. Their behaviour is outstanding and they show a love of learning.
- The development of pupils' spiritual, moral, social and cultural education is highly valued and well considered. Pupils are well prepared for life in modern Britain.
- All staff are given responsibility when they join the school. They benefit from a rigorous programme of training and careful monitoring.
- Governors' skills and experience allow them to analyse school performance meticulously. They work in close partnership with school leaders.
- Children make a good start in the early years. Teachers provide stimulating activities so that children develop skills in reading, writing and mathematics.
- Assessment in the early years is not consistently high quality.

## **Full report**

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

- Improve early years provision so that a greater proportion of children achieve a good level of development.
- Ensure that teacher observations of pupils' development are consistently of a high quality.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The executive principal is uncompromising in her pursuit of excellence. She has established a compelling vision for the school based on high aspirations for all, the celebration of diversity and a love of learning. Staff, governors, parents and pupils support her wholeheartedly.
- Leaders have not allowed the difficulties presented by the school's temporary building, or the development of its new site, to affect the high quality of education provided for pupils. This is also due to the exceptional sense of community within the school. Everyone involved in the school is pulling together to make it a success.
- The executive principal and governors have ensured that there is outstanding leadership at all levels. As the school grows, they are strategic in their approach to sustaining this. They nurture their staff and 'home grow' their leaders through a culture of team-working and support. All staff have a specific area of responsibility across the trust when they join. High levels of accountability ensure that staff are clear about what is expected of them and they carry out their roles with enthusiasm and vigour.
- Leaders are reflective and constantly seek new ways to improve the school. Their plans for future development are based on a thorough analysis of every aspect of the school's performance. Self-evaluation is tightly focused on the key priorities, based on a wide range of evidence. Leaders regularly measure the progress made towards their targets and evaluate the impact of their work. This helps governors in assessing and holding leaders fully to account.
- Teachers receive tailored support and training so that they are highly effective in their roles. They benefit from opportunities to share expertise, planning and good practice across the schools in the trust. Leaders support staff to achieve their career aspirations and encourage them to take control of their own professional development. Newly qualified and trainee teachers receive individual support which helps them to develop their skills quickly to become outstanding. Staff well-being is hugely important to leaders and, consequently, staff morale is high.
- Leaders have developed a high-quality and well-rounded curriculum to give pupils the best start in education. Subjects that are taught allow pupils to develop a wide range of skills and extend their knowledge. Subject focus weeks are well planned to engage and develop pupils' curiosity and interests. For example, in art, design and technology week, pupils made dens and designed their ideal homes, assisted by a team of visiting architects. The curriculum is enriched by the wide variety of extended school day activities, such as comic club, ballroom dancing and taekwondo.
- Strong leadership in the provision for special educational needs and/or disabilities has enabled this group of pupils to progress at similar rates to their classmates. Leaders work closely with parents, staff and external agencies to ensure that pupils get support that is individual to their needs. Additional funding is sharply analysed and directed appropriately.
- The promotion of pupils' spiritual, moral, social and cultural development is embedded across all that the school does. Charity work, assemblies and residential trips build

pupils' confidence and thoughtfulness. Music is an integral part of the cultural development of the pupils, and pupils enjoy the many musical activities that are on offer. In all year groups, specialist teaching in Mandarin, study of other religions and regular visits to places of interest enrich pupils' understanding of and respect for cultures, religions and communities different from their own.

- Leaders ensure that pupils' understanding of British values is well developed. They are taught about British politics and show a knowledge of topical events, such as the upcoming general election. Pupils can describe the democratic process of electing the student council. They show tolerance towards each other. As a Year 1 pupil said, 'It's about being kind and respectful.'
- Leaders use the additional funding for the small number of disadvantaged pupils well. They make sure that any barrier to pupils' learning, behaviour, social or emotional development is tackled. As well as targeted support in lessons, these pupils have entitlement to extra-curricular activities and trips.
- The sport premium funding is used effectively to employ a specialist sports coach and to fund staff training. This has raised the standard of physical education teaching and increased pupil participation in inter-school sport competitions.

### **Governance of the school**

- Governors share school leaders' high aspirations and expectations for all pupils. They bring a broad range of expertise and experience to the leadership team.
- Governors have a comprehensive knowledge of the school's performance and monitor its effectiveness closely. Their meticulous analysis of action plans and evidence of impact contributes to the ongoing improvement cycle. They provide excellent levels of challenge alongside their strong support for the school.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have appropriate systems in place to keep the temporary school sites secure. Advice for pupils helps to raise their awareness of how to stay safe, both in school and in the local area. Pupils say that they feel safe and parents have no concerns at all about their children's safety.
- Leaders make sure that they are well informed about the latest safeguarding requirements. They ensure that all staff receive regular and up-to-date safeguarding training, both internally and by external providers. This has helped to increase their understanding of matters such as radicalisation and online safety. The single central record is well maintained and leaders make regular checks to ensure that it meets requirements.
- Staff know what action to take should any safeguarding concerns arise. Records are detailed and track every staff concern and communication with external agencies. Staff follow up concerns swiftly and effectively, providing valuable information and reassurance to parents.

## Quality of teaching, learning and assessment

## Outstanding

- The quality of teaching, learning and assessment is outstanding. Teachers have high expectations of what all pupils can achieve and plan well-structured lessons to ensure that pupils make excellent progress across the curriculum.
- The level of work in lessons is challenging and activities are varied and interesting. As a result, pupils enjoy their learning and strive to do their best at all times. They engage well in independent activities for extended periods and are often completely engrossed in their work.
- Teachers use the small class sizes to their advantage and are skilled in building on what pupils already know and understand. They plan work that is tailored to pupils' abilities, ensuring that the most able pupils are consistently stretched. Teachers check understanding through on-the-spot assessment, moving pupils swiftly on in their learning when they are ready.
- The enthusiasm of teachers is infectious. Pupils are fully attentive in lessons. In a Year 1 music/drama lesson, pupils were enthralled by the teacher's actions and intonation when reading a story. They eagerly followed suit and read their own lines with great expression.
- The teaching of reading is a strength of the school. Group activities are purposeful and pupils work on tasks which develop their fluency and understanding. Teachers ensure that pupils develop independent reading skills. Pupils are adept at using glossaries from a young age and show an impressive level of vocabulary.
- Mathematics lessons are also lively and engaging. Teachers skilfully ask questions that probe pupils' thinking and deepen their understanding. Pupils show perseverance with difficult tasks. For example, Year 3 pupils spent time carefully working out how to add and subtract times, using individual clocks to help.
- The school has focused on improving writing skills through their 'big write' scheme, and this has led to substantial gains in pupils' progress. Pupils in all year groups write confidently, using sophisticated language across a range of subjects. Handwriting lessons help pupils present their work neatly and legibly.
- Teaching assistants make a strong contribution to pupils' learning. They skilfully and discreetly support pupils who need additional help, breaking down tasks into manageable steps. They work closely with teachers to ensure that pupils are provided with the right level of support.
- The assessment system is robust and measures pupils' progress from their starting points. Baseline assessments at the start of each year are used to further pinpoint pupils' development. Attainment and progress are tracked meticulously in key stages 1 and 2, enabling teachers to identify any gaps in learning and intervene effectively.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.

- Parents are overwhelmingly positive about the care provided for the well-being of their children.
- The school's work to keep pupils safe and secure is outstanding. Pupils understand very clearly how to keep themselves and others safe. They are taught playground safety rules, for example, and know that gates are locked to keep them safe.
- Pupils are knowledgeable about road safety and have an understanding of online safety. They feel confident that they can talk to any teacher or use the 'worry box' if they have any concerns.
- The small size of the school means that school leaders are able to start the school day greeting and talking to each pupil individually as they enter. Pupils develop very trusting and respectful relationships with staff. Assemblies and hymn practice are valued parts of the school routine and pupils go about these activities with gusto.
- Pupils discuss issues in a thoughtful manner and often show a maturity beyond their years. They are highly considerate towards one another and respect different points of view. One pupil said, 'If someone's talking, you should listen to them and respect them.' Pupils from different backgrounds get on extremely well together and there is no hint of any discrimination. They learn to value each other's cultures, traditions and languages.
- Pupils fully understand how to treat others with respect and know about different types of bullying. Records show that bullying is extremely rare, and pupils say that it does not happen. They help one another to resolve any disagreements. Playground buddies help pupils make friends and ensure that no child is on their own.
- Pupils are confident learners. They ask pertinent questions to their teachers, showing a curiosity about the subjects they study. Pupils take part enthusiastically in class discussions and are fully engaged in all activities.

## Behaviour

- The behaviour of pupils is outstanding. Pupils' exemplary conduct reflects the school's strategies to promote high standards of behaviour. Pupils are friendly and courteous at all times. Incidents of poor behaviour are rare.
- The atmosphere in lessons and around the school is calm and purposeful. Extremely positive attitudes to learning mean that pupils get on with their work without disruption. They know how they are expected to behave and pupils follow staff instructions promptly. Transitions between activities are seamless.
- Pupils enjoy coming to school. Attendance is above the national average and has been consistent since the school opened. No pupils are disadvantaged by poor attendance.

## Outcomes for pupils

## Outstanding

- Pupils' progress from their different starting points is consistently strong in all year groups and in a range of subjects. This includes disadvantaged pupils and those who have special educational needs and/or disabilities.
- Work in pupils' books is of an exceptionally high standard and matches the teacher

assessments. Many children, especially the most able, are working beyond age-related expectations as a result of the level of challenge in lessons. Pupils take great pride in their work and ensure that it is well presented at all times.

- At the end of key stage 1, pupils attain well above other pupils nationally in reading, writing and mathematics. Information provided by the school shows that current pupils, from average starting points, are on track to maintain these high standards.
- Pupils can talk about their learning in a thoughtful manner. They happily discuss topics with each other, exchanging ideas and offering explanations. Pupils in Year 1, for example, had a lively discussion about the differences between a toucan and a parrot. Pupils in Year 2 showed an excellent knowledge of grammatical concepts when correcting the teacher's 'mistakes'.
- The proportion of pupils who met the expected standard in the Year 1 phonics (letters and the sounds they represent) screening check is in line with the national average. Current pupils are on track to improve this. Leaders put in place effective targeted intervention for those pupils who did not achieve the required standard. By the time pupils leave key stage 1, all have caught up and passed the screening check as a result of effective support from staff
- In all year groups, pupils read fluently and accurately. Reading has a high priority across the school and pupils show a love of reading. From an early age, pupils are encouraged to read widely and they show a high level of comprehension skills.

## Early years provision

**Good**

- The standard of education provided in early years provision is of a high quality. Effective leadership of the early years provision has secured good outcomes which are rapidly improving.
- Colourful and stimulating classrooms help children in their learning. They use the vibrant and interesting displays to support them in their writing and mathematics. The variety of resources, such as baby caterpillars and plants grown by the children, bring their learning to life.
- Children talk enthusiastically about their learning. Teachers seize opportunities to enhance children's vocabulary and, as a result, many pupils are very articulate. For example, in a lesson about 'mini beasts', children could explain the different parts of an insect's body using the correct vocabulary.
- Children make good progress and some make outstanding progress from their different starting points. This ensures that they enter Year 1 ready to learn and with the skills they need. The majority of pupils achieve a good level of development by the end of Reception. However, leaders are working on improving this so that even more children achieve a good level of development.
- Children who have special educational needs and/or disabilities are looked after well. They are assessed at an early stage so that their needs can be effectively met. Those who have speech and language difficulties, for example, receive individual support that enables them to catch up quickly.
- There are currently no disadvantaged children in Reception. In 2016, pupil premium

funding was used to provide intensive support to suit the needs of individual children, such as emotional and social development, communication skills and numeracy.

- Safeguarding is effective and children are safe and happy. Children are well behaved and friendly. They get on well with each other and any disputes are resolved amicably.
- Established routines and high expectations help children to become independent and confident learners. Activities are well structured and generally purposeful. Teachers provide opportunities for children to develop their skills in each of the areas that reflect the early years curriculum.
- Staff ensure that they have detailed information about each child before they enter the school. They visit the children's nurseries to talk to key workers, meet with parents and observe each child. This means that teachers have an accurate picture of each child's level of development. However, teachers' observations of pupils' learning are not always of high quality. Leaders recognise that this is an area for development.
- Parents are very happy with the school's approach to working with them. Although they are very involved in the induction process, they do not participate as fully once children have settled into the school. Parents welcome the opportunities to attend workshops to find out how they can best support their children.



## School details

Unique reference number	141039
Local authority	Tower Hamlets
Inspection number	10023034

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Free school
Age range of pupils	4 to 11 (currently 4 to 8)
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Martin Griffiths
Executive Principal	Sarah Counter
Telephone number	0207 517 3210
Website	<a href="http://www.canarywharfcollege.co.uk/glenworth">www.canarywharfcollege.co.uk/glenworth</a>
Email address	<a href="mailto:glenworthoffice@canarywharfcollege.co.uk">glenworthoffice@canarywharfcollege.co.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is part of the Canary Wharf College Trust. The trust currently has three schools in the local area.
- The school opened in 2014. The school is increasing in size by two classes each year.
- The school has moved locations over the last two years. At the time of the inspection, the school was based across two sites. The school is planning to move into a permanent school building in September 2017.
- There are very few pupils eligible for pupil premium funding.
- The proportion of pupils who have special educational needs and/or disabilities is below

the national average.

- The proportion of pupils who speak English as an additional language is above the national average.

## Information about this inspection

- The inspector visited all classes in the school to observe teaching and learning across a range of subjects. These observations were done jointly with the executive principal.
- Meetings were held with senior leaders, middle leaders and teaching staff to discuss aspects of the school's work. The inspector also met with representatives from the local governing body. The inspector held formal and informal discussions with pupils during the inspection.
- Pupils' learning over time was reviewed through a scrutiny of pupils' books from a variety of subjects and all year groups. The inspector also spoke with pupils about their work in lessons and listened to pupils reading.
- The inspector analysed documentation provided by the school, including the leaders' self-evaluation of the school, external reviews of the school, information about pupils' progress and attainment, safeguarding records and procedures, minutes from governing body meetings, behaviour records and attendance information.
- The inspector took account of 124 responses to Parent View and held informal discussions with parents during the inspection. The views of staff were considered through the 22 staff questionnaires received.

## Inspection team

Jude Wilson, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017