

Welcome



NPQH Leadership
Development School
National College
for Leadership of Schools
and Children's Services



Thames View Infants

“Aspiring to raise Level 3s in all Areas”



Thames View Infants

What can you take
away from us today?



Thames View Infants



We know best!
This is the way to do it!
We have all the answers!
Look at us! - Aren't we great!
Do this and you'll automatically get Level 3s.



It works for us.
Space for you to reflect on where you are.
Is there anything here that might be useful?
Maybe this might help you with your journey?
Is there anything that we can help you with?
What will you take away as a teacher/leader?



Visitors
Car Park





Park the Noise!





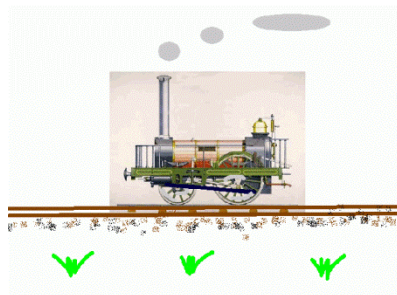


My Personal Beliefs

- This is just how we choose to do it, because it works for us!
- There isn't such a thing as an Infant and a Junior Level 3 – it's the same.
- We shouldn't hot-house our children or teach to the test.
- Children with low-base lines can attain high.
- High attainment begins in Nursery – and grows throughout the school.
- Every lesson matters.
- Children have only one chance in life.
- 100% of learning must be at least Good.
- We are not data driven – its about getting the learning & provision right.
- It's true! We know, it's been verified externally.



Providing the best possible provision.



Agenda for Today

Arrive and welcome - introduction, my vision.	8:30
Setting the Context & Signature Pedagogy! (How we do it 'round here).	8:40 – 9:00
Tour of the School Forming Initial Impressions?	9:00-9:30
Discussion – Sharing Observations	9:30-9:45
Focussed Observations around School	9:45-10:45
Break	10:45-11:00
Un-picking underlying themes & whole school implications. Next Steps – where next?	11:00 – 11:25
Evaluation	11:25-11:30





Thames View Infants

Helping *everyone* achieve their best!



Our Learning Journey...

Nov 2005 = **Ofsted Satisfactory**
Sep 2007 = New Headteacher 3fe
Sep 2008 = Deputy & Leadership Team
Appointed
March 2009 = **Ofsted Outstanding**
2008-12 4fe, £1.3m building works!
Sep 2012 Academy Status

Now = **Still Outstanding (mock)**
Awaiting confirmation of NLE status



What are we good at?

- **We place a high emphasis on:**
 - Talk
 - Reading & Writing Across Subjects
 - ICT
- Reflective responsive practitioners
- A strong sense of “how we do it around here”
- Commitment to “every child achieving their best”
- Children as leaders
- Careful, responsive inclusion
- High Quality Learning throughout the school
- Thorough & very rigorous knowledge of the
 - children,
 - assessment &
 - the NC levels.
- Thorough & very rigorous planning & moderation systems.



Signature Pedagogy at TVI





Classroom Organisation

- Teachers planning board: weekly overview, 4 differentiated groups, individual book band level displayed, support groups, talk for learning prompts and reading buddy list.
- Resources are easily accessible for children, including a maths and art trolley.
- Pupils sit in a 'horseshoe' during teaching segment
- Children sit beside 'reading buddy' in horseshoe (A with C, B with D)





Learning and Teaching – Episodic Teaching Segments

Introduction

- Learning objective explained

Teacher input

- ICT → vibrant & pacey
- Talk for learning
- Pupil Modelling & Demonstration
- Talk buddies
- TA with key children

Consolidation Segment

→ personalised learning

- Teacher & TA's work with focus group
- Focussed feedback, **Live Marking & National Curriculum Levels Recorded**
- Differentiated Activities/ ICT activity for 1 group

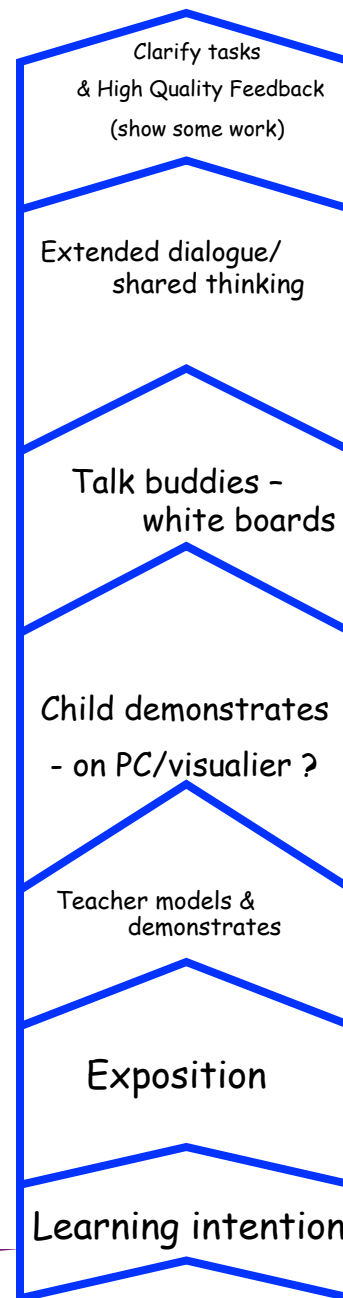
Plenary

- Return to learning objective
- Focussed Feedback



Episodic Teaching

teaching segment



exit point

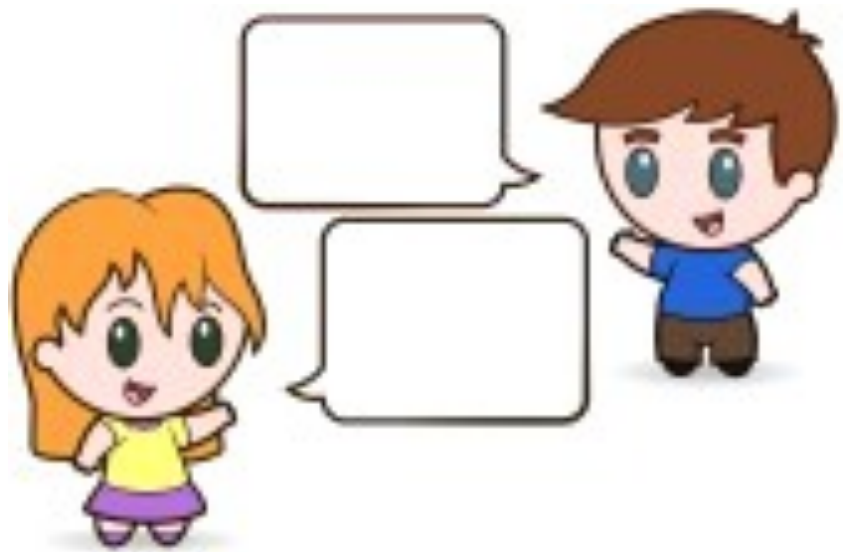
entry point



Learning and Teaching - The Teaching Segment

Talk 4 Learning taking place:

- Sustained shared thinking
- Uptake
- Extended dialogue
- Differentiated questioning
- Exploratory talk
- Focussed feedback
- Commentary
- Talk buddies
- **Empowered Talk...**





Learning and Teaching- The Teaching Segment

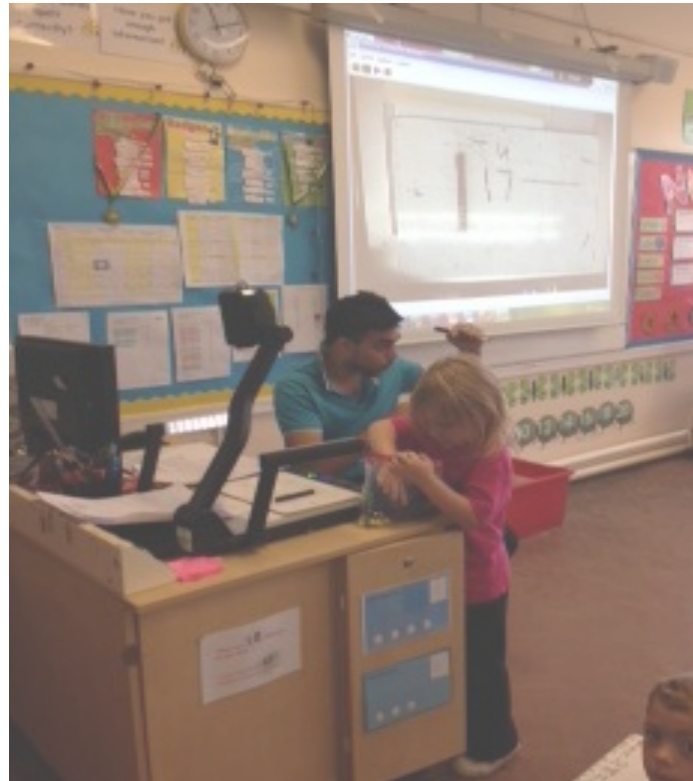
Engaging children through ICT:





Learning and Teaching - The Teaching Segment

Pupil modelling and demonstrating :





Learning and Teaching - The Teaching Segment

Talk Buddies:





Learning and Teaching - Consolidation Segment

Differentiated Activities:





Learning and Teaching- The Consolidation Segment

Teacher and TA' s work with a focus group:





Learning and Teaching - Consolidation Segment

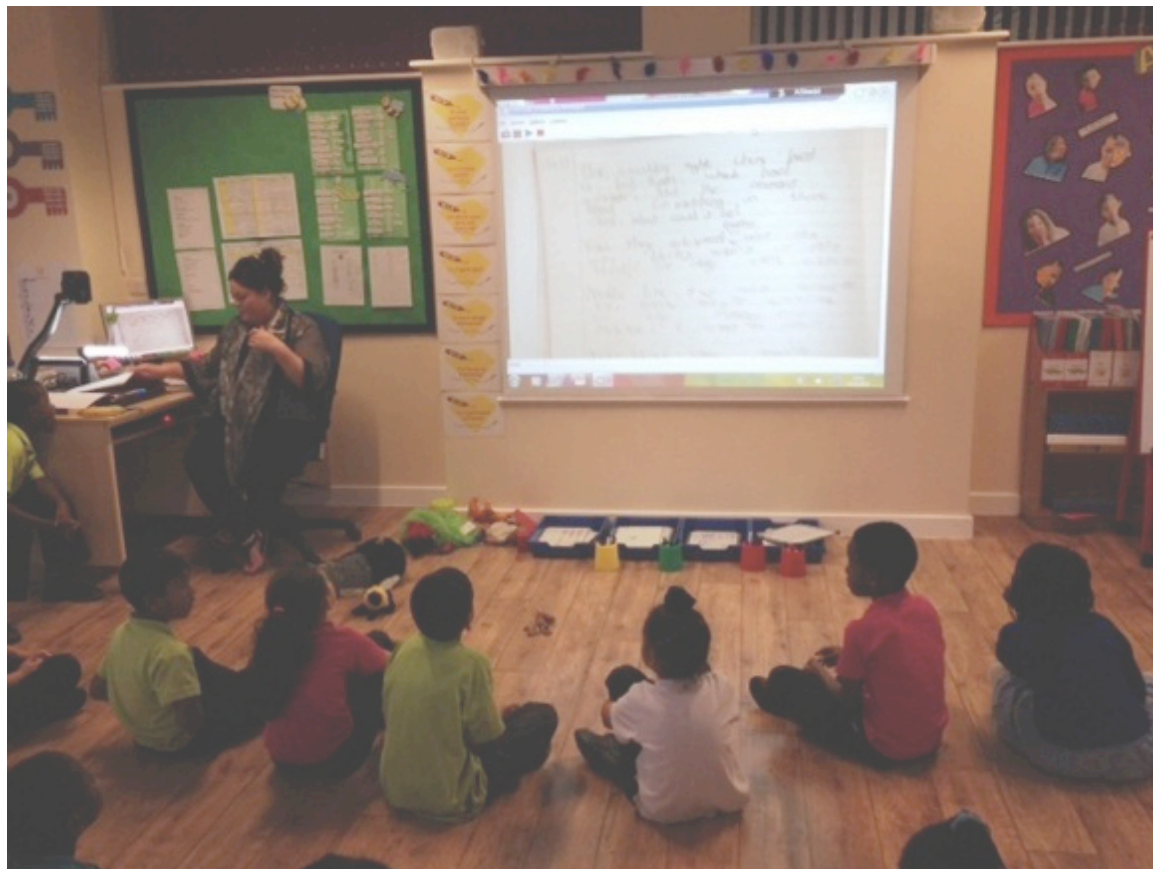
Independent Learning:





Learning and Teaching - Consolidation Segment

Focussed Feedback:





Learning and Teaching - Consolidation Segment

Children using practical resources:

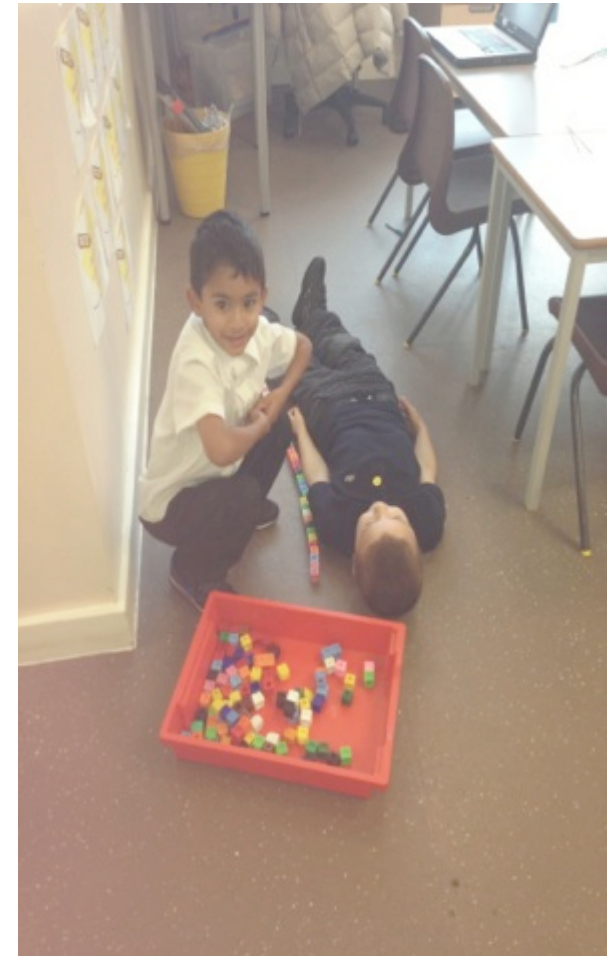
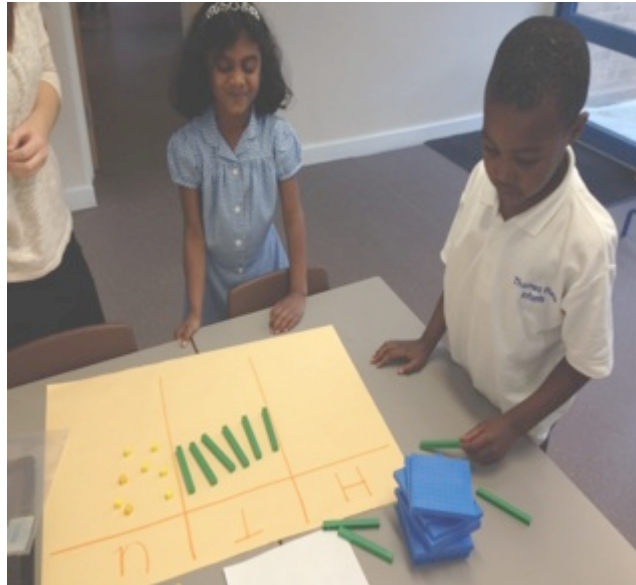




Learning and Teaching - Consolidation Segment

Children work collaboratively out of class

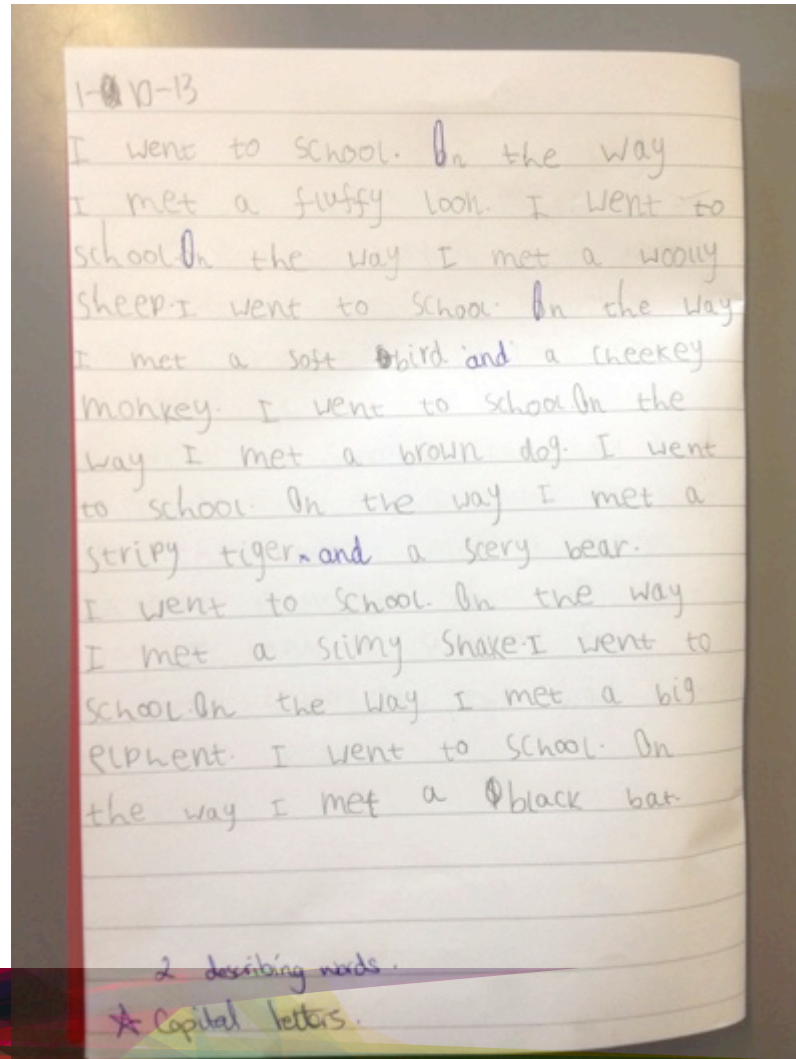
Personalised learning taking place across subjects and beyond subjects





Learning and Teaching - Consolidation Segment

Target identified, shared with child and written in book:





Learning and Teaching – High Expectations

- Individual targets – writing-based in books
- NC Levels in books by the teacher (all subjects)
- Recorded on formative notes (daily) & summative assessments (half termly)
- Reading levels displayed in classes.

End of Year Expectations				
	Reading		Writing	
	National	School	National	School
Reception		1c-		1c-
Year 1	1b	2c	1b	2c
Year 2	2b	2a/3	2b	2a/3

So have a look!

What did you
see?

Find out more!



Guiding you to Learning

Lesson:	Timings
Reception: Letters & Sounds 10:00-10:15/20	
2 Class in Year 1: Writing 9:45-10:45	2 Class in Year 1: 2x end of Writing until 10:10 Reading & Spelling Workshop 10:10-10:45
2 Class in Year 2: Writing 9:45-10:45	2 Class in Year 2: 2x end of Writing until 10:10 Reading & Spelling Workshop 10:10-10:45
Coffee (talk to us!) 10:45-11:00	



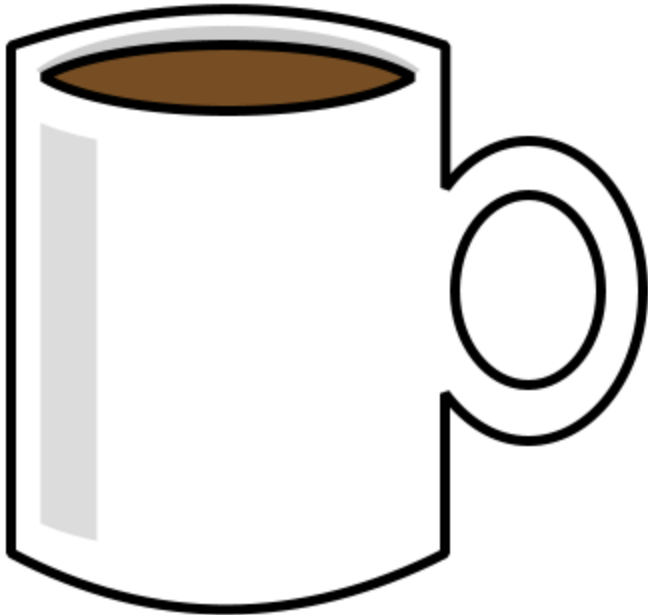
I wonder - will you see?

1. the time tables
2. the planning
3. guided reading books
4. attainment in books (groups A - D)
5. individualised targets
6. the “outstanding” sparkle
7. children working out of class
8. support groups
9. children reading for meaning
10. talk4learning
11. learning at “least Good”

House Keeping & Ground Rules

1. Mobile phones switched off. No pictures please.
2. Take our school in “good faith” – it’s a working school.
3. Professionalism.
4. Have an open-mind and consider the “bigger picture”.
5. Manage your own comfort breaks (coffee break @10:45-11:00)
6. Safe-guarding
7. Fire Alarm, Evacuation Route and Assembly Point.
8. You can look where you want – and try to catch us out!
9. Let the teachers teach – talk to the children, look at planning and books.
10. But please don’t overcrowd classes
11. Make a note of what to discuss later

Break
10:45 – 11:00





So why is attainment so high?

LITTLE MISS TIDY

By Roger Hargreaves



MR. MESSY

By Roger Hargreaves





Continuous Whole-School Work on Raising Standards

Similes- *The room was as hot as an oven.*

Brackets- *I have met some scary creatures (don't worry I have tamed them).*

Hyphens- *The whale shark -ferocious- is more than 12 metres long.*

Alliteration- *Terrifying, terrible tiger.*

Adverbial phrases- *He ran as fast as his legs would carry him.
He climbed the beanstalk, all the way to the top.*

Double adjective- *She was a fast runner, fast because she needed to be.*

Double adverb- *Jack climbed up the beanstalk slowly, slowly as he didn't know what was at the top.*

Inference

- Clues in the book
- What you already know
- Implied (not stated) within the words of the story

The teacher looked at Tom's book. Pull your socks up! she said.

She stole down the passage.

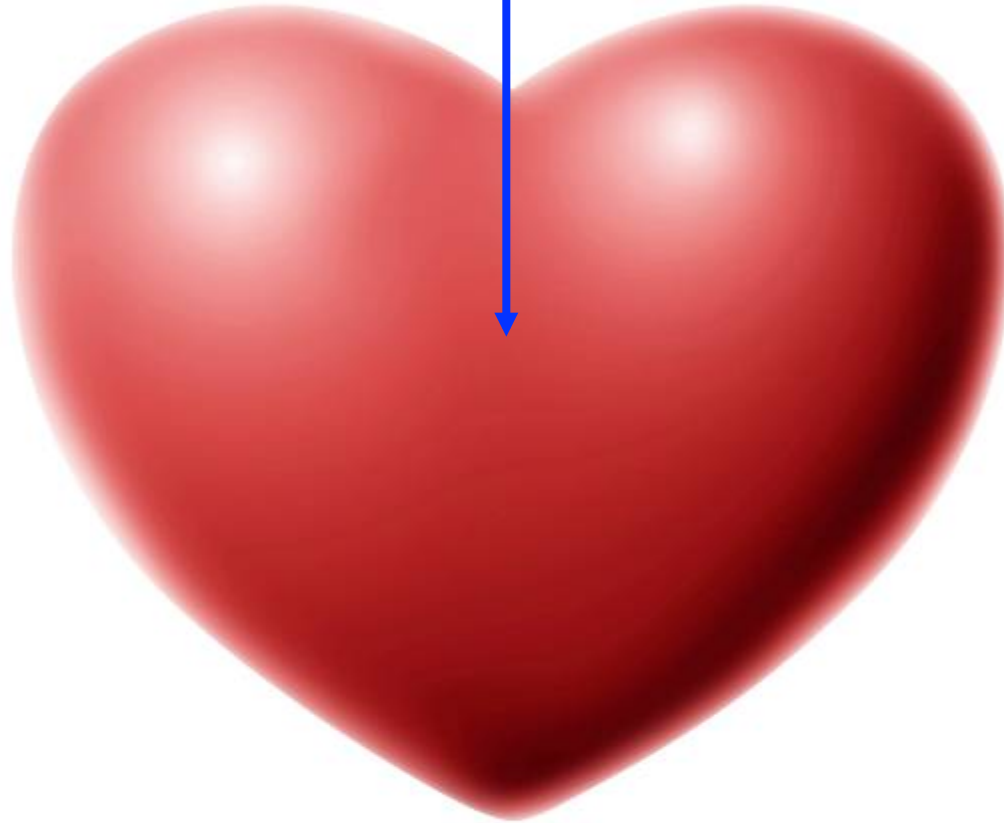
Developing Inference

The sister stayed inside on her own, reading and dreaming. The brother played outside with his friends, laughing and shouting, throwing and kicking, roughing and tumbling.

At night he slept soundly in his room. But she would lie awake, listening to the noises of the night. Sometimes he crept into her room to frighten her, for he knew that she was afraid of the dark.



What are our values?



What
tries to
stop
this?



Improving Attendance

Raising the Expectation towards Absenteeism & Holidays

Systematic &
Responsive
monitoring and
Follow-up

Empowering the
Attendance Lead...

Making links with
GP Surgery

Sync'ing Eid with
INSET Days

A 'joined up'
Provision for
Support

Meeting with
families – listening
and understanding

Almost zero-
tolerance approach
to holidays

Engaging Families,
building
relationships

Administering Medicine.

*'Yes we'll keep an eye on him/
her...'*

*Bring some soup in and we'll
heat it up.*



Improving the Inclusion Provision

A systematic yet responsive over-arching inclusion model

- Yr 2 Literacy Catch up

- Yr 1 Literacy Catch up

- Nurture Group

- SEBs/
• Behaviour

- Yr 2 Maths Catch up

- Yr 2 2B Literacy

- Yr 2 Level 3 Literacy & Maths

- 100 Key Words

- Key Concepts

- Fine & Gross Motor

- Yr 1 Most Able - Extension

- Expressive Language

- Cued Articulation

- Reading Recovery

- Gifted & Talented

- Yr 1 Maths Catch up

- Support Groups
- Inclusion Leader
- SENCo

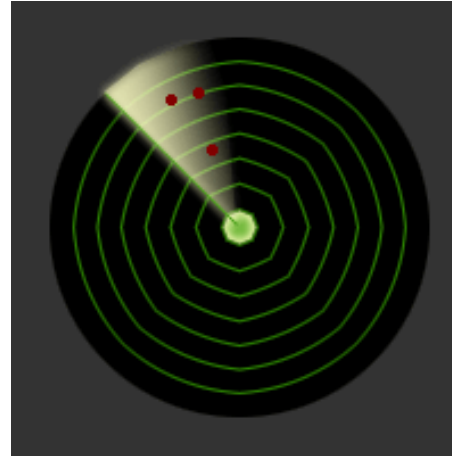
- Attendance lead
- PSA
- Centralised Planning



More Effective Learning – Talk4Learning

differentiated
questioning

to gauge understanding



Who understands
this and by how
much?

Gauge understanding
of individuals and
groups of children

Identifying
assessment for
learning
information

Re-focus teaching, if
necessary



Improving the 'Value Added Progress'

differentiated questioning

strategically using assessment
for learning information
to help targeted children
achieve further



Where are
individuals/
groups of children
in my class?

What is the next step for
these individuals/
groups of children?

What do I need to do
within this teaching
segment to move
these children onto
the next step?

Targeting individuals
and groups of
children who
require specific
support

Cross-reference
assessment for
learning
information – did
they get there?



Improving the 'Value Added Progress'

differentiated questioning

strategically using assessment for learning information to help targeted children achieve further



Where are individuals/ groups of children in my class?

What is the next step for these individuals/ groups of children?

What do I need to do within this teaching segment to move these children onto the next step?

Targeting individuals and groups of children who require specific support

Cross-reference assessment for learning information – did they get there?



Embedding ICT as a tool to raise standards

Teaching
with ICT

Consolidating with
ICT

Teacher/Pupil
Modeling &
Demonstrating

Children **engaging** with:

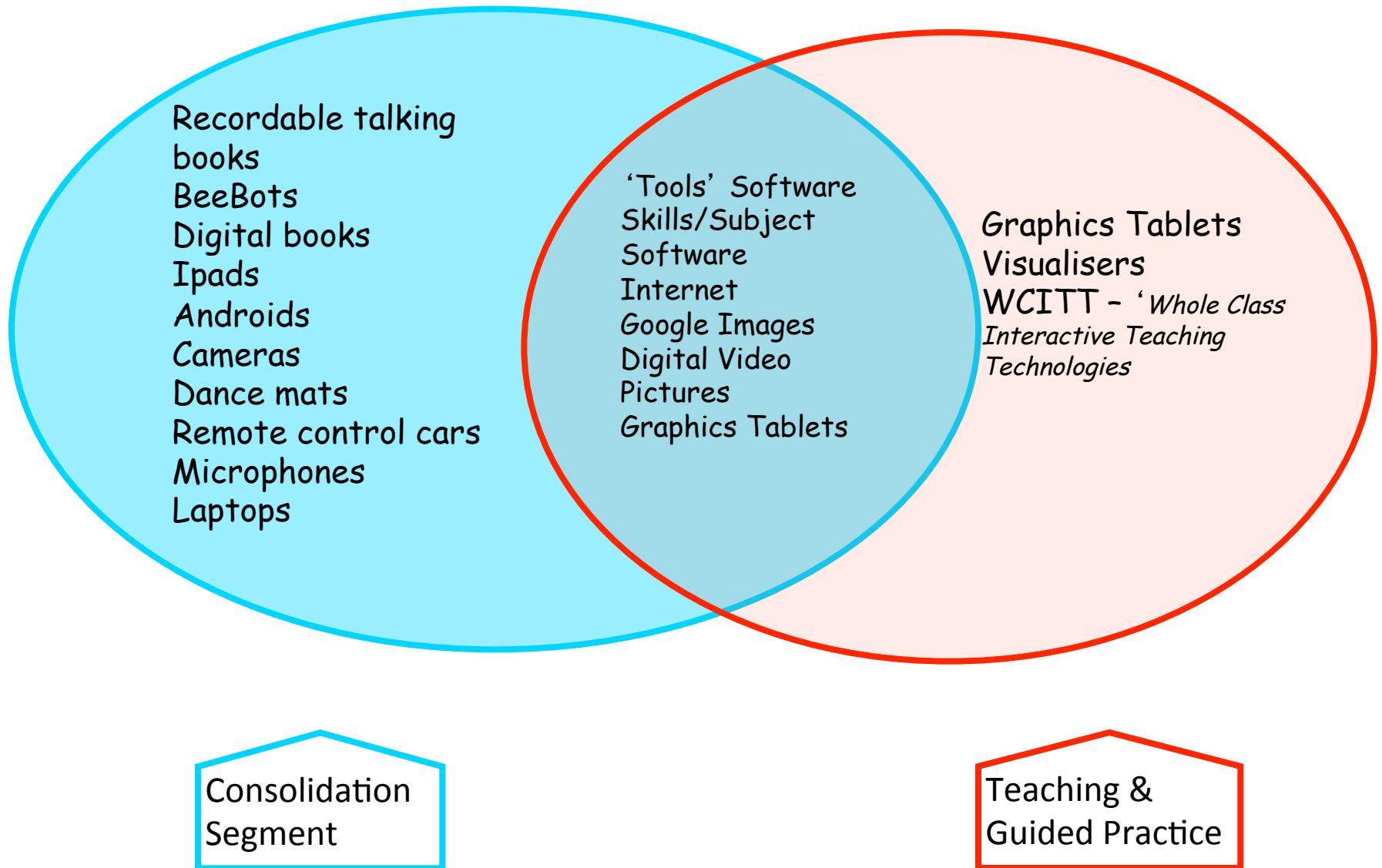
- Laptops
- PCs in Classes
- Digital Cameras
- Electronic Games & Toys

Teacher's Skilled
use of
technologies

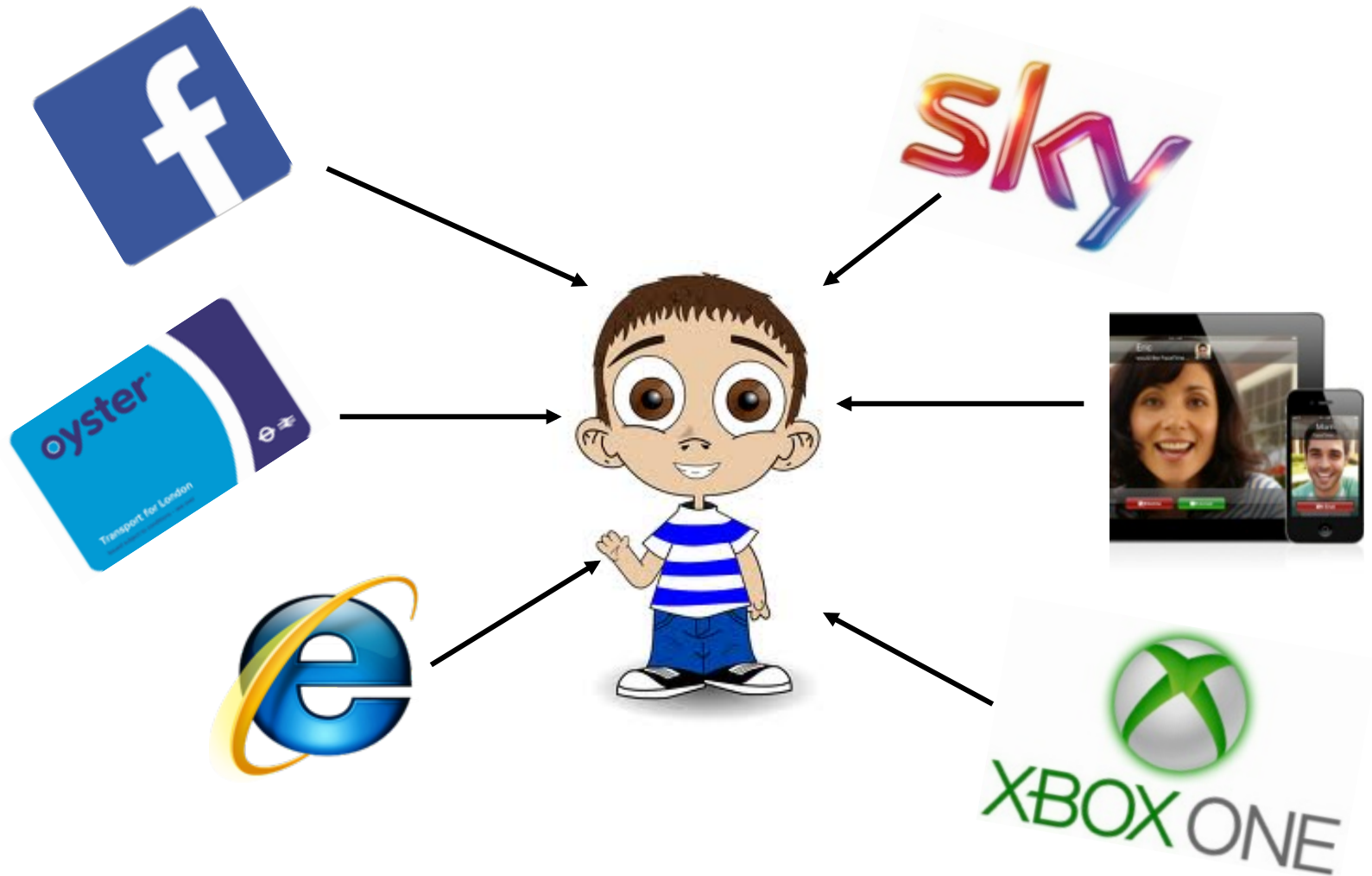
Independently.
Collaboratively.
Outside of Class.
Lunchtimes and
Breaktimes.

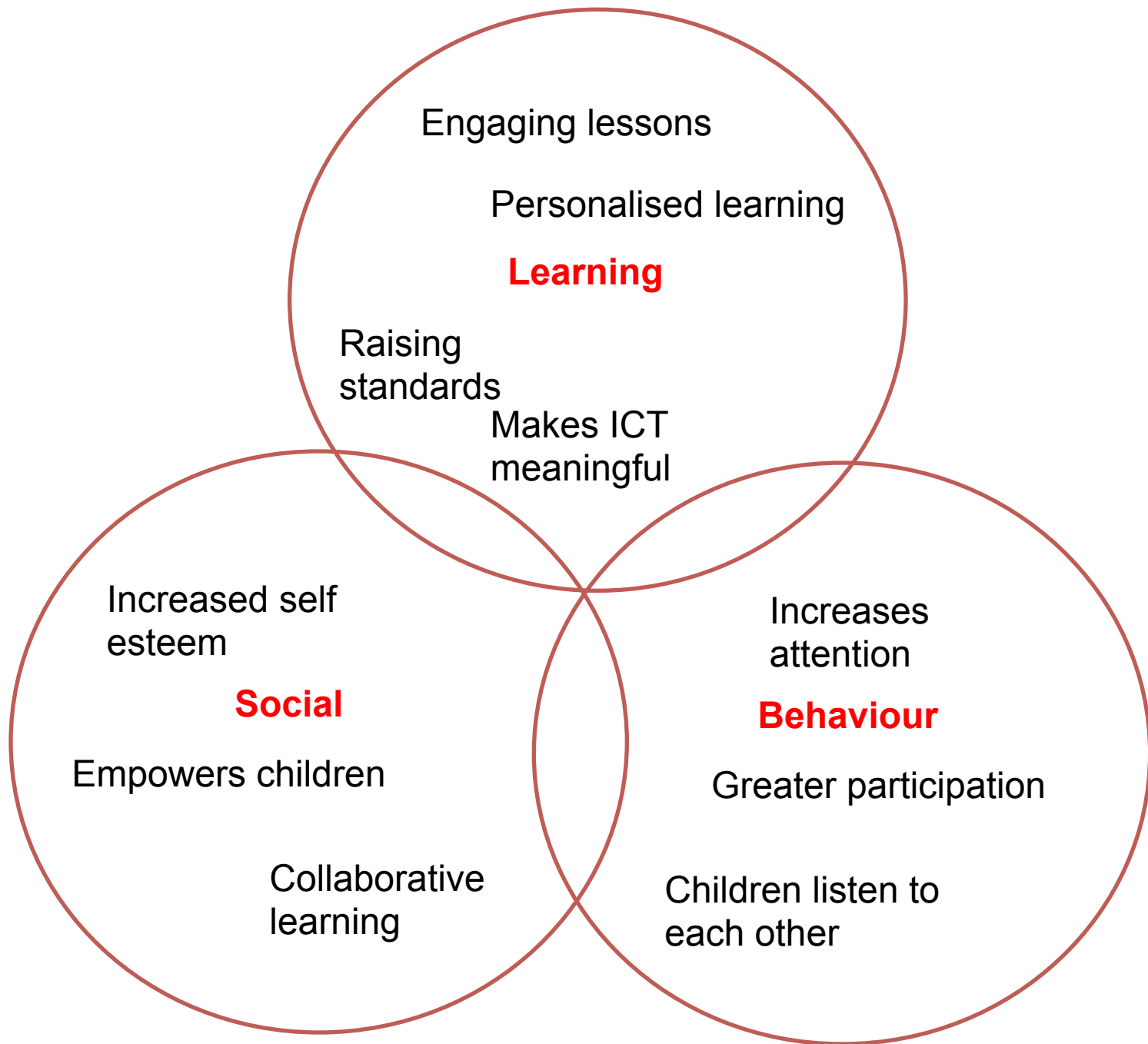


Technologies to **teach** with.
Technologies for children to **consolidate** with.



Generation Z







Managers

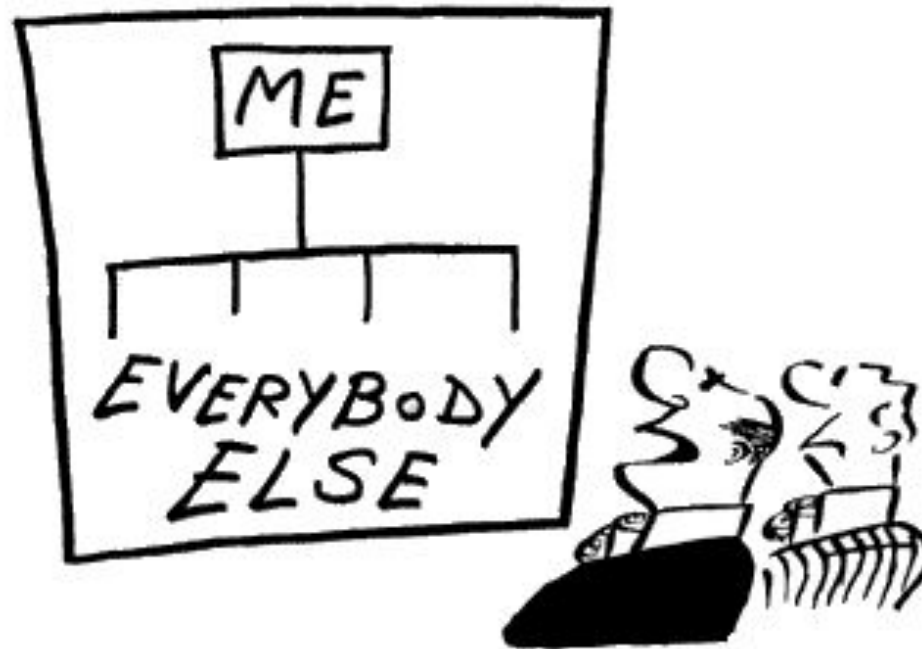
- Deal with the present
- Accommodate change
- Limit risks
- Predict the probable
- Are systematic
- Command respect
- Are guided by structures
- Maintain
- Teach

Leaders

- Commit to the future
- Initiate and drive change
- Take risks
- Encourage the possible
- Create ideas
- Inspire trust
- Are propelled by values
- Improve
- Coach



The right Leadership Model



"I like to keep things simple."

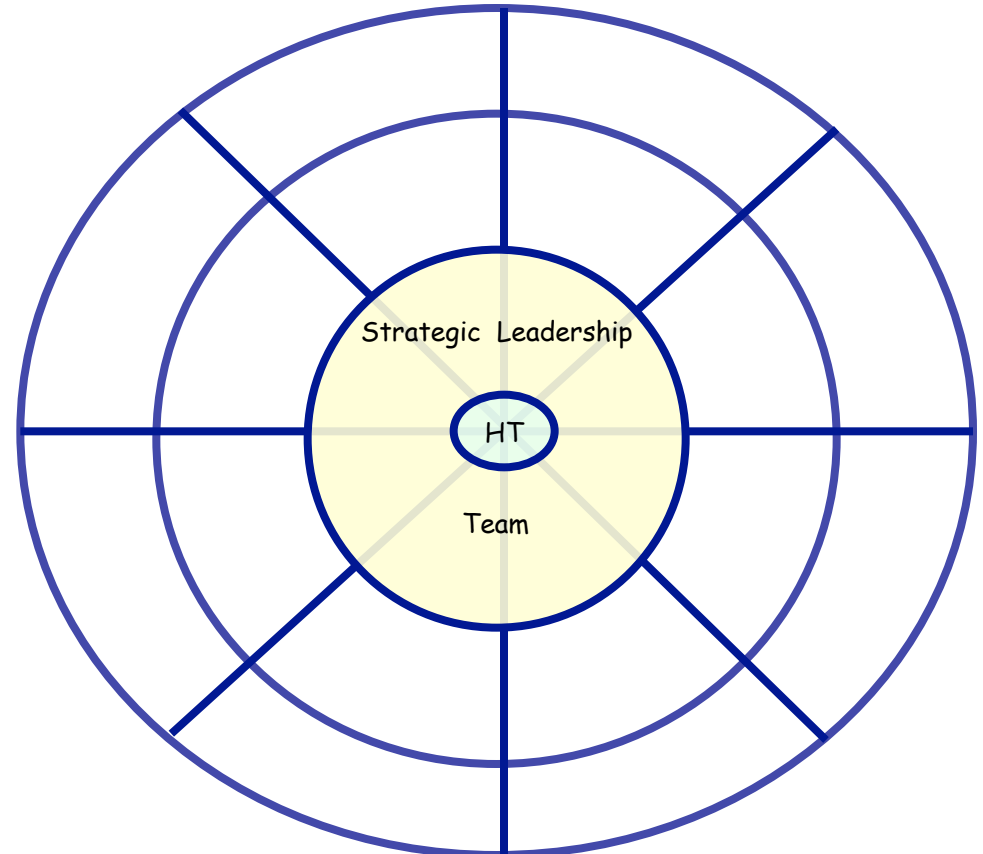


Thinking about the leadership structure

Being highly responsive.

Instilling Handy's Club/Spiderweb Leadership structure...

- Central to communication within School.
- Leading Strategically.
- Seeing "the bigger picture".
- Key to implementing the existing SIP.



Handy, C. 1991, *Gods of Management The Changing Work of Organisations*, 3rd edition.

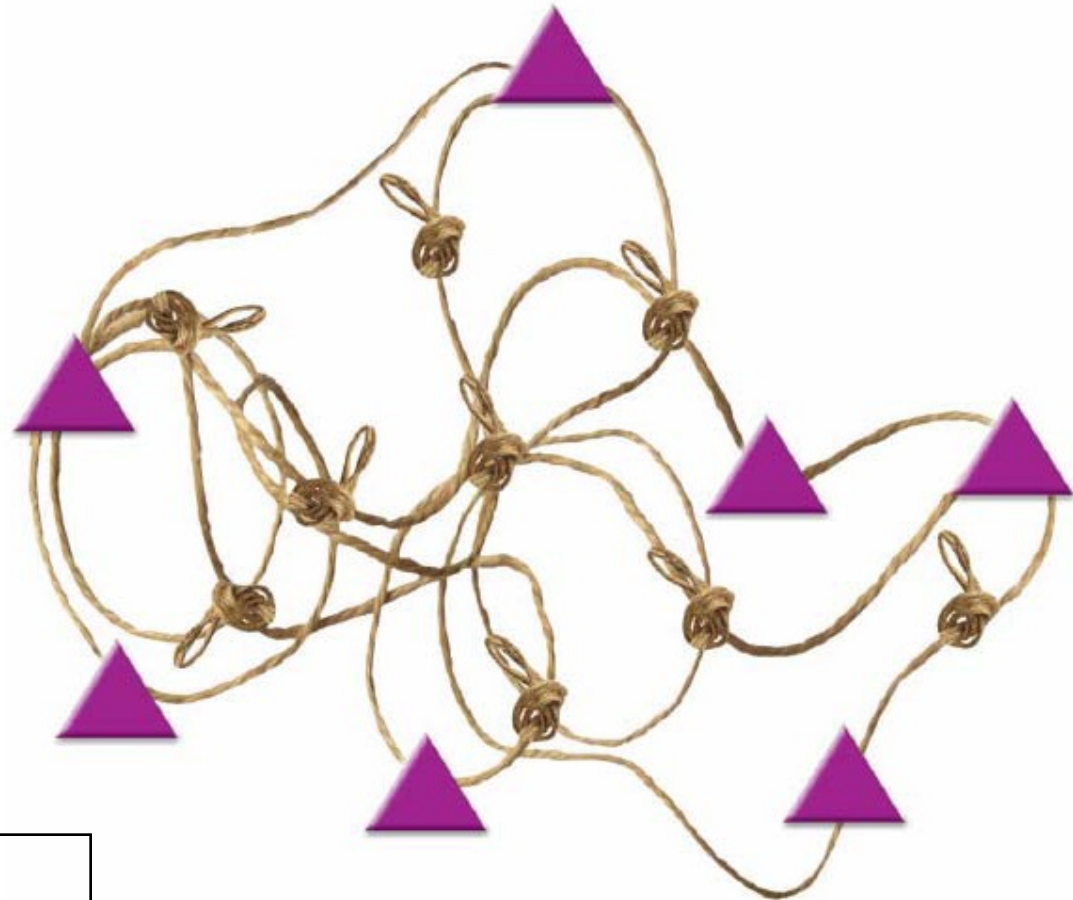


Cross-Stakeholder Strategic Leadership Team

These triangles (participant members) are connected together by threads of **communication and relationship**.

And these threads come together in **knots of activity**, which hold the participant members in a web of activity and communication, out of which grows the purposeful work of the net.

The strength of the net comes through the work that the members do together and the trust that is built through the communication necessary for the work.



Madeline Church;
Knots and threads: the power of networks, (2006).



A Responsive Leadership Style



Being an integral part of it

Reminders and Notices:																													
<ul style="list-style-type: none">• Staff Meeting:• EYFS – Communication in Print with Linda in Claire Mc's class please.• PE with Claire Mc• Next week's Staff Meeting: To be confirmed...					<ul style="list-style-type: none">• Police visiting on Monday – Dropping into class for a question and answer session and to meet the children (KS1 only). Please see timetable on the staffroom.• Virtual Meet with Year 1 on Thursday – See Claire Mc for details.• UEL placements – we welcome our new teaching students starting their second placement.					Learning write this week: concentration on consolidation time – please remember "traffic light feedback form: please see Paul"					<ul style="list-style-type: none">• Please keep an eye on the following:• Timings – starts and ends of lessons, playtimes, assemblies and end of the day (3:15pm).• Uniform• Packed lunches (quality of make sure teachers know so that they can talk to parents the same day).					<ul style="list-style-type: none">• Leaders of Action plans please meet Paul after school on Wednesday to discuss training on Friday.• The agenda for Friday is as follows:• 10am – 1pm – meetings with each action plan group (lasting about an hour)• Then from 1:30-3:30pm – "mock" inspection sessions. Please see Paul's email for questions that may come up.					<ul style="list-style-type: none">• Miscues start this week please.• Writing assessment the week after.• Nursery – files are due in at half term.• EYFS – please revisit files and ensure that actions from moderation feedback are completed.				
Paul		Claire		Karl Hazel	Sue Harty	Sully Omar	Ros	Fi	Gov s	Dea n	F1	F2		Yr 1					Yr 2					Tracey					
				Karl & Sue meet Paul at 10:30 on Wed	Sue 11:00-12 CAF Progress with Paul M	Meet Paul then Sully	Reading Recovery 11:30-12 CAF Progress	Meet Claire 11:30-12 CAF Progress	Nick		Chompika to Yr 2 visits please and tomorrow.	Pandas Claire	Koalas Sarah	Hippos Danny	Lions Khaleel	SCOW Linda & YR Support	Giraffes Shahana/A dam	Zebra Kieran	Tigers Natalie	Gorillas Amy & Alana	Barb & YJ Support	Snakes Barry	Squirrels Rosa	Foxes Suzy	Owls Amer	Y2 Support			
Monday	a	Model BU in Giraffes then Gorillas	Cover Lions																										
	f	Curriculum Planning with Hef & Sully/Rosa	EYFS Provision Time																										
	a/s	Staff Meeting	NM Review																										
Tuesday	a	Budget with Hef	EYFS provision	10:03-11:00 Goldeny Q&A																									
	f	Meet Sue W	SLT Review with Linda																										
	a/s	Meeting poorthen SW	meets PP the AB parents																										
Wednesday	a	Cover Yr 1 Planning	Cover Yr 1 Planning																										
	f	Model Science for Hefran 2:30	Lead Year R Planning																										
	a/s	EYFS meeting with ul	Meeting leaders + Danny																										
Thursday	a	Meet Deon	Provision Time																										
	f	Cover Year 2 Planning	Cover Year 2 Planning																										
	a/s	Full GB																											
Friday	a	Talking Heads	EYFS Provision Time																										
	f																												



Nurturing and Growing Staff

OSKAR is a framework for solution focused coaching:

1. OUTCOME:

- What is the objective of this coaching?
- What do you want to achieve today?

2. SCALING:

- On a scale of 0 to 10, with 0 representing the worst it has ever been and 10 the preferred future, where would you put the situation today?
- You are at n now; what did you do to get this far?
- How would you know you had got to $n+1$?

3. KNOW-HOW & RESOURCES:

- What helps you perform at n on the scale, rather than 0?
- When does the outcome already happen for you - even a little bit?
- What did you do to make that happen? How did you do that?

4. AFFIRM AND ACTION:

- What's already going well?
- What is the next small step?
- You are at n now, what would it take to get you to $n+1$?

5. REVIEW: What's better?

- What did you do that made the change happen?
- What effects have the changes had?
- What do you think will change next?

Solution-based responses...





Professional Learning Community-based culture

A very complex personalised and nurturing learning culture.

Peer-support and 'fluid' working groups bring together clusters of expertise and skills in order to disseminate learning amongst others.





Hard to reach parents vs. **hard to reach schools**





Parents as Partners | Heart of the Community

Establishing a School Brand

- Valuing Parents as Clients

Customer Service

Parent Support Advisor

A 'Joined Up' Provision

TESCO



Medical Centre

LA Support

Other Agencies

Childrens' Centre

Community Events

Easter Bonnet Parade

Eid coinciding with School Closure

36 After-School Clubs

Early, Late-Evening & Weekend Opening

An Extended School

Engagement Initiatives

Lend to Buy PCs

Family Learning

Bring a Parent Week

Twitter, Blog, YouTube (TVI TV)



ICT as a tool to engage



follow us on
twitter



We Tube



Be the first of your friends to like this.

Like Button

Share Button

22
tweets

5



retweet

Share

Buzz

Thames View Infants

Welcome

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Welcome

Thames View Infants is a large multi-cultural Infant School, in the London Borough of Barking and Dagenham, which was judged as 'outstanding' by Ofsted in March 2009 and continues to thrive. We work hard to provide a caring, fun, vibrant and supportive learning community where every child and their family really do matter. We aim to help everyone achieve their best!

[Like](#) 6 [Tweet](#) 7 [+1](#) 0 [Share](#) 14

TVInfants @DanielAyres As long as you remember that successful readers orchestrate a range of strategies when decoding on the run, not just phonics!
about 1 hour ago · reply · retweet · favorite

TVInfants Happy Mothers Day to all the Mums!
about 1 hour ago · reply · retweet · favorite

Join the conversation

0:00

YouTube

Bastable Avenue, Barking, Essex, IG11 0LG.
T: (020) 8270 4317 F: (020) 8270 4319. Email us here.

2 ways to let us know how you think we are doing from home:

You can either email us feedback or complete our customer survey

BLOG

follow us on
twitter

eBay

You Tube

TVI Online

ParentPay

Parent View

Useful Links:

Today's Dinner Menu

Applying for Free School Meals

The One Stop Shop

How to Apply for a School Place

Form to Transfer Between Schools
(including moving to a Junior School)

Google Translate

Google Maps

Thames View Infants Television

Log-on from Home - Windows XP Update

Yr 2 Self-Assessment Toolkit

What's on @ the Sue Bramley Children's Centre?

Ask us a question about learning - anytime!

PC Support - 24/7: 07983 521 521

TVI Top Tips 4 Learning

Viral e-Marketing

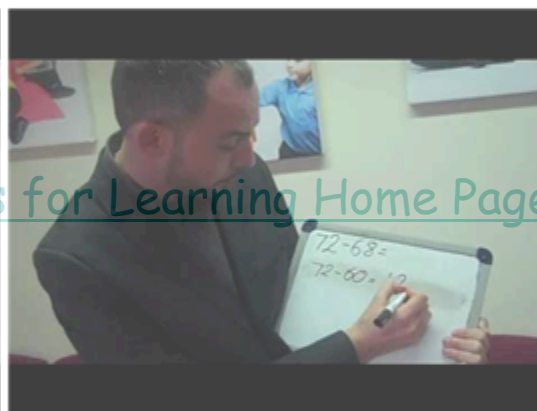
Our teachers have made special podcasts for you, explaining special "Top Tips" for when learning at home. Watch each one with your family and then come back to us with any questions you might have. Enjoy!

Maths

Top Tips for Learning Home Page



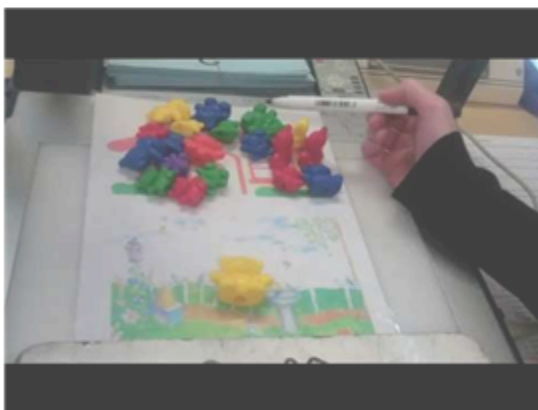
Practical subtraction in Reception



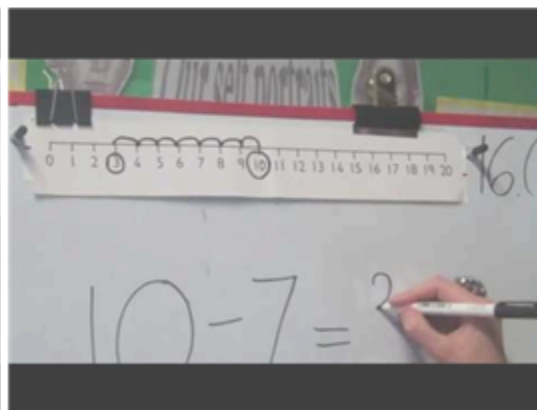
TVI TV! Top Tips Taking away with 2 digit numbers that cross 10



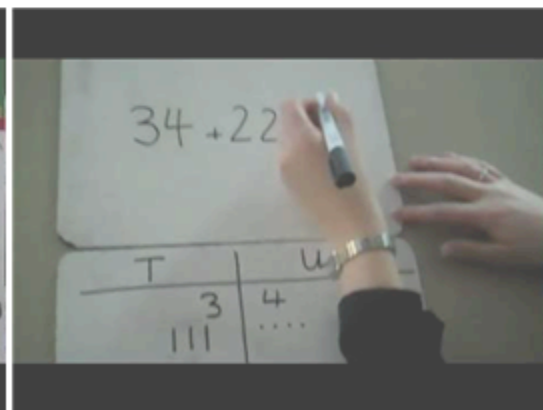
Addition with 2 digit numbers that cross 10



Knowing number bonds to 20



Taking away using a number line



TVI TV! Adding tens and units



Thames View Infants

@TVInfants

Barking, London, England

TVI is a vibrant, caring, fun-filled & award-winning multi-cultural Academy, working hard to help everyone do their best!

<http://www.thamesview-i.bardaglea.org.uk>

1,955

TWEETS

28

FOLLOWING

336

FOLLOWERS

Your favorites

Direct messages



View more photos



Thames View Infants @TVInfants

7m

We want every child 2 do their best at TVI: Info about Yr2 assessment meetings: thamesview-i.bardaglea.org.uk/parentsevents0... & resources: thamesview-i.bardaglea.org.uk/parentsevents0...

View details · ↩ ↻ ⭐



Thames View Infants @TVInfants

11m

#Headteacher for the day!!! Pupils will be voting for their own Pupil Headteacher on Friday - more details here: thamesview-i.bardaglea.org.uk/documents/2013...

View details · ↩ ↻ ⭐



Thames View Infants @TVInfants

8h

Peer observations in PE - part of our School Development Plan - making 60% of PE lessons #Outstanding pic.twitter.com/I18RSOM2nW

View photo · ↩ ↻ ⭐

So, engage with me!

Twitter: [@TVInfants](https://twitter.com/TVInfants)

YouTube: [Thames View Infants](https://www.youtube.com/ThamesViewInfants) (TVInfants)

Google: [Thames View Infants](https://www.google.com/search?q=Thames+View+Infants)

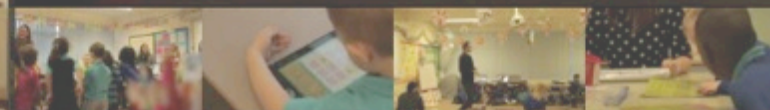
E-mail: pjordan@thamesview-i.bardaglea.org.uk

Ebay: [Thames View Infants](https://www.ebay.co.uk/search?_from=R70&_trk=searched)

Thames View Infants
"It's Rockin'!"



0:21





Components of Success

Responsive Leadership Style
A Learning-Centred Vision
Building Upon Staff Strengths
Culture of Innovation
Empowered Staff
Risk-free Mistake-Making Culture
Engagement & Community
Learning



Outcomes

EYFS is
above
National
Averages

Every one
achieves their
best

Children make
accelerated progress
and learn exceptionally
well

KS1 is sig
above
National

A deep and rich
personalised
learning community

Centre of the
Community &
A fully extended school

Learning is
Outstanding

100% Good+
60% Outstanding

Attendance is
Outstanding 97.3%

National ICT
Leader
Attainment within
top 20% Nationally



Thames View Infants



It works for us.

Space for you to reflect on where you are.
Is there anything here that might be useful?
Maybe this might help you with your journey?
Is there anything that we can help you with?
What will you take away as a teacher/leader?



Challenging Traditional Dispositions to Learning



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Maintain: *"I'm still going to maintain the following".*

Improve: *"I'm going to improve the following".*

Change: *"I'm going to change the following".*

Nurturing the **Professional Learning Community** at Thames View Infants

Feedback / Evaluation

Can we help further?



UeL
University of
East London


e-learning foundation
affiliated school




NPQH Leadership
Development School
National College
for Leadership of Schools
and Children's Services