

Thames View Infants (Academy Converter) Self-Evaluation Summary:

URN: 138684, DfE No.: 3012021

The context of the school

Thames View Infants achieved Academy (Converter) Status in September 2012, the first school in the London Borough of Barking & Dagenham (LBBd) to do so. NLE/NSS status was achieved in 2014. In 2011 TVI established a Collaborative Partnership with Thames View Juniors. In 2010 TVI completed the transition from 3 to 4fe and the significant building work to extend the school ended in 2011; we have a 39 fte place Nursery, bringing the number of pupil places to 438. TVI Learning, an empty MAT, was formed in 2016. The Trust is now successfully leading the design of 3 form-entry Fords View Primary, following a request from the DfE to rescue a local ailing Free-School bid, which is projected to open in 2023.

Paul Jordan took up Headship in 2007, following the School's "Satisfactory" Ofsted inspection (2005). TVI was judged Outstanding twice by Ofsted across all areas in 2009 & 2014. Assessment and Moderation standards were verified by the STA in 2014; TVI's high attainment was ratified specifically within the TVJ HMI (08.11.14) and Section 5 (16/17.01.18) Inspection Reports. Joint moderation of KS1 Assessments take place with the Junior School annually. Both TVI Assistant Headteachers are Lead Moderators for LBBd.

With a deprivation indicator of 0.4%, TVI is located within the most deprived ward of the 6th most deprived Local Authority nationally. In London Poverty Profile's ranking, LBBd performs worst across a range of poverty indicators, particularly education and health. Accordingly, all contextual data shows that the school's very culturally diverse demographic is up to 4 times higher than national averages in terms of FSMs (47.9%), School Support (49.5%), EHCP (1.4%), Ethnicity (82.6%, 13/17 groups), EAL (74%), Home Languages Spoken (39), Faith (39.1% Christianity and 36% practicing Islam) and Pupil Stability (94.0%). The school has 18% White British pupils & African (24%) is the largest pupil group. TVI has the highest LA-wide number of CAFs (2.7%). 18% of pupils are Gifted and Talented.

100% of children upon entry into Nursery are working at least 1 'Developmental Stage' below what is expected across the Prime and Specific Areas of Development. Baseline data from the School's "Language Link" Assessment Programme, completed within October in Reception, indicates that upon entry to Reception, 37% of children have significant delay in areas of receptive language.

The School aims to:

- help everyone, regardless of baseline, achieve their best
- overcome anti-institutional perceptions
- challenge traditionally-held dispositions to learning
- eradicate the effects of poverty by creating a culture in which pupils and staff aspire to excel
- giving children the best educational start in life, equipping them with the skills and attributes for later life, enabling them to aspire to access the full range of higher and further education establishments.

This is achieved by:

- offering a deeply personalised and inclusive provision, rich in ICT & high-quality Literacy;
- encouraging children to thrive as leaders by empowering them, placing a high emphasis on talk4learning and independent & collaborative out-of-class learning across lessons;
- embedding a distinct signature pedagogy amongst inspirational teachers; which is flexible enough for empowered, reflective practitioners to debate the way they teach whilst meeting the needs of all children through a broad and deeply-enriching curriculum;
- carefully planning meaningful and enriching learning experiences, which allows children to develop, consolidate and deepen their knowledge; demonstrating curiosity, imagination and concentration;
- fostering an excitement for learning, love for challenge and a resilience to failure.

TVI's has retained its national reputation for excellence in accelerating attainment & attendance, quality of provision/learning, engaging "parents as partners"/family support, extended schooling, ICT, community cohesion and developing leaders. Staff regularly contribute to local and national conferences and host training/facilitation days, including a portfolio of NLE work. TVI is a Professional Learning Community and staff at different levels support Schools locally and beyond, including Thames View Juniors through the collaborative partnership. The school continues to feature within a growing portfolio of awards, including receiving a commendation in the 2013 Pupil Premium Awards and the only London finalist within the 2017 TES Headteacher of the Year Awards. We're particularly proud of our ability to grow new staff, particularly the less experienced, valuing their strengths and recognising their potential contribution to the school community.

TVI runs 35 extended-school clubs and interventions, the majority of which are run by school staff. It hosts weekend faith-based study groups and carefully uses social media to engage families. Pupils within Yr. 2 receive a buy-back kindle/device to support learning at home/school. The PC:Pupil ratio is 2:3.

Thames View Infants hosts NPQH placements. The school has a close association with LBC Radio in London, with the Headteacher contributing to news stories. The School's ethos and work in engaging families, inclusion, equality and Disadvantaged Pupils has been featured recently in a number of professional publications; and both the Headteacher and Deputy speak at national conferences on this too.

Please refer to the accompanying **Attainment & Progress "Headlines"** and **"Detail"** documents when reading this evaluation summary.

EYFS Entry Data Summary:

All children have below age related expectations on entry to the Nursery:

% of children who demonstrate below age related expectations (i.e. below in all of the elements of the 30-50 month band of Development Matters) upon entry to Nursery*

	2014/15			2015/16			2016/17			2017/18			2018/19		
	PSED	CL	L	PSED	PSED	CL	L	CL	L	PSED	CL	L	PSED	CL	L
Average % across key areas for development	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Overall %			Overall %			Overall %			Overall %			Overall %		
Average % over all assessed areas of development	100			100			100			100			100		

100% of children have below age related expectations on entry to Reception:

% of children who demonstrate below age related expectations (i.e. below in all of the elements of the 40-60 month band of (Development Matters) upon entry to Reception*

Ages and Stages of Development (EYFS)	CL		PD		PSED		L		M		UW		EAD	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Percentage at 0-8	0	0%	0	0%	0	0%	2	2%	0	0%	0	0%	0	0%
Percentage at 8-20	3	3%	1	1%	2	2%	2	2%	4	3%	2	2%	2	2%
Percentage at 16-26	6	5%	0	0%	3	3%	1	1%	1	1%	3	3%	3	3%
Percentage at 22-36	14	12%	10	8%	21	18%	14	12%	16	14%	27	23%	10	8%
Percentage at 30-50 <i>Expected for Nursery on Entry</i>	78	67%	77	75%	81	68%	92	79%	81	70%	79	67%	90	77%
Percentage at 40-60 <i>Expected for start of Reception</i>	16	14%	19	17%	10	9%	6	5%	15	12%	6	5%	12	11%
Percentage at wELG	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Percentage at ELG <i>Expected for End of Reception "ready for Year 1"</i>	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

All children attending the Nursery were between 40 and 60 months of age at the time of the baseline, their "expected" developmental stage should be between 40 and 60 months.

EYFS Exit Data Summary:

2018 data shows achievement is above Local Authority and National levels in all areas.

Headline Summaries	School Score				Difference from LBBD				Difference from National				Ranking within LBBD			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
*Good Level of Development	72.5	66.9	79.8	80.5	+4.6	-3	+8.3	+9.2	+6.2	-2.4	+9.1	+9.0	10 th	30 th	2 nd	5th
Prime Learning Goals	82.5	78.8	86.6	85.6	+5.9	+1.6	+8.6	+7.6	+6.2	+0.7	+7.7	+6.3	5 th	19 th	4 th	6th
Specific Learning Goals	69.2	68.6	78.2	73.7	+3.5	+0.6	+9.2	+4.5	+3.5	+0.1	+8.4	+2.8	16 th	23 rd	4 th	9th
Across All Learning Goals	69.2	66.9	77.3	73.7	+4.2	+0.5	+8.7	+5.1	+5.1	-0.4	+8.3	+3.6	12 th	25 th	5 th	8th
Average Total Point Score	38.9	37.1	39.1	37.6	+5.8	+3.5	+5.3	+3.8	+4.6	+2.7	+4.6	+3.0	1 st *	3 rd	2 nd	4th
Achievement Gap*	32.1	37.8	35.8	38.5	-3.5	+1.3	-0.7	+0.9	=	+6.4	+4.1	+6.7	15 th	26 th	2 nd	26th

*Text highlighted in this colour denotes the EYFS Areas of Development that come within the measure "Good Level of Development", they include the EYFS Prime Areas of Communication, Language and Literacy, Physical Development, Personal, Social and Emotional Development and in addition the two Specific Areas, Literacy and Maths.

For further analysis, please see the accompanying "Attainment & Progress Analysis Headlines & Details documents.

KS1 Exit Data Summary:

Attainment at KS1 (gap to national is shown as difference) any sig+ or sig- shown for ease, headline % figures are rounded to nearest whole number.

All Subjects *(PPP)		2016			2017			2018		
		TVI	National	Difference	TVI	National	Difference	TVI	National	Difference
RE	EXP	97%	74%	+23%	94%	76%	+18%	93%	75%	+18%
	GD	79%	23%	+56%	72%	25%	+47%	78%	26%	+52%
WR	EXP	95%	66%	+29%	91%	68%	+23%	90%	70%	+20%
	GD	71%	13%	+58%	68%	16%	+52%	69%	16%	+53%
MA	EXP	97%	73%	+24%	94%	75%	+19%	94%	76%	+18%
	GD	76%	18%	+58%	69%	22%	+49%	70%	22%	+48%

*Attainment in Pupil Progress Points (similar to APS) is shown for indicative comparative purposes.

Results of Phonic Screening:

Phonic Screening	2013	2014	2015	2016	2017	2018
Yr 1 National Average %	69	74*	77	81	82	82
Yr 1 School Score %	91	92	92	95	94	94
Yr 2 Resists National Average	69	66	66	64	91	92
Yr 2 Resists School	64	100	44	84	63	64
Yr 2 First time National Average	51	55	37	N/A	N/A	N/A
Yr 2 First time School	67	100	67	N/A	6	75
Yr 2 Cumulative National Average	-	-	-	91	-	-
Yr 2 Cumulative School	-	-	-	98	-	-

Red indicates lower than National.

For further analysis, please see the accompanying "Attainment & Progress Analysis Headlines & Details documents.

Overall Effectiveness

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- The Quality of Learning and Teaching and Assessment is Outstanding.
- Through sustained experience and rigour self-evaluation, all other judgements remain Outstanding.
- Children thrive particularly well – both physically and emotionally - within the School's nurturing and aspirational culture and ethos. Safeguarding is effective and the School meets all of its statutory requirements.

Effectiveness of Leadership and Management

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- The carefully-grown and now deeply-embedded culture of balancing an unwavering commitment to high-standards and outcomes at the fore-front of educational practice, combined with closely-nurtured relationships (amongst children, staff and parents), is well instilled within the long-standing ambition of the '*architecture-style*' Headteacher and Deputy.
- TVI continues to aspire to be the best school possible and has continued to judge itself as "Outstanding" in all areas since then. Two Outstanding Ofsted Inspections have given the leadership a depth of experience and credence to help influence the agenda both locally and nationally.
- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to relentlessly improve the highest levels of achievement and personal development for all pupils over a sustained period of time. In doing so, the attainment of all pupil groups, including the Disadvantaged, remains significantly higher than the national and progress remains Sustained and Substantial. Empowered children have their voices heard and see themselves as leaders.
- This is particularly characterised by the responsive and high-profile manner in which the Leadership Team work: with consistent communication and a high-weekly commitment to teaching (including the Headteacher and his Deputy) and peer-support, this hands-on approach ensures that leaders and governors challenge learning and have a deep and accurate understanding of the School's effectiveness.
- Vibrant & charismatic Middle and Senior Leaders have instilled a culture of trust and risk-taking, whereby reflective practitioners richly debate how the school's signature pedagogy can be adapted innovatively to make learning more meaningful, purposeful and challenging; resulting in highly effective teaching across the School.
- This approach is drilled down throughout the School – including responsive inclusion, a very comprehensive & proactive family support service and personalising children's learning in a way that is right for individuals.
- A deeply complicated but very well-connected provision is successfully orchestrated by empowered and knowledgeable leaders, ensuring that the School's broad and balanced curriculum inspires all pupils to acquire the knowledge, understanding and skills that secures excellent outcomes no matter what their starting point. The school's curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural growth.
- Our responsive leadership climate, based on a cross-stakeholder ("knots and threads" and Handy's Club Culture) model, representing key staff from across school and Governors, incorporating a variety of roles, experiences, strengths and depth of knowledge of the school and community. They are continually mindful of the school's most vulnerable and, within this heightened sense of awareness, can effectively orchestrate unified support. In real-terms a very complex personalised and nurturing learning culture perpetuates, which celebrates and builds upon individuals' skills and strengths at all levels of staffing. Peer-support and 'fluid' working groups bring together clusters of expertise and skills in order to disseminate learning amongst others, driven by SDP-related Action Plans and peer-supporting "*pink-time*". Decisions are based on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. We are highly ambitious for the pupils and we all lead by example; staff work in a culture of trust - without fear of failure - building their resilience. High quality in-house CPD and external accreditations ensure that all staff feel involved in this process.
- Leaders focus relentlessly on improving learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust appraisal, which encourages, challenges and supports teachers' improvement. As a result, teaching is mostly outstanding.
- Governors, led by a committed and aspiring Chair, robustly hold senior leaders to account for all aspects of the school's performance. Well-trained and empowered Directors and LAB-members "own" their school and undertake their own "action research" at first-hand to observe school strengths and weaknesses, in accordance with their own Development Plan. They triangulate this

information against the SDP, Ofsted Guidance, the SEF, Governor training and termly detailed Headteacher Reports. Through highly effective, rigorous planning and controls, governors have a firm grasp in all budgetary matters and ensure financial stability, including the effective and efficient management of financial resources and the use and impact of the Pupil Premium, PE and Sports Funding and SEND Funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

- The school regularly draws upon effective avenues of communication, including more formal methods of feedback, when seeking views from Staff, Pupils and Parents. Long-standing trusted relationships with families - "*parents as partners*" - create a valued climate of parent-advocacy, whereby parents signpost their vulnerable-peers for support. It has highly successful strategies for engaging all, to the benefit of pupils, including those who find working with the school difficult.
- Safeguarding is effective and all requirements are met and reported to Governors. All staff receive comprehensive training to ensure that they are able to identify pupils and vulnerable families that are causing concern. The school has effective methods of raising concerns and all staff are well versed in these. The school's inclusion team is well connected, allowing staff to signpost to partner agencies or professionals, acting responsively and swiftly where children and their families are at risk. Exceptionally well-connected relationships are embedded within the whole school's ethos and culture; children feel safe (including e-safety), listened to and valued. Within the community, the School is highly regarded for it's reputation for keeping children safe and is often approached by third-party parents with child protection concerns.
- British Values carefully underpin the diversity and complex nature of the school community, meticulously united through well-considered community and family engagement events. All staff are vigilant and well-trained in having the confidence and competency to challenge views where required and encourage debate amongst pupils and families (where appropriate to do so), including radicalisation and extremism. Equality of opportunity is promoted and any form or prejudice, direct or in-direct discriminatory behaviour, is not tolerated.
- Empowered pupil thrive within this rich provision – "a school of leaders" in which children's voices are heard, underpinned by a diligent School Council and red-shirted pupil-"Senior Leaders".
- These judgements are robustly validated by informed and empowered Governors and Leaders too, who do not shy away from challenge. Key links within the LA and beyond are advocates for the School's work and signpost those that require support or inspiration.

Why leadership and management are not the grade below

Leadership and Management extend beyond the "Good" descriptors.

This is notably because:

- Thames View Infants is truly a unique place to learn and work, led by inspiration practitioners.
- Teaching is mostly Outstanding and has been for the last 9 years.
- The SEF is robust, dynamic and comprehensive.
- Children make Substantial and Sustained progress in all subjects, including literacy, and this has been sustained for the last 10 years.
- Achievement continues to rise, despite significant school events (staff changes, maternity leaves, moving to a MAT, NLE status and Free-School acquisition & development).
- The curriculum is very vibrant.
- Continual national acclaim, including TES awards, conference speaking (mostly about Pupil Premium: Parental Engagement and eradication of inequality for Disadvantaged Children) and journal contributions.
- TVI currently supports 5 schools locally through formal NLE work.

School Development Works ensures that:

- all pupil's outcomes, but particularly those of higher attaining children, continue to be scrutinised with rigour and challenge.
- the quality of marking, in line with School Policy, remains high.

Quality of Teaching, Learning and Assessment

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- Teaching in all Key Stages and across subjects is currently 65*% outstanding and never less than consistently good and this has continued to grow over the last 6 years. As a result, all pupils currently on roll in the school, including those who have special educational needs and those for whom the pupil premium provides support, are making substantial and sustained progress. (**We currently have 2 NQTs but we are certain this will reach 70% by the end of the AY*).
- Within a well-established professional learning culture, reflective and deeply-knowledgeable teachers adapt a distinct signature pedagogy, demonstrating:
 - inspirational, purposeful, meaningful and well-considered learning opportunities, across the curriculum and beyond (including the teaching of Phonics), in which children are fully engaged and traditional dispositions to learning are challenged;
 - that the teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum;
 - in line with the School's Assessment & Marking Policies, the systematic and careful checking of children's understanding, highly effective questioning (talk4learning) and the incisive use of HQ feedback (which children act upon), is highly effective in unpicking children's thinking about subjects and correcting misconceptions with notable impact on the quality of learning;
 - effective planning and personalisation of the provision (including time, resources and staff) to ensure that all learning is securely embedded and then progressively deepened, with carefully identified support for those that require it;
 - the ability to inspire a thirst and love for the challenge of learning in children, creating curious and interested learners, who deepen and consolidate their learning through rich first-hand and second-hand experiences, in order to ensure all children thrive and are resilient to failure.
- A vibrant and ICT-rich curriculum is enriched with a variety of meaningful visits, celebrations, theatre-visits, community events and responsive assemblies which celebrate children's dance and explore ethical issues.
- 65% of PE lessons are judged as Outstanding; and the quality of Sport within lunchtime play and the 'extended school' is high.
- Accordingly, all teachers have consistently high and ever-demanding expectations of all pupils. Immersed within a culture in which pupils learn exceptionally well across the curriculum and beyond, there is a deep insight into children's needs, skills and the subject knowledge/life experiences required to make children exceptionally well prepared for the next stage of their educational careers. As a result, children:
 - thrive and have a resilience to failure, often seeking further challenge;
 - take up opportunities to learn through extra curricular (in and out of school) activities;
 - are equipped with the necessary skills to make substantial and sustained progress across the curriculum;
 - capitalise on feedback to know how to improve their own learning, recognise their efforts and take pride in their work;
 - are impeccably well behaved.
- Parents are provided with a wealth of clear and timely information on how their child is progressing and how they can best support their child at home, including personalised and proportionately-considered homework. Incredibly detailed and helpful on-line information and resources (including the innovative use of podcasts and Tweets) is complimented by carefully managed relationships between staff and parents, including the school's dedicated Family Support and Inclusion team; all united in their shared vision of helping every child and their family achieve their best – regardless of starting points/current situations.
- The value and knowledge of the diversity and experiences of children and their communities extends beyond teaching staff and encompasses the whole school as a community itself challenging traditionally help dispositions and aspirations to education and pan-cultural life-long learning. Stereotypes and derogatory language or perceptions are challenged swiftly and effectively.
- The Leadership Team work in a responsive and high-profile manner with high communication and a high-weekly commitment to teaching. This hands-on approach ensures that learning and teaching is continually evaluated and corrected as and when appropriate. See SEF-supporting folder for detailed evidence.

- Both formal and informal systems ensure that the quality of learning is accurately monitored. A rich narrative for learning embedded throughout the school ensures that teachers have personalised targets, which cross-reference their own development to the needs of their class, school trends in attainment and the SDP. Very simple but effective mechanisms ensure that teachers' targets and next steps are shared throughout relevant members of the leadership team. Empowered Governors can describe our signatory pedagogy. Regular parent and pupil feedback and monitoring (by pupils too) confirm our judgements.

Why teaching is not the grade below

The quality of learning is better than the statements offered in the "Good" Descriptors – and this is sustained and embedded over time. Teaching is mostly judged as Outstanding. Carefully orchestrated learning and provision meets the needs of all pupils. Teaching has been no less than 100% Good since 2009 and the amount of Outstanding teaching has increased and continues to grow – being greater than 50% since 2010. Talented teachers offer a truly exceptional and well-considered provision in which all children – both across and beyond the curriculum – flourish and thrive, equipped with the skills, knowledge and attitudes that will allow them to access the full range of higher and further education establishments.

- At the time of writing, empowered and already-reflective practitioners are being supported through the journey of "taking risks" to personalise their teaching further: reflecting and debating the effects of "teaching creatively" (broadening and deepening lesson enrichment, adapting the 4-part lesson structure in order to provide further challenge) whilst still retaining key aspects of the School's signature pedagogy. Discussion centres on the relative merits of each adaptation and how these contribute to the overall impact on children's learning.
- Linked to the above, in an era without support groups, is the continued need for teachers to personalise their own afternoons to maximise outcomes for children that are writing in books across Foundation Subjects. In doing this, personalisation lies in utilising adults effectively for leading group-writes and adapting planning responsively to create meaningful non-adult led alternative activities; as well as ensuring that the progress for children otherwise previously supported in groups, continues to be maximised over time.

Personal Development, Behaviour and Welfare

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- A vibrant culture for learning is instilled within our school. Children have excellent attitudes to learning and a real thirst continues to make a highly positive impact on progress. Children are both proud of their achievements and their school.
- There is also a culture of enrichment; and the collaborative and personalised approach to learning (both in and out-of-class) gives children an exemplary attitude to learning and they are equipped with the behaviours and attitudes necessary for success in later life.
- An instilled ethos of talk4learning and empowered children means that confident and self-assured learners can debate and negotiate with each other; showing empathy and a deep regard for the views of others.
- All groups of pupils have excellent educational experiences at school and therefore value their education and rarely miss a day at school. This is reflected in TVI's consistently high (97.29% 2017-18) attendance, which continues to increase across the whole school (with no 'significant cohorts' with less than 96%). The attendance of Pupil Premium Children (97.16%) and Looked After Children (98.3%) continues to be high. The school has the highest attendance figure in the LA, a position held for 5 years. At 98.3% (end of HT 2, 2018), the trend continues.
- Persistent Absenteeism remains low (5.7%, 2018), reflecting the School's responsive and targeted family support work (with on-going work continuing for at risk 'English as First Language' families).
- Accordingly, pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, self-discipline, manners and punctuality (which has decreased year-on-year to 1.30%). There have been no Permanent Exclusions in the last 3 years and the number of Fixed-Term Exclusions continues to be below nationally comparable Schools.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for key individuals with particular needs, including those children who present as "troubled and troublesome" (with SEMH-needs, requiring behaviour plans and additional support).
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Children really do have an excellent age-appropriate understanding of the use of mobile technologies and (non-use of) social networking sites. Staff are particularly skilled in identifying children and families who are vulnerable and may need further support in this area.
- Bullying in all its forms is very rare and is dealt with highly effectively. Children are taught to use 'empowered talk' to resolve disagreements and negotiate play, which requires careful support. Children and their families trust staff to rapid and appropriate action where appropriate.
- All groups of pupils say they feel safe at school at all times. They understand very clearly what constitutes unsafe situations and settings; they are highly aware of how to keep themselves and others safe, including in relation to online and prejudiced-based bullying.
- TVI embeds an open culture of seeking and acting upon feedback from all stakeholders, using a variety of mechanisms throughout the year. Accordingly, we know that, regularly, parents, staff and pupils are unreservedly positive about both behaviour and safety in school. (Wherever this is not the case, we are able to cite individual circumstances and cite a contextual narrative).
- Cited as "at the heart of the community" with "parents as partners", TVI is a local hub for bringing together local agencies, celebrating local ethnicity and multi-faith diversity, and unite an ever-changing (and now growing) demographic.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community; they become thoughtful, caring and active British Citizens within the School and the Community.
- Through the curriculum and the whole school vision and ethos, both children and their families, learn to make healthy choices. A culture of dance and food/cooking permeates throughout the school – engendered by the personal passions of the Head and Deputy – to unite children, staff

and communities. Whether through discrete lessons, the school's pro-fitness culture, parental engagement portfolio of events ("*Cooking Together*", "*Cooking with Claire*", "*Family Sports*") or part of the targeted family support offer.

- Learning extends to encompass both physical and mental well-being. Effective whole-staff training (including Governors) ensure that children have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Staff and children benefit from daily mindfulness sessions – and soon to be introduced – daily peer massage (reinforcing the importance of seeking permission for careful and appropriate touch).
- Both formal and informal systems ensure that Personal Development, Behaviour and Welfare is accurately monitored. Strong communication across staff ensures that needs of individuals and families are closely met; including those reflected with low attendance. An embedded culture of seeking-feedback and high levels of accountability/customer service ensures that parental (and pupils) have a true voice. Staff have shared ownership of behaviour in out-of-class contexts. Governors play an integral part in this role, as well as helping to measure the impact of interventions. Regular parent and pupil feedback and monitoring (by pupils) confirms our judgements.
- The continuity of the leadership team and governing body since the last inspection has enabled the school to deepen and flourish. An open culture amongst reflective practitioners ensures that a hard working and a dedicated staff work to the best of their ability and succeed at this.

Why the school's overall effectiveness is not the grade below

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development extends beyond "Good" descriptors.

Despite a very diverse demographic, containing traditionally disengaged families and pupils with high vulnerability and specific needs, behaviour and safety is better than the statements offered in the "Good" Descriptors – and this is sustained and embedded over time.

When parental concerns are raised, they are usually unfounded or a reflection of their journey in the engagement process. There have been no incidences of bullying or racism for the last 5 years. Children have a heightened awareness of bullying – however, disputes can arise as children learn to set & negotiate boundaries within play and develop relationships.

School actively listens to parents (and pupils too) and a number of initiatives have been introduced as a result of such feedback.

Parental Complaints are particularly low, but when they do occur, often reflect the fragile and vulnerable nature of parental need and their baseline dispositions towards education, schools and institutions.

Outcomes for Pupils

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- Both historically over-time and, more recently when taking into account of 2014-18 data, the large majority of pupils by the end of KS1:
 - make Substantial and Sustained progress across all core subjects from their different starting points (particularly when considering the low-age related entry into Nursery and/or Reception) which is significantly above the National;
 - develop excellent knowledge, understanding and skills, attaining significantly above their peers nationally across all core subjects;
 This pattern occurs across all Foundation Subjects too.
- Disadvantaged Pupils and those who have Special Educational Needs and/or Disabilities attain significantly above their peers nationally across all subjects too. They also make Substantial and Sustained progress across all core subjects from their different starting points. Disadvantaged Pupils, who make more progress than their non-Disadvantaged Peers, attain just as well as their non-Disadvantaged Peers at Expected+ and this gap is rapidly closing at GD.
- Internal assessment systems reveal that Substantial and Sustained Progress occurs across all core subjects for the most able pupils too.
- Empowered children, steeped in a rich culture of “talk4learning”, can articulate themselves clearly and have meaningful and reflective age-appropriate conversations with their friends and other adults. A genuine love of reading across the curriculum is fostered throughout School: skilful teaching, combining enriching experiences, ensures that children read to a high standard - both fluently and with a deep level of comprehension/inference. Year 1 children have continued to score high in the Year 1 Phonic Tests (94% since 2016).
- The standard of attainment of all groups of pupils is consistently high at the end of KS1. For example, 2018 attainment in Writing is 23% above the National at EXP+ and *three times the National* at GD. Similarly, attainment for ‘Disadvantaged Pupils’ in Writing is 35% above the National at EXP+ and *four times the National* at GD.
- TVI defines ‘accelerated progress’ as 6+ points per year group within KS1 and 12+ across the Key Stage. Within KS1, most children make 16+ points progress across the Key Stage. Rapid and accelerated progress for the large majority of children who are Emerging (ELG-) at the end of Yr. R exceed EXP+ by the end of KS1. Similarly, the large majority of children who are Exceeding (ELG+) at the end of Yr. R, demonstrate that they are *Exceptional Able** by the end of KS1.
- Within an inclusive learning culture, with a focus on quality first teaching and without support interventions for all (except the most vulnerable), steeped within a rich provision of enrichment & personalised learning opportunities extending beyond the very thoughtful curriculum, pupils leave exceptionally well prepared for the next stage of their education. Pupils develop and apply a wide range of skills to great effect in Reading, Writing and Mathematics. For example, with up to 77% of pupils attaining GD in Reading (2018) and 26% of those demonstrating that they are *Exceptional Able** (achieving a School-defined 2Exii), children leave incredibly well prepared for KS2. This trend is well established and spans the transition from NC Levels in 2016.
- Within this climate, families have demonstrated growing aspirations for their children; and over time, we’ve seen an increase in families seeking selective schools that require entry exams and have a national reputation for achievement. For example, a TVI-identified Gifted and Talented ex-pupil was recently awarded a full scholarship to attend Eton.
- We are certain of the accuracy of data from the responsive and high-profile manner in which the Leadership Team work: with high communication and a high-weekly commitment to teaching, this hands-on approach ensures that progress and attainment is continually evaluated and corrected as and when appropriate. See SEF-supporting folder for detailed evidence.
- Robust moderation takes place continually throughout the school, which is validated externally by the LA and the Junior School. Key links within the LA and beyond are advocates for the School’s work and signpost those that require support or inspiration through our role as a NLE. Both Assistant Headteachers and the Head of EYFS are lead moderators for the LA.

- Empowered Governors can describe the school's strengths and progress shortfalls. School can identify individual pupils/circumstances contributing to these shortfalls. The school adopts a holistic/child-centred approach to pupil outcomes (epitomised by the school motto "*helping every child and their family achieve their best*"), which is complimented by robust data analysis, tracking and externally verified moderation.

* '**Exceptionally Able**' (or 2EXii) is a TVI-defined **Development Stage**, describing attainment of the very most able, having consolidated and then mastered their knowledge, skills and learning to a depth beyond Greater Depth.

Why achievement is not the grade below

Achievement is much higher than the National and so therefore, exceeds the "Good" Descriptors.

Nevertheless, vigorous SDP work aims to address shortfalls of pupil groups listed below who, whilst achieving significantly above their national counterparts, are not achieving as well as their school-based peers by the end of KS1:

- Attainment in Reading and Writing at EXP+ is lower than a 2016 all-time high.
- Although fluctuating year-on-year, currently Boys attain less well than Girls at EXP+.
- Boys attain less well than Girls in Writing at GD.
- All White British Pupils attain less well than their TVI-peers.
- Disadvantaged Boys attain less well than Disadvantaged Girls (except in Reading at EXP+).
- The Disadvantaged attain less well than their non-Disadvantaged peers at GD Maths.
- Bengali children attain marginally lower (1%) than the National at EXP+ Maths (although in 2017-18 this was due to 4 key children within this cohort who had Specific needs and taught within the School's own Specialist Provision (Bumble Bees)).
- The progress of children with a High Level of Need (with or without EHC Plans), taught within the School's own Specialist Provision (Bumble Bees).

And the groups achieving less well than the school average, as identified in the accompanying "Attainment & Progress Analysis Detail" document.

Effectiveness of the Early Years Provision: Quality and Standards

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- The culture and ethos of the EYFS at TVI fully embodies that of the School as a whole and is an integral part of the School Community. Seamlessly, Leaders and all staff continue to pursue an uncompromising drive to the highest levels of outcomes and care for all children and their families.
- In line with the rest of the School, the vigilant and consistent implementation of robust whole school policies and procedures ensure that children's safety and well-being continue to be greatly enhanced:
 - Safeguarding is effective;
 - there continues to be no breaches of statutory welfare requirements.
- A skilled, dedicated and highly-responsive Family Support Team, alongside confident and well-trained Early Years' Specialists, ensure that parental needs are responsively addressed and a carefully-designed comprehensive repertoire of services and planned events proactively address needs over time. We know the needs of our community and the ever-changing needs of the local demographic well: we're an unwavering local leader for "joining up" professionals, agencies and providers to ensure information is shared and needs of the vulnerable are swiftly met.
- As with the whole School, strategies to embed learning with the home and to increase parents' confidence and skills in helping their children achieve their best are well-established within the EYFS. The careful use of Social Media (informative podcasts, tweets and 'making memories homework'), community and 'family learning together' events, an open-door service and high quality "joined up" customer service are highly successful.
- The learning environment is carefully organised to create a highly stimulating environment that ensures children have access to a rich, varied and imaginative range of relevant experiences that extend their understanding of the world around them.
- Throughout EYFS, the teaching (including the quality of provision) is consistently of a very high standard (70% Outstanding). Through our NLE and our reputation within the LA's Early Years' Advisory Team, the provision is showcased to other Schools and Settings. Leaders design & disseminate training for Private, Voluntary & Independent Childcare Providers (PVI's) as well as other Schools (NLE work), and lead moderation for the LA too.
- Consistent with the whole School, assessment is highly accurate and based on the identification and collection of quality evidence by all those involved with the children's learning and development – both at home and at school. The provision across all areas of learning is meticulously planned based on a detailed knowledge that teachers have of children's development and their next steps.
- Rigorous and sharply focussed formative assessments ensure that every child is provided with challenge (whether adult or child-led) and achieves their best. Teachers apply their in-depth knowledge of groups and individual children to direct those that requiring further challenge.
- School-wide "pink-time" peer-observations and cross-phase moderation is utilised effectively to ensure that practice remains sharp, highly effective and the best it can be.
- Accordingly, happy children remain engaged, motivated and not easily distracted from their learning. The *Characteristics of Effective Learning* are embedded across of all learning and this continues into KS1. Children demonstrate curiosity and imagination; they concentrate well and are responsive to adults and each other.
- As within KS1, children have a good understanding of how to keep themselves safe. Through supported play and incisive support, they have a growing sense of how to manage and take risks within a safe environment. The School ethos instils exceptionally well-behaved children, who are carefully supported to deepen their self-control, ability to negotiate and co-operate, and engender respect for others.
- Despite particularly low base lines upon entry into Nursery, the large majority of children make Substantial and Sustained Progress to attain largely above National Expectations by the end of Reception; a trend which continues beyond into KS1. This is true for all pupil groups, including the most able. In 2018 for example, 80.5% attained a GLD by the end of the EYFS. This trend

has been sustained over time.

- As in KS1, Disadvantaged Children achieve just as well as their non-Disadvantaged Peers. Similarly, all children identified with SEN and/or Disabilities achieve at least twice Local and National Averages at GLD. (Uniquely, within the 2018 cohort, and due to the specific and complex needs of individuals educated within the School's own Specialist Provision, the Disadvantaged achieved better than their non-Disadvantaged peers; conversely, EAL children at GLD attained significantly below their English-speaking counterparts).
- Attendance within EYFS remains high (2018 Nursery 95.68% & Reception 96.91%) despite outbreaks of Chicken Pox and the School being placed on an HPA-red alert for Scarlet Fever; this trend has been sustained over time.

Why achievement is not the grade below

Historically achievement is much higher than the National and so therefore, exceeds the "Good" Descriptors. 2018 attainment remains above local and national averages at GLD, Prime and Specific areas of development.

Nevertheless, vigorous SDP work aims to address shortfalls of pupil groups listed below who, whilst achieving significantly above their national counterparts, are not achieving as well as their school-based peers by the end of KS1:

- Whilst much higher than the National, year-on-year attainment at "Exceeding" within a "Good Level of Development" for Literacy and PD has reduced by half.
- Whilst higher than the National, there is a general 4-year downward in the % of children achieving ELG+ across the below Areas of Development:
 - PD (-7.1%) - although this generally reflects the complex and high-level of need of our children over-time, particularly due to the high % of children scoring below ELG in the HSC Aspect.
 - PSED (-4.4%) – over-time this reflects a rise-and-fall trend that is mirrored within the LA and again illustrates the complex needs of our children.
 - EAD (-6%)
 - UW (-2%) – which is also 4.2% lower than the National. Over-time this reflects a rise-and-fall trend, the inverse of a declining LA trend. Children attaining ELG+ is exactly in line with the National, whereas shortfalls are at Expected.
- Whilst higher than the National, there is a 4-year fall in:
 - APS (-1.3)
 - Achievement Gap (+6.4) -
 Both of the above reflect the increasingly complex and high-level of need of our children over-time.

Disadvantaged Children/Pupil Premium Summary

A summary of how the Pupil Premium is used can be found:
<http://thamesviewinfants.org/about-us/our-school/pupil-premium/>

Disadvantaged vs Non-Disadvantaged

			2016		2017		2018		
			TVI	National	TVI	National	TVI	National	
Reading	Non-Disadvantaged	EXP+	95%	77%	94%	79%	93%	79%	Disadvantaged children at TVI attain considerably better than the national. Except for an exceptional peak in 2016, the gap between Disadvantaged and Non-Disadvantaged is minimal at EXP+.
	Disadvantaged	EXP+	100%	62%	93%	63%	94%	63%	
	Difference		+5%	-15%	-1%	-16%	+1%	-16%	
	Disadvantaged	GD	79%	13%	66%	14%	81%	14%	
	Non-Disadvantaged	GD	80%	26%	75%	28%	76%	29%	
	Difference	GD	-1%	-13%	-9%	-14%	+5%	-15%	
Writing	Non-Disadvantaged	EXP+	94%	69%	92%	72%	89%	74%	In 2017 the gap was largest at GD across all subjects, which was due to the complex needs of that particular year group. However, the gap was closed in 2018 with Disadvantaged children achieving just as well as their Non-Disadvantaged peers at GD for Reading and Writing.
	Disadvantaged	EXP+	96%	52%	89%	54%	92%	55%	
	Difference		+2%	-17%	-3%	-18%	+3%	-19%	
	Non-Disadvantaged	GD	72%	15%	76%	18%	69%	18%	
	Disadvantaged	GD	69%	6%	54%	8%	69%	8%	
	Difference	GD	-3%	-9%	-22%	-10%	0%	-10%	
Maths	Non-Disadvantaged	EXP+	95%	76%	91%	78%	94%	80%	Year on year, children that are Disadvantaged attain significantly higher than Non-Disadvantaged children nationally.
	Disadvantaged	EXP+	100%	60%	96%	62%	94%	63%	
	Difference		+5%	-16%	-5%	-16%	0%	-17%	
	Non-Disadvantaged	GD	78%	20%	63%	23%	73%	24%	
	Disadvantaged	GD	73%	9%	73%	8%	67%	12%	
	Difference	GD	-5%	-11%	-10%	-15%	-6%	-12%	

Within EYFS:

Comparison of Attainment and Progress in Reception of Disadvantaged and Non-Disadvantaged children when compared to School Averages:

Group		PD	PSED	Communication Language	Maths	Literacy
All Pupils	Attainment	2.2/ELG	2.2/ELG	2.3/ELG	2.2/ELG	2.1/ELG
	Progress	6 sub-levels	7 sub-levels	7 sub-levels	7 sub-levels	7 sub-levels
Non - Disadvantaged (Not PPM) (67)	Attainment	2.1/ELG	2.2/ELG	2.2/ELG	2.1/ELG	2.1/ELG
	Progress	6 sub-levels	7 sub-levels	7 sub-levels	7 sub-levels	7 sub-levels
Disadvantaged (PPM) (51)	Attainment	2.3/ELG	2.3/ELG	2.4/ELG	2.3/ELG	2.2/ELG
	Progress	6 sub-levels	6 sub-levels	6 sub-levels	7 sub-levels	7 sub-levels

School attainment for Income Deprivation Affecting Children Index decile (IDAC1) data, is significantly above the LA and National, despite TVI having the highest levels of deprivation within the LA (double the National).

The attainment of "Non-disadvantaged Children" vs "Disadvantaged Children" is mostly equal. Progress of between 6 and 7 and 8 sublevels is maintained except in PSED and CL where Disadvantaged children are 1 sub level below the school and their Non-Disadvantaged peers. This still shows an average attainment of an ELG overall and falls in line with year group attainment average banding.

For further analysis, please see the accompanying "Attainment & Progress Analysis Headlines & Details documents.

School Development Plan Summary and Areas for Improvement:

Key Elements from the SDP Master, will be delivered by Action Plans with nominated owners
Green indicates formal Ofsted Recommendations. **Pink** indicates informal Ofsted feedback.

1. **Ensuring attainment, progress and learning (70% of teaching) remains Outstanding** – through:
 - a. Increasing parity in standards in writing across subjects.
 - b. Ensuring quality work and quality marking is present in non-core writing books.
 - c. Deepening a risk-free culture in which lesson structure is responsively adapted by individual teachers to make teaching more effective, particularly for the most and least able.
 - d. Making lessons more enriching – deepening and broadening children’s experiences.
 - e. Adopting peer-teaching and collaborative out-of-class learning strategies for most able children.
 - f. Developing Talk4Learning with all new Staff.
 - g. Embedding all leaders in their roles (and staff in new year groups).
 - h. Ensuring all NQTs are judged as Outstanding.
2. **Within the EYFS:**
 - a. Sustain the amount of children:
 - i. achieving a Good Level of Development (ELG2+)
 - ii. who are Exceptionally Able (1D+)
 - b. Ensure that the Outdoor Provision matches the Indoor Provision in terms of Quality and Interaction and direction (for those more developmentally secure pupils).
 - c. Complete amending EYFS Long and Medium term planning to make it available in both electronic (online) and booklet-based format for stakeholders (completed by February half-term).
3. Ensuring that 65% of PE lessons are judged as Outstanding (and Quality of Lunchtimes, Play and Extended Provision remains High).
4. Ensuring that Community Cohesion and Family Support Initiatives are strengthened (with a change of staff).
5. Meeting specific Health & Safety and Finance-related action points raised in related audits and Responsible Officer Reports.
6. Ensuring the Board of Directors develops its maturity in response to Director’s strengths and skills; resulting in everyone having a full in-depth knowledge of school strengths and weaknesses, and how this presents in real-terms.
7. Ensuring that the vision and ethos within KS2 at Fords View Primary grows from the strong foundations embedded within Thames View Infants.

The full SDP can be viewed here:

<http://thamesviewinfants.org/wp-content/uploads/2018/11/2018-19-sdp.pdf>

The following table is taken from the *Guide to Ofsted’s house style*. It provides a description of numerical proportions when expressed in words.

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few