

Inspection of Canary Wharf College, East Ferry

197 East Ferry Road, Isle of Dogs, London E14 3BA

Inspection dates: 21 and 22 September 2022

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	Outstanding

This school was last inspected nine years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are proud of their school. It is at the heart of the community. Pupils really like the way that everyone gets on well with each other. Those who join the school from other places, including from different countries, settle in quickly. They feel valued and cared for.

Pupils behave well. They are keen to learn. Pupils said that bullying is not tolerated in this school. If it happens, teachers sort things out properly so that any problems are resolved. This helps to make the school a happy and friendly place to be.

Pupils enjoy a wide variety of activities when the school day ends. They particularly like clubs and the sports competitions, including swimming and cross-country running.

Leaders are ambitious for pupils' learning and achievement. They, together with other staff, encourage pupils to do their best and work hard. Pupils are well prepared for their next steps, including the move to secondary school when the time comes.

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

Leaders have high expectations of everyone in the school. Staff enjoy working here. Leaders, including trustees, care about staff workload and well-being. Staff feel well supported. They know that leaders think carefully about any decisions taken and the impact these might have on staff and pupils.

Leaders' work to improve the curriculum is making a positive difference. In mathematics, for instance, leaders are clear about what they want pupils to learn and in what order. This is important, because it helps pupils to build up their knowledge securely as they move through the school. Pupils in Year 2, for example, demonstrated their understanding of basic number to help them to work out place value problems. In science, pupils in Year 4 built on their prior knowledge of animals when learning about exoskeletons and hydrostatic skeletons.

In some subjects, what pupils need to learn is, at times, not mapped out in a logical order, including in the early years. Leaders have not precisely identified the most important knowledge that pupils must learn. This means that sometimes, pupils struggle to remember and recall fluently what they have been taught in these subjects. In mathematics and reading, what children learn in the early years is built on thoughtfully in Year 1 and beyond. However, in some subjects, leaders have not worked out fully how pupils' learning in Year 1 builds on what they learn in the Reception Year.

Teachers present information to pupils clearly and carefully. In lessons, teachers check how well pupils are learning. They pick up on any problems and sort these out there and then. Teachers work closely with leaders to identify pupils who need extra

help, including those with special educational needs and/or disabilities (SEND). These pupils have dedicated time with staff who are well trained in delivering different catch-up and support sessions. Leaders also invest in additional support from other professionals, such as counsellors and speech and language therapists. This all helps pupils with SEND to access the same curriculum as everyone else.

Leaders make sure that reading is given top priority. This year, they have introduced a new phonics programme. Leaders know how to assess pupils' knowledge. They know how to make sure that pupils use reading books which match their place in the phonics programme. However, the programme is very new. Staff and pupils are still getting used to it. It needs time to embed.

Pupils enjoy reading. They develop into fluent and confident readers. They like taking books home from the school library and spoke fondly of their favourite authors. Pupils like the dedicated special time each day when teachers read to them.

Pupils generally behave well in lessons. They are keen to take part and share their ideas. Pupils look forward to receiving reward points for their hard work and good learning. Children in the early years play together sensibly and settle into their class routines.

The school's assembly programme helps pupils to learn about different faiths and cultures. Pupils are taught the importance of respect, kindness and understanding. Pupils said that this is a very welcoming school where everyone can be themselves. They like so much of what the school has to offer, including residential trips and sailing lessons in the nearby docks. Pupils have opportunities to give back to the community. For example, pupils play their part in recycling within the local area. They enjoy regular trips on the school's fishing boats where they collect plastic and other rubbish from the waterways.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that the required recruitment checks are undertaken to ensure that staff are suitable to work with pupils. Leaders, including trustees, carry out their responsibilities effectively to keep pupils safe. Staff are well trained and receive regular briefings to keep their knowledge up to date. They know how to identify and report concerns about pupils' welfare.

Leaders responsible for safeguarding make sure that families get the help they need. They work with social workers, for example, to monitor the circumstances of the most vulnerable pupils. Leaders act swiftly and appropriately to keep pupils safe from harm. Pupils are taught about how to stay safe in school, online and when out and about.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some of the foundation subjects, leaders have not identified the most important knowledge that pupils need to be taught and the order in which they should learn it. This sometimes leads to gaps in pupils' knowledge in these subjects. Leaders should ensure that the foundation subjects are planned and sequenced carefully so that pupils build their knowledge securely over time.
- In some subjects, curriculum plans do not take into account what children learn in the early years. This affects how well children's learning is built on in Year 1 and beyond. Leaders should ensure that each subject takes into account the important foundations that children need to learn in the early years.
- The school's phonics programme is new. It is being rolled out at pace. Nevertheless, staff and pupils are still getting used to the approaches and the routines. Leaders should ensure that the phonics programme is firmly embedded throughout the school. They should evaluate it to ensure that it is having a positive impact on pupils' reading development.

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	137016
Local authority	Tower Hamlets
Inspection number	10248488
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	Board of trustees
Chair of trust	Alfonso Padro
Principal	David Payne
Website	www.canarywharfcollege.co.uk
Date of previous inspection	3 and 4 July 2013, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, the number of pupils on roll has increased. The school grew gradually and it now caters for pupils from the Reception Year to Year 6.
- The school does not make use of alternative provision.

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 held meetings with the principal and other members of the senior leadership team, including the chief executive officer. The lead inspector met with the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and computing. For each deep dive, inspectors

discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors heard pupils reading. Inspectors looked at the curriculum in other subjects, including science, design and technology, geography and personal, social, health and economic education. This included looking at samples of pupils' work.

- Inspectors met with leaders responsible for early years and SEND. Inspectors observed pupils' behaviour and conduct in lessons and during social times.
- Inspectors held meetings with groups of pupils and staff. They checked the single central record of staff suitability checks. Inspectors sampled a range of documentation related to behaviour, attendance and safeguarding.
- Inspectors considered the responses to the staff survey and to Ofsted Parent View, Ofsted's online survey. An inspector met with some parents and carers at the start of the day.

Inspection team

Gary Rawlings, lead inspector	His Majesty's Inspector
Maureen Okoye	Ofsted Inspector
Karen Jaeggi	Ofsted Inspector

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