

# Thames View Infants



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TVIacademy.org



We Tube @TVInfants



# Parental Engagement & the Pupil Premium







Thames View Infants

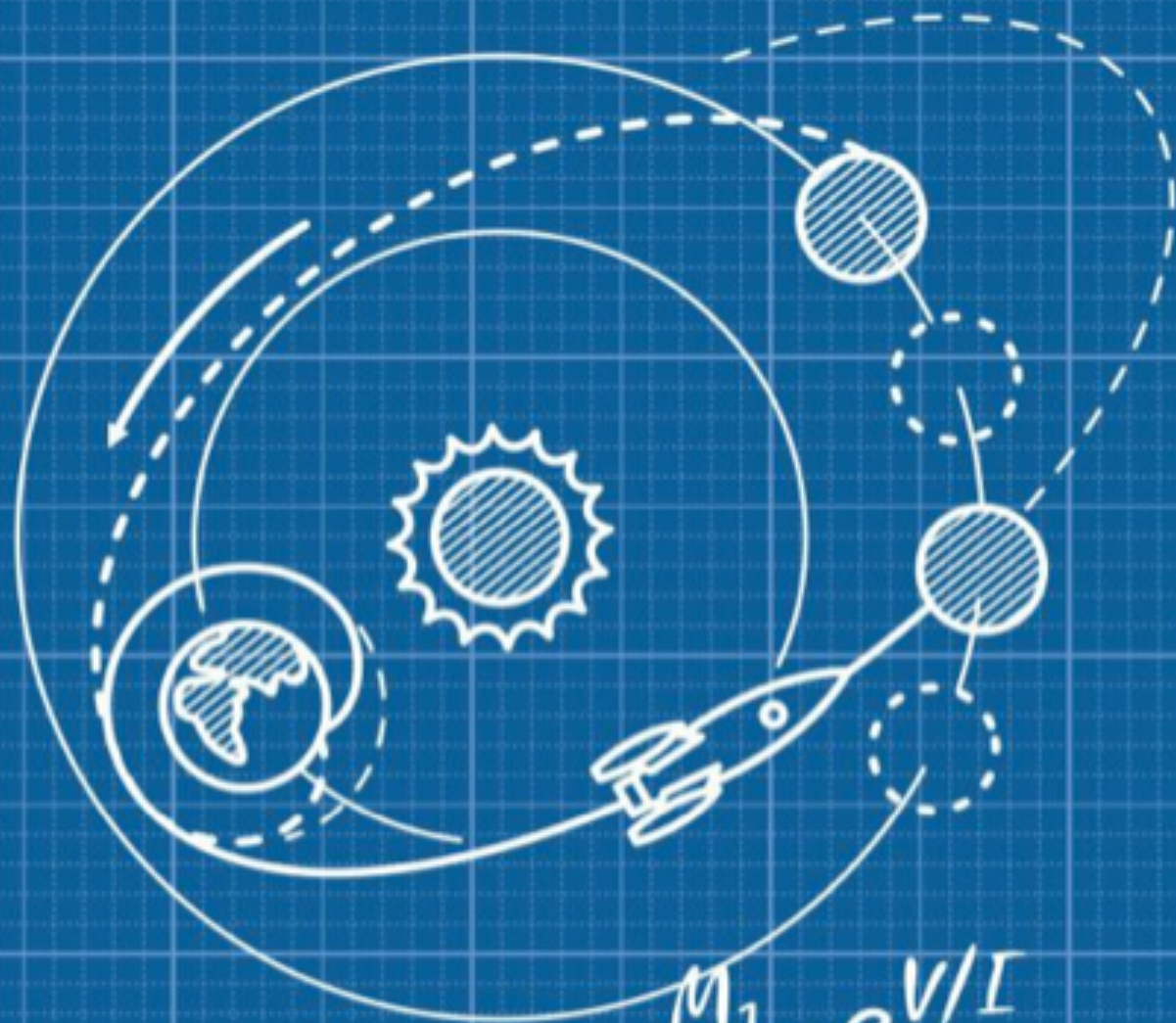
*or:*

Don't see Pupil Premium  
children in isolation.

*Instead -*

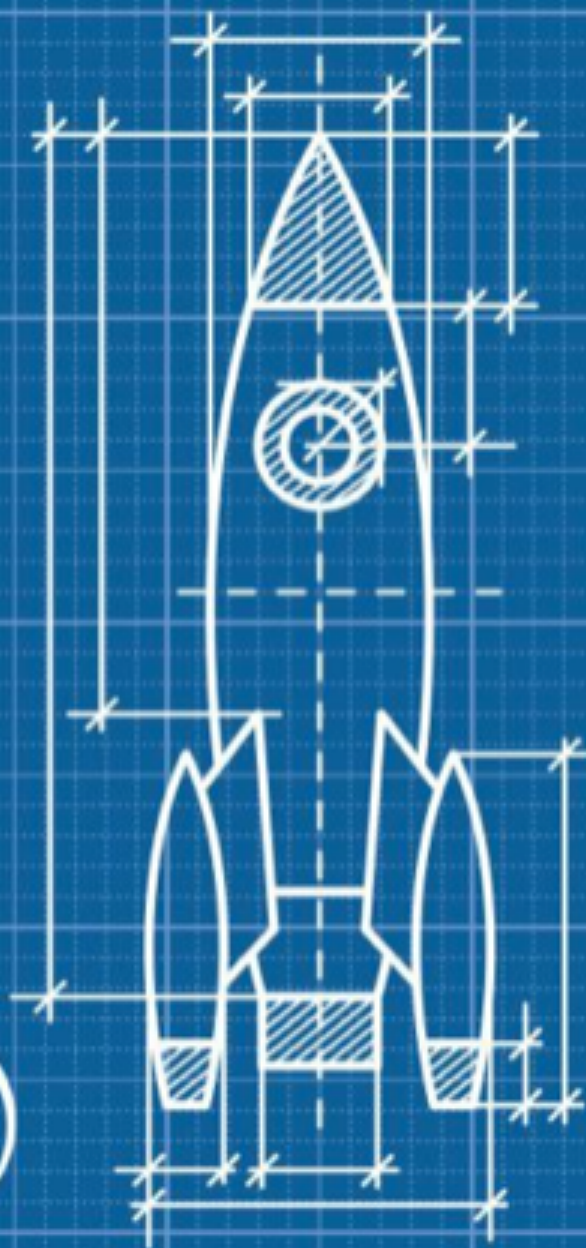
Treat your Parents as Partners and customers; and create a beautiful, high-quality inclusive-provision that they just won't be able to resist engaging with.

Treat your **Parents as Partners** and **customers**; and create a beautiful, **high-quality inclusive**-provision that they just won't be able to **resist** engaging with.



$$\frac{M_1}{M_2} = e^{v/I}$$

$$v = I \cdot \ln\left(\frac{M_1}{M_2}\right)$$





High Parental  
Engagement is  
(part of) the key to  
success\*



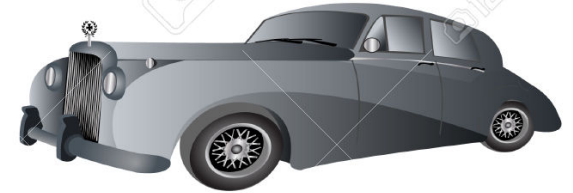


Thames View Infants

How things are at TVI



## Ofsted's Car Model Dilemma





I know best!  
This is the way to do it!  
I have all the answers!  
Look at me!  
Aren't I great!

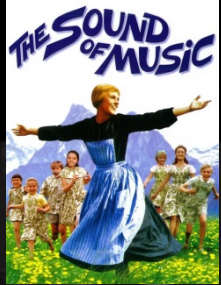


Sharing my understanding of how a school should run.  
Privileged and Humbling Process.  
Maybe this might help you with your journey.  
Is there anything here that inspires you?



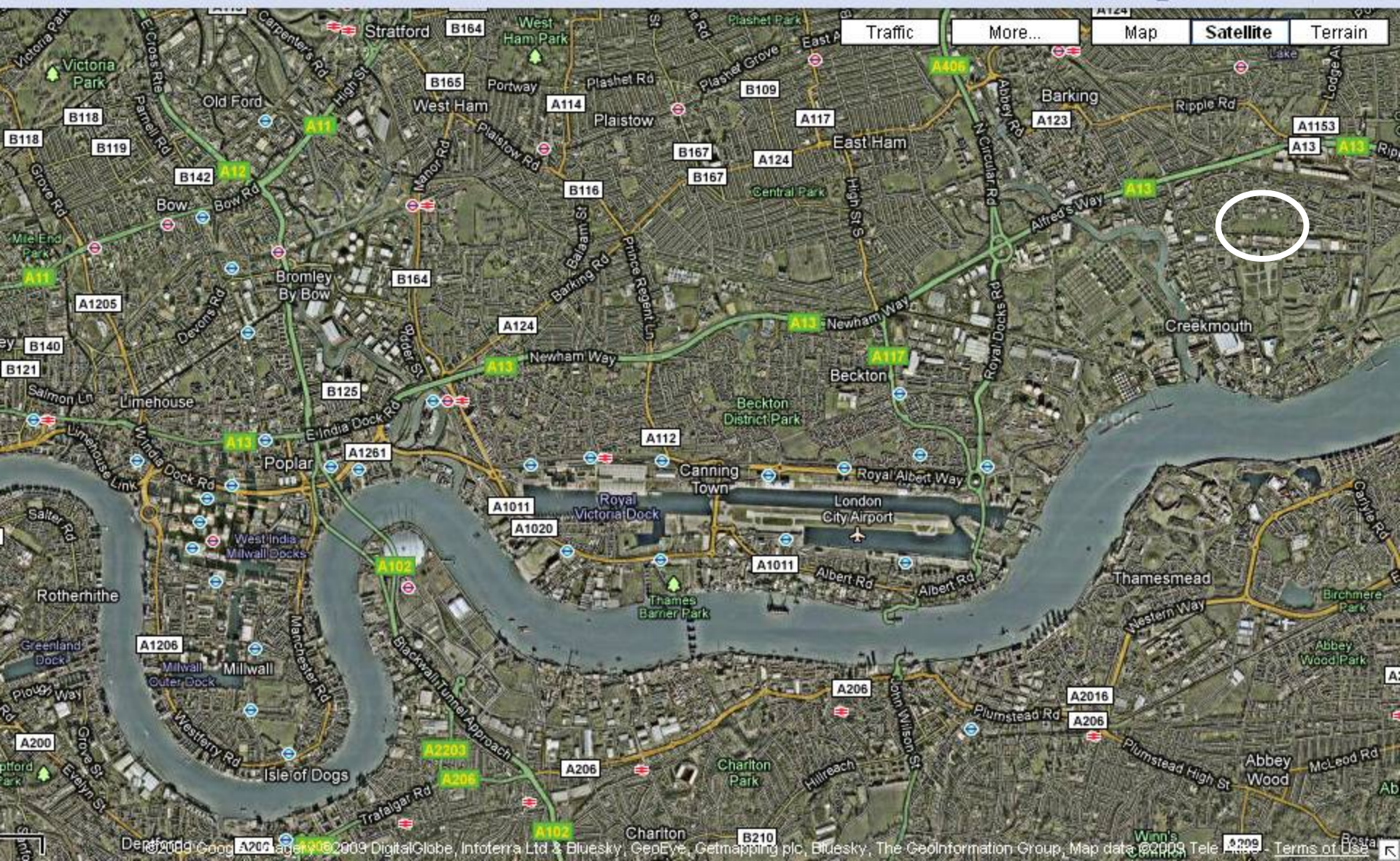








Find businesses, addresses and places of interest.








# Thames View Infants

*Helping **everyone**  
achieve their best!*

## Welcome

Main Office 

Nursery 

Headteacher: Paul Jordan

[TVIacademy.org](http://TVIacademy.org)



# Griffin vs Hodge: the Battle for Barking

A former Labour stronghold has become home to one of the ugliest fights in politics. In one corner, a long-standing minister. In the other, the leader of the BNP. John Harris joins them on the frontline.

[John Harris](#), [The Guardian](#), Saturday 13 March 2010

Eventually, we make our way to the [Thames View Estate](#), a blighted housing development cut off from the rest of the borough by the cacophonous A13.

In Shannon's bakery, 60-year-old Shannon Slattery tells them about her daughter, who lives with her four-year-old son in a grim, privately-rented flat full of pigeon droppings that have apparently made the boy chronically ill. They're on the council waiting list, "but every time, she's, like, number 200 or 300".





Thames View  
Infants

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## Welcome



**Thames View Infants** is a thriving, award-winning, four-form multi-cultural Academy, situated within the London Borough of Barking and Dagenham. TVI was judged as 'outstanding' by Ofsted in March 2009 and again in April 2014. We work hard to provide a caring, fun, vibrant and supportive learning community where every child and their family really do matter. As a National Leader of Education, we support other Schools too!



Headteacher's Welcome

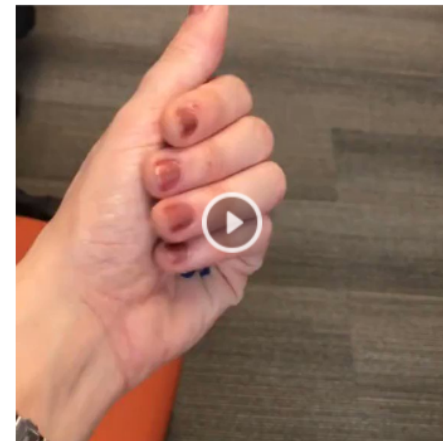




Scarlet fever, also called scarlatina, is an infection that causes a blotchy, pink-red rash. It's most common in young children, but can affect people of any age.

It isn't usually serious and can be treated with antibiotics from your GP. Once you've had it, you're unlikely to get it again.

**Symptoms of scarlet fever**







## Upcoming Events

MAR  
**21**  
Wed

### Emma's Lean Beans

Mar 21 @ 3:30 pm – 5:30 pm

MAR  
**22**  
Thu

### Directors' Meeting

Mar 22 @ 5:30 pm – 7:30 pm

MAR  
**23**  
Fri

### Sport Relief for Comic Relief Day

Mar 23 all-day

- Sporty clothes please
- children doing sports activities with their teachers
- £1 donation
- a special cooking with Claire in the morning
- 2:30pm onwards, a special cake sale

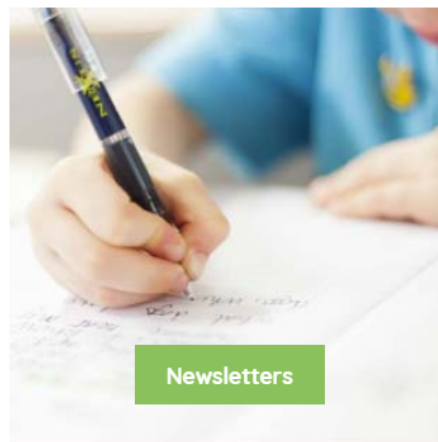
[VIEW FULL CALENDAR](#)



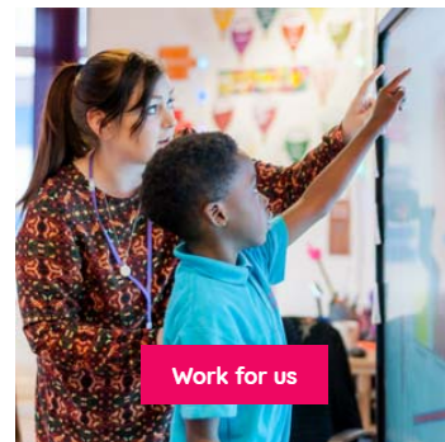
Learning



Meet the team



Newsletters



Work for us

### Contact us

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Bastable Avenue  
Barking  
Essex  
IG11 0LG

T: 020 8270 4317

E: [Office@TVIacademy.org](mailto:Office@TVIacademy.org)



Thames View Infants is part of  
the TVI Learning Multi-Academy  
Trust.



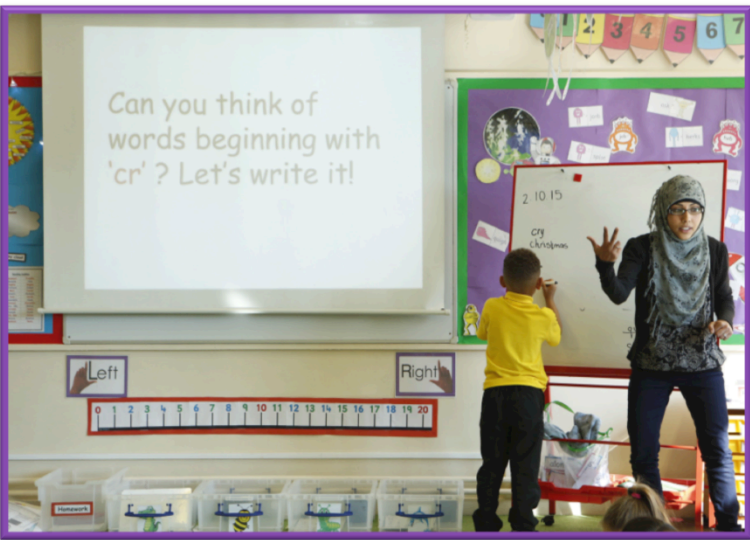
### Useful Links

- [Downloads](#)
- [Staff Room](#)
- [MIS](#)









## Key Milestones

Nov 2005 = **Satisfactory Ofsted**

Sep 2007 = New Headteacher + 3fe

Sep 2008 = Deputy & Leadership Team Appointed

March 2009 = **Outstanding Ofsted**

2008-12 4fe, £1.3m building works, ICT Awards

Sep 2012 = Single Academy Converter

2013 = Pupil Premium Awards

2013 = National Leader of Education

March 2014 = **Outstanding Ofsted**

2017 = TES HeadTeacher of the Year Awards (only London finalist)

2017 = TVI Learning Multi Academy Trust (empty MAT)

2017 = Lead Teaching School (application stage)

2020 = Fords View Primary





# NLE Work & TVI Learning

## Thames View Infants

### National Leader of Education & National Support School Services

*Information for prospective Schools considering to buy into our expertise*

Thames View Infants is a vibrant, twice Outstanding (2009 & 2014), award-winning, multi-cultural Infant Academy with 4 forms of entry and a 39 place Nursery located within the most deprived Ward of the 10<sup>th</sup> most deprived LA Nationally: the London Borough of Barking and Dagenham. We achieved NLE status in 2014.

#### What we do exceedingly well:

- We know that 100% of teaching is "at least Good" and 65% "Outstanding" and this is consistent across the whole school.
- Our Nursery and Reception (EYF5) Provision is Outstanding. For the last 5 years, Reception pupils leave "in line and above National Averages" for all aspects of learning.
- Children develop Mastery within a High Quality provision that offers rich opportunities for cross-curricular consolidation.
- Attainment at the end of Key Stage One is "Outstanding" and ensures that Yr 2 children leave "exceptionally well prepared for the next stage of their learning". (Pearson Ofsted 2014)
- Children make sustained accelerated progress throughout the school. We engender autonomy & independence - including collaborative "out of class" peer-support personalised learning.
- We know that all children, regardless of ability (including those that are Exceptionally Able), are supported within school - and are helped to reach their very best!
- An instilled culture of Cooking, Dance, ICT, Community Events and the careful use of Social Media engenders a close working partnership with parents and high engagement.
- We pride ourselves on our client-led customer service.

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TVI is very much an Inclusive British School with its heart in the community. A responsive Family Support team undertake careful pre-emptive & reactive work.

We're very good at working with other agencies to provide as much support as possible for those families that need it.

**Partners In Learning**

**100% ATTENDANCE AWARD**

**deep roots**

**helping children to succeed**

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## How may we support your setting?

We have a great capacity to support you and offer a range of tailored or bespoke services drawn from the areas of expertise described above. These include:

- Coaching & Mentoring
- Curriculum/Learning Reviews
- Developing vision & signature pedagogy
- KS1 & EYF5 Expertise
- All aspects of Learning & Teaching (precision teaching, reading, phonics, planning, curriculum mapping & timetabling, ICT etc)
- Assessment & Moderation
- Leadership & Teacher Development
- NQT Support
- Inclusion/Complex Needs, Nurture, Family Support & Parental Engagement advice
- Hosting & Facilitation Events ('show days')

We work within a caring open-door policy.

We believe choosing a NLE is like choosing a new house: it has to fit. Educationists tell us that TVI is a rather unique setting, with its own special "sparkle" - so we advise an initial (free) consultation first to ensure that we are right for you and you are certain we can help.

Contact Kelly Ager (the SBM) for more information on: **02082704317** or **Kelly.Ager@TVIacademy.org**

Once you've chosen us, we will need to meet again to clarify your starting point, aims/objectives/scope of the project, costs and the practical implications.

### Accountability:

Together we agree a Deployment Pro-forma form, an Action Plan and there is also a final Evaluation Report too. Constant dialogue ensures our service meets your needs in line with the agreed works.

## Cost of NLE Support Services at TVI:

NLE Headteacher rate: £600 per day  
Deputy Headteacher rate: £400 per day  
NLE SLT rate: £350 per day  
NLE Teacher rate: £250 per day

We offer discounts for "packages" and usually all documentation and "set up administration" meetings are included within the fees agreed. We welcome commissions from LAs as well as SATs and MATs.

Please note that we do not sell Lesson Level planning or Schemes of Work. Instead we offer personalised advice & guidance to support schools to empower leaders/teachers to write their own or to be able to make informed choices when purchasing or tailoring those commercially available.

### About us:

Headteacher Paul Jordan leads the school in partnership with his Deputy Claire Smith and Assistant Headteacher Rosa Corcoran-Jones. All have a regular weekly commitment to teaching. An experienced leadership team and dedicated staff, ensures that TVI continues to flourish.

Teaching since 1994, Paul has worked within Barking & Dagenham since 1995. Thames View Infants was judged as "Satisfactory" by Ofsted in 2005. His first Headship, commencing in 2007, Paul led TVI through both Outstanding Ofsted Inspections (2009 & 2014) and Academy conversion in 2012. TVI is also a NPGH Leadership Development (Placement) School.





# Attainment upon entry is low.

The table below shows the 2017 on entry baseline in the Nursery and the % of children working within each “Age and Stage”:

Ages and Stages of Development (EYFS)	CL		PD		PSED		L		M		UW		EAD	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
<b>Percentage at 0-8</b>	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
<b>Percentage at 8-20</b>	9	12%	0	0%	2	3%	8	10%	2	3%	2	3%	2	3%
<b>Percentage at 16-26</b>	33	43%	31	40%	38	49%	23	30%	48	62%	43	56%	22	29%
<b>Percentage at 22-36</b>	35	45%	46	60%	36	47%	46	60%	27	35%	32	42%	53	69%
<b>Percentage at 30-50</b> <i>Expected for Nursery on Entry</i>	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Percentage at 40-60</b> <i>Expected for End of Nursery “ready for Reception”</i>	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Percentage at wELG</b>	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Percentage at ELG</b> <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 36 and 50 months of age at the time of the baseline, their “expected” developmental stage should be between 30 and 50 months.

**Attainment** at the end of KS1 is significantly above the National Average.

			strongest	>	weakest
	<b>Further 2017 National Comparison</b>	Overall (PPP)	Reading	Maths	Writing
	School 2017 (PPP)	21.6	22.9 ↓	20.9	20.9 ↑
	School 2016 (PPP)	21.6	23.11	20.92	20.7
Ex+	Children Achieving Ex+ %	-	94%	94%	91%
	Difference from National Ex+ %	-	+18.6	+19	+22.5
GD	Children Achieving Greater Depth (GD) %	-	72%	69%	68%
	Difference from National GD %	-	+46.8	+49	+52.2
	Difference from School % and Highest LA % Average Score Nationally (Ex+)	17.1/+2.7 (Richmond upon Thames)	83%/+11% (Richmond upon Thames)	82%/+12% (Hackney, K&C, Bexley, Greenwich, Hounslow, Richmond)	77%/+14% (Hackney & Greenwich)
	Comparison between School % of GD and LA % of GD Nationally	-	36%/+36% (Richmond upon Thames)	31%/+38% (Greenwich)	24%/+44% (Greenwich)
	School % compared with % of all pupils nationally at GD and Ex+	TVI APS is within the top 10% of all pupils nationally	TVI APS is within the top 10% of all pupils nationally	TVI APS is within the top 10% of all pupils nationally	TVI APS is within the top 10% of all pupils nationally

# Disadvantaged Children flourish

Ex+						GD							
Reading													
	All		Dis				All		Dis				
Cohort	118		43				118		43				
School %	94		93				72		67				
National %	76		79				25		28				
Difference %	18		14				47		39				
	Emerging		Expected		Exceeding			Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis		All	Dis	All	Dis	All	Dis
Cohort	29	16	33	9	53	18		29	16	33	9	53	18
School %	83	81	97	100	100	100		31	31	70	67	98	94
National %	34		87		99			1		20		70	
Difference %	49		10		1			30		50		28	
Diff (# of pupils)	14		3		0			8		16		15	

Ex+						GD							
Writing													
	All		Dis					All		Dis			
Cohort	118		43					118		43			
School %	91		89					68		54			
National %	68		72					16		18			
Difference %	23		17					52		36			
	Emerging		Expected		Exceeding			Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis		All	Dis	All	Dis	All	Dis
Cohort	29	16	33	8	53	19		29	16	33	8	53	19
School %	72	69	94	100	100	100		21	25	70	75	94	79
National %	24		78		98			1		10		50	
Difference %	48		16		2			20		60		44	
Diff (# of pupils)	12		3		0			5		18		17	

# Disadvantaged Children flourish

Ex+							GD						
Maths													
	All		Dis					All		Dis			
Cohort	118		43					118		43			
School %	94		91					69		63			
National %	75		79					21		23			
Difference %	19		13					48		40			
	Emerging		Expected		Exceeding			Emerging		Expected		Exceeding	
	All	Dis	All	Dis	All	Dis		All	Dis	All	Dis	All	Dis
Cohort	23	14	71	19	21	10		23	14	71	19	21	10
School %	78	71	99	100	100	100		26	29	76	63	100	100
National %	36		85		99			2		16		56	
Difference %	42		14		1			24		60		44	
Diff (# of pupils)	10		7		0			5		40		6	

# Disadvantaged Children do almost as well as their non-Disadvantaged Peers

Group	Reading	c/Pr/KS	Writing	c/Pr/KS	Maths	c/Pr/KS
Non-disadvantaged (72)	23.3 2Exi-	16.39	21.48 2Mii	15.38	21.34 2Mii	15.24
Disadvantaged (47)	22.3 2Mii+	16.49	19.96 2Mi+	14.64	20.23 2Mi+	14.89
FSM (46)	22.26 2Mii+	16.48	19.96 2Mi+	14.7	20.26 2Mi+	14.91
Looked after (2)	23 2Exi-	15.5	19 2Mi	11	21.5 2Mii+	15.5

In all cases, the attainment gap between disadvantaged & non-disadvantaged is less than 1.52 PPP.

Attainment across all subjects for both Disadvantaged and Non-Disadvantaged children is 'consistently high' and has increased steadily over time. However, in 2017, attainment for Disadvantaged children decreased slightly, whereas attainment for Non-disadvantaged children continued to rise. Despite this drop, attainment remains high for both groups.

**Diminishing the Difference/Closing the Gaps with Disadvantaged Children/Pupil Premium Children as shown by outcomes in APS/PPP**

		2013*	2014	2015	2016	2017	Comment
RE	FSM/CLA (disadv)	19.1	20.1	19.8	23.33	22.3	Attainment for both PP and Non-PP children is 'consistently high' and has increased steadily over time.
	Non-disadv	20.4	20.5	20.5	22.89	23.3	In 2016, Attainment for PP children increased significantly. This year, attainment is lower than the previous year, but remains high comparatively. Although, attainment for Non-PP has increased.
	Diff	-1.3	-0.4	-0.7	+0.44	-1	Historically, Non-PP children have performed better than PP children. However, in 2016, this trend was reversed. In 2017, PP children did less well than Non-PP children and the gap between these groups has widened. This gap is the widest it has been since 2013.
WR	FSM/CLA (disadv)	18.3	19	19	20.61	20	Attainment for both PP and Non-PP children is 'consistently high' and has increased steadily over time.
	Non-disadv	19.6	19.7	20	20.72	21.5	Attainment for PP children has decreased slightly, and has increased for Non-PP children.
	Diff	-1.3	-0.7	-1	-0.11	-1.5	In 2016, the gap between PP and Non-PP decreased significantly. In 2017, the gap is at its widest for the past 5 years.
MA	FSM/CLA (disadv)	18.8	19.1	19.3	20.76	20.2	Attainment for both PP and Non-PP children is 'consistently high' and has increased steadily over time.
	Non-disadv	19.7	20.3	20.1	21	21.3	Attainment for PP children has decreased slightly, and has increased slightly for Non-PP children.
	Diff	-0.9	-1.2	-0.8	-0.24	-1.1	In 2016, the gap between PP and Non-PP decreased. In 2017, the gap has widened. This is the first time this has happened since 2014.

Over the past 5 years, PP children have made more progress than Non-PP in Reading. For Writing and Maths, Non-PP children have made more progress.

\*Pupil Premium Awards Finalist 2012-13 – letter of commendation received for the London Region.



# Disadvantaged Children have high attendance

	2016-2017 (Half-Terms 1-3):	2017-2018 (Half-Terms 1-3):	2016-2017 KS1 Position:
Nursery	94.46	94.46	97.14
Reception	96.81	96.98	
Year 1	97.11	97.21	2017-2018 KS1 Position:
Year 2	97.16	97.76	97.48
<b>Whole School Total</b>	96.82	97.07	

The attendance for **Pupil Premium/Disadvantaged Children**:

	HT 1, 2 & 3 2016-2017 (KS1 only)	HT 1, 2 & 3 2017-2018 (KS1 only)	Year on Year comparison
<b>FSM</b>	96.79%	97.47%	+0.68
<b>LAC</b>	99.39%	99.32%	-0.07

# What's the **impact** of this?

For 16/17 and 17/18:

Attendance is **High**

Attainment is **Outstanding**

Progress is **Sustained & Substantial**

In 16/17:

Disadvantaged Children achieved significantly better than  
Disadvantaged Children nationally.

The Gap between D/Non-D is marginal, although year-on-year  
it's got slightly wider.

How do you achieve all that with just £1320?

## LITTLE MISS TIDY

By Roger Hargreaves



## MR. MESSY

By Roger Hargreaves





## Our Ethos

**A personalised provision where we help every child and their family, regardless of ability, to do their best.**

High quality learning: a distinct **signature pedagogy**, **talk4learning** and **writing with stamina**.

A responsive inclusion provision, which is extensive and comprehensive and offers high quality learning.

Skilful family support.

Careful and robust Safeguarding.

Good customer service and an innovative ethos which makes people challenge traditionally held dispositions towards schools and learning.

Responsive leaders, having a high impact on learning and standards, working within a “hands on” and “can do” culture.

High profile activities which engage parents and the community.

A culture which values “Parents as Partners” in the learning journey.

## A variety of vulnerable pupil groups:

### Vulnerable Groups unique to our context:

- Families with CP Concerns/Active Social Services Engagement/Active CAFs.
- Inherited legacy of once-disengaged families.
- Large “busy” Somali and Bengali/Arabic families.
- First generation migrants with little English.
- “Hard to reach” African families, utilising “Aunty” to collect children.
- Working/Aspiring/Busy/Single Parents, falling just outside the £16k FSM threshold.
- Busy families living in “social chaos”.
- Recently emerging Lithuanian and Russian parents, who have less access to an established support network – utilising “hard to reach” au pairs.
- Families with children who have undiagnosed complex needs, developmental needs, delays in self-help, delays in communication, hoping school will “fix” things.
- The “plugged in” generation.
- Time consuming, disproportionate/“apocalyptic” uber-complainers – (going straight to the top!)



## How do we help every child and their family achieve their best?

High Quality Learning and Provision, rich in ICT.

A School-wide understanding of the importance of Attachment & Resilience

High ratios of Teaching assistants (1:10 & 1:7 in Nursery).

Responsive support groups and a nurture provision (ARP-esque).

Headteacher & Deputy having a regular amount of teaching/class contact.

Regular non-contact (pink-time) time for teachers and leaders.

Full-time Parent Support Advisor, Child & Family Practitioner, Attendance Lead

2 Reading Recovery Teachers.

A very responsive Inclusion Model.

5 caring office staff and a network manager.

Subsidised School Uniform.

Subsidised School Visits.

Free targeted Breakfast & After School Clubs





## How do we help every child and their family achieve their best?

A rich ethnic-blend of staff, mindful of cultural subtleties

High profile, big family events

A culture of Dance and Family Cooking

Discretionary support:

- replacement uniform,

- an alternative school dinner/seconds for hungry children,

- help with iPad repairs,

- school visits,

- breakfast club.

Educational Psychologist support & our own Speech & Language Therapist.

3 Termly 100% Attendance 'Flower Assemblies', winning 9 bikes.

Free theatre-workshops and pantomimes.

Typically 25 free school clubs per week (enough places for each KS1 pupil).

Free swimming and travel for all Yr 2 pupils.

Specific in-day clubs for target groups.

# We *triple* match-fund the Pupil Premium

TVI 2016/17 Pupil Premium Expenditure	
AREA OF EXPENDITURE	COST (£)
Attendance Officer * 0.5 FTE	14,578
Reading Recovery Teachers * 0.5 FTE	42,868
Teaching Assistants (1:10/1:7 ratios)	523,944
Speech, Language & Communication Worker	41,527
Leadership courses for SLT	2,550
Inset Training	7,000
Parent Support Adviser * 1 FTE	35,214
Scale 6 Nurture Group Lead Professional and Teaching Assistant	55,729
Uniform Subsidy - reducing overall price/helping out those that need it/100% uniform compliance	1,500
School Dinners Subsidy - visitors/hungry children/staff supporting children eat	1,500
School Visit Subsidy/Non Payments	15,000
Lend to Buy Scheme - iPads Repairs (write offs/accidents/uneconomical repair)	1,200
Education Psychology Provision (14/15)	11,055
3 Flower Assemblies (3 * £390)	1,170
6 Bikes - Attendance Rewards	600
Cash Incentive - Attendance Rewards	600
Theatre Visits & Pantomimes	1,500
After School Clubs (Subsidy for 3rd party providers Football, Street Dance & Multi-Skills)	1,975
After School Clubs Management and Administration - salary for TA overtime	2,260
Coach travel for Swimming	4,300
Weekly family cooking	1,500
LESS: Estimated Pupil Premium Allocation	(196,680)
<b>TOTAL COST OF PUPIL PREMIUM INITIATIVES</b>	<b>767,570</b>

What does that look like?

## LITTLE MISS TIDY

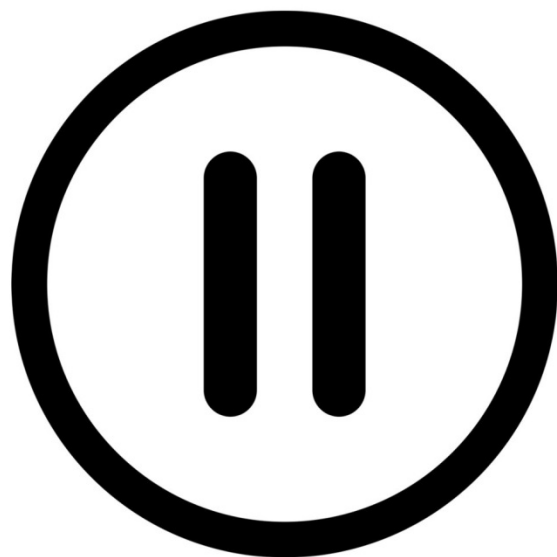
By Roger Hargreaves



## MR. MESSY

By Roger Hargreaves





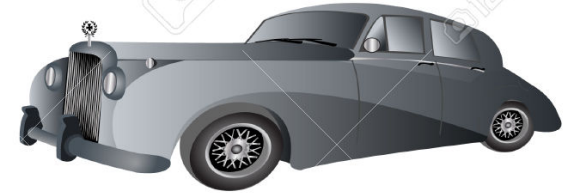
PAUSE

METALCO.IT





## Ofsted's Car Model Dilemma



It has to come from the Head

A red rectangular stamp with a double border, tilted at an angle. The word 'DISCLAIMER' is written in bold, red, uppercase letters inside the stamp.

**DISCLAIMER**

# Over-Arching Vision

HQ Learning

HQ Provision

Leadership

Inclusion

ICT Rich

Family  
Support

Engagement

A decorative graphic at the bottom of the slide consisting of overlapping, semi-transparent geometric shapes in various colors including red, yellow, green, and blue.

# A Rich Provision with ICT Embedded within a Signature Pedagogy







Tape  
Recorders

Binoculars

CD Player

Head  
sets

Micro-  
phones

Easi-Torch  
(rechargeable)

Karaoke  
Machines

Walkie-  
Talkie  
Phones

Large  
Hand Held  
Torches

CD Player

Make  
n' Go  
Trailers

Cartridges

Large  
Torches

Remote  
Controlled  
Buggies

Dance  
Mats

Talking Photo  
Albums and  
Mikes

Voice  
Changers

Mini metal  
detectors

Beebots

Talk-Time  
Talking  
Punt

Karaoke  
Machine

Remote  
Controlled  
Buggies

Video Camera  
Tripod/Accessories  
(not shown)

Tripod  
and  
camera







# How do your teachers teach?

## 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, Marking & National Curriculum Levels
- Differentiated Activities/ ICT activity for 1 group

## Plenary

- Return to learning objective
- Focussed Feedback







After that, ... Finally, ...



**WALLS**

Green bulletin board with various papers and photos pinned to it.

18 5 12

Red and green vertical banners with text.

Microsoft Word document titled "George and the Dragon".

Character Description	
Opening paragraph	<ul style="list-style-type: none"> <li>One of my favourite stories is George and the Dragon.</li> <li>This report is all about the fierce, mighty dragon.</li> <li>He causes a lot of trouble, what a trouble maker!</li> </ul>
Which character is this report about?	
1. Appearance	<ul style="list-style-type: none"> <li>long, mighty tail to knock down castles</li> <li>flamy, blazing breath</li> <li>spiky, sharp, strong claws to grab people</li> </ul>
2. Personality	<ul style="list-style-type: none"> <li>selfish and rude, because he doesn't care about others</li> <li>mean and horrible</li> <li>He has a small pocket (he is scared of mice)</li> </ul>

One of my favourite stories is George and the Dragon. This report is all about a fierce, mighty character- the dragon- who causes a lot of trouble. What a trouble maker!

appearance:  
I know that h

Hand-drawn illustration of a dragon on a tree.

How scary!  
Mean, mighty  
He has a secret  
- The dragon -  
The dragon, which is so spiky tail.

Teacher's desk with a computer monitor, printer, and other items.

Teacher standing at the desk, looking at the computer screen.

Checklist of writing criteria:

- Is your sentence 'super'?
- Does it make sense?
- Are there nouns, verbs, adjectives and adverbs?
- Are the words interesting?
- Is there enough information?
- Is it spelt right?

Decorative flower icons with the word "Marking" and the number "10".

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Students sitting on the floor, facing the teacher and the screen.



## Talk Buddies:



## Differentiated Consolidation:



Teacher and TA's work with a focus group:





## Independent Learning:

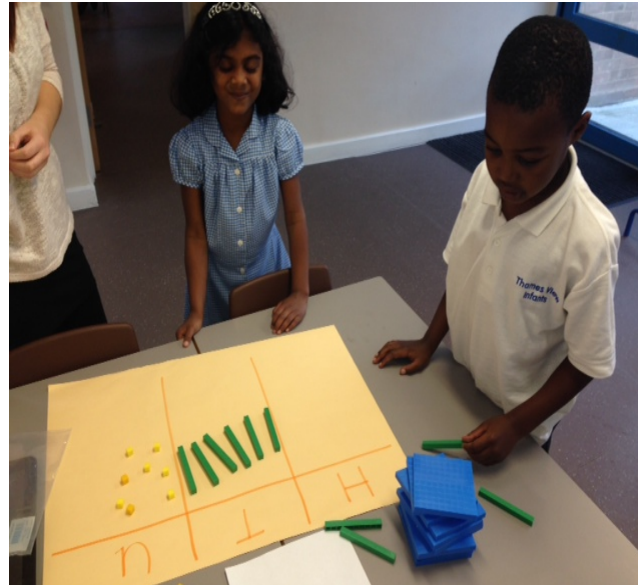


## Children using practical resources:



Children work  
collaboratively  
out of class

Personalised  
learning taking  
place across  
subjects and  
beyond subjects













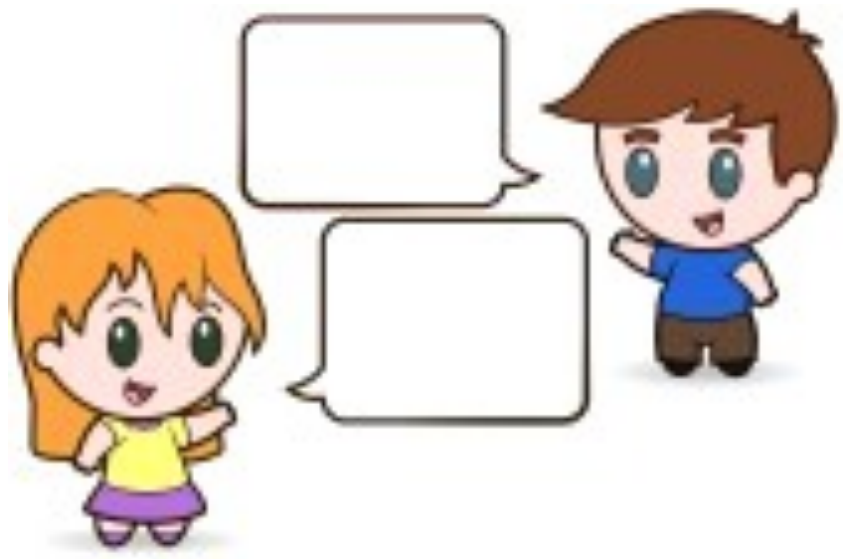




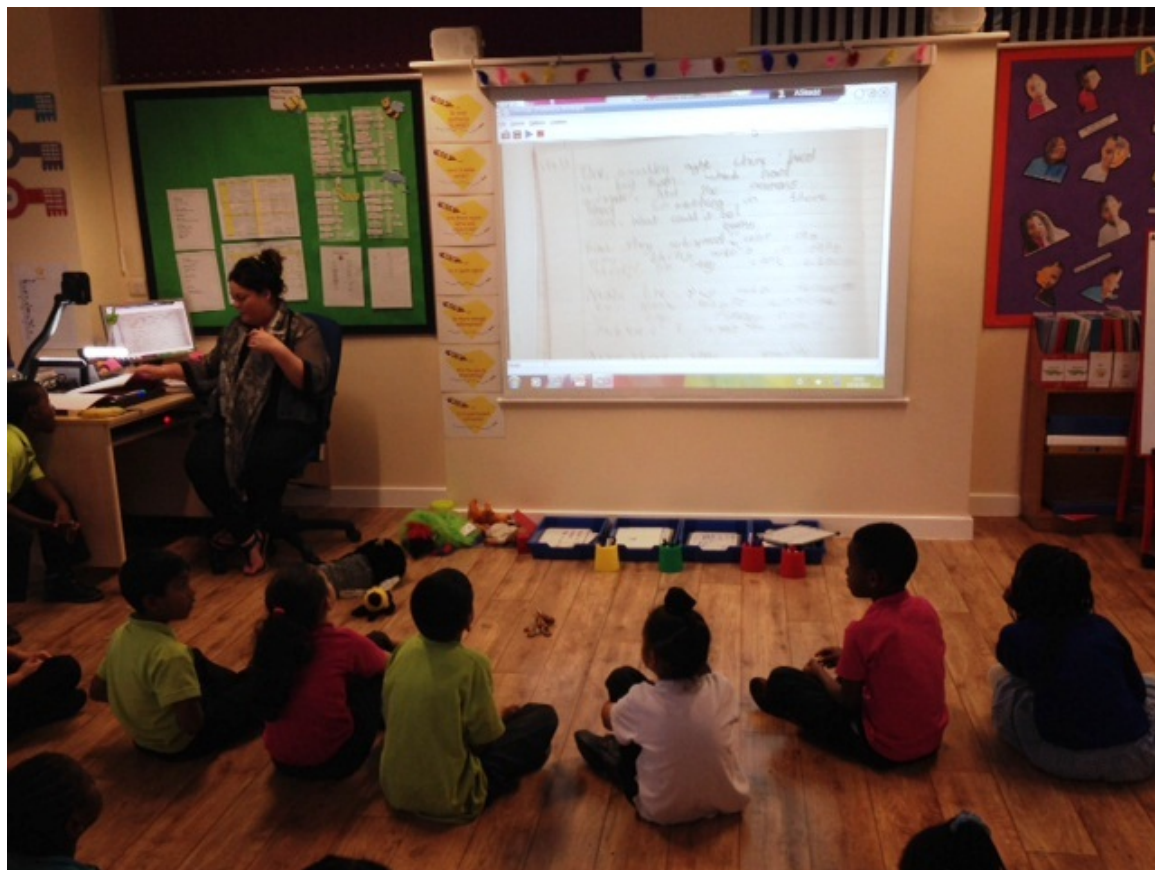


### Talk for learning taking place:

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



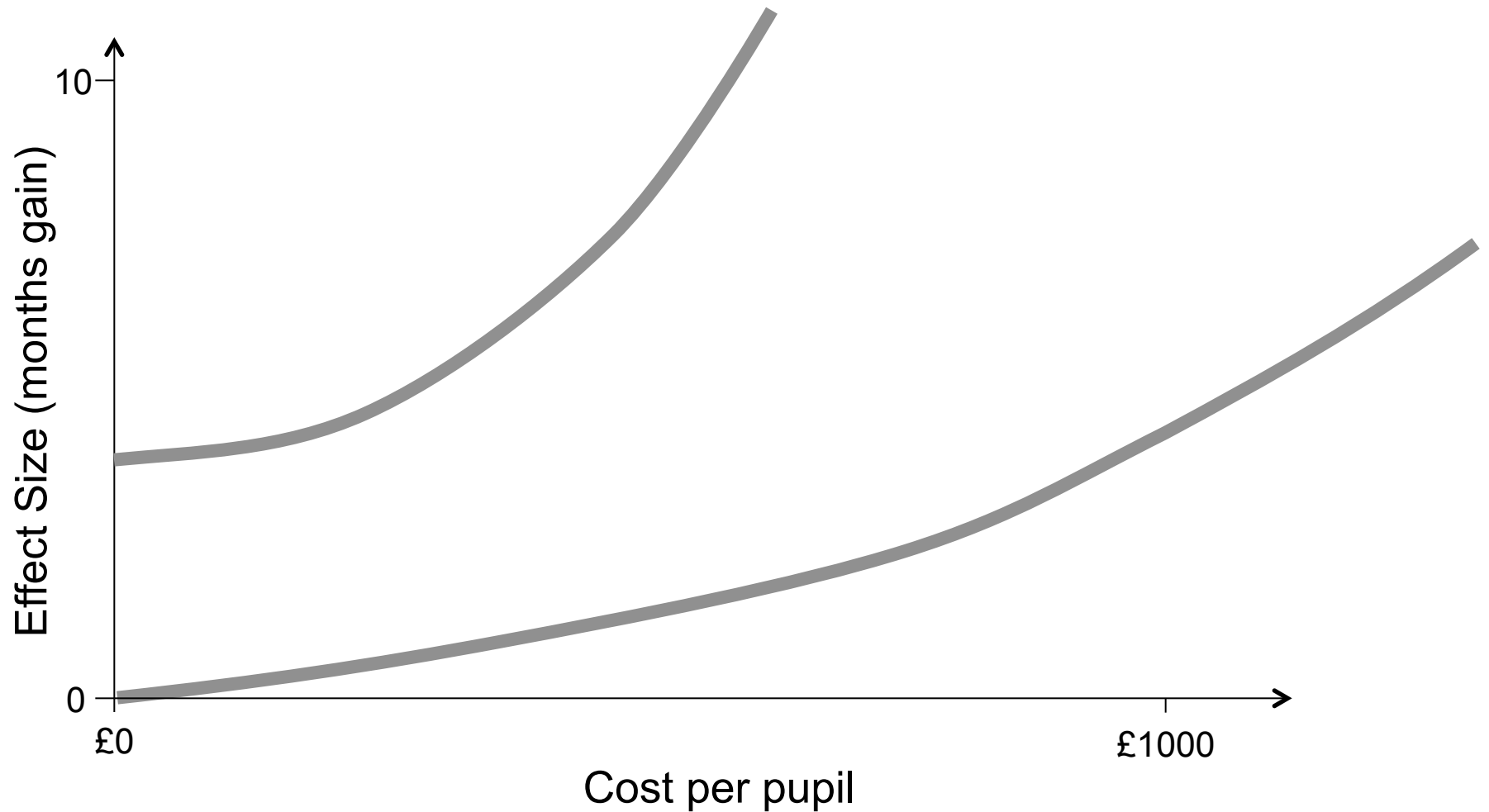
## Focussed Feedback:

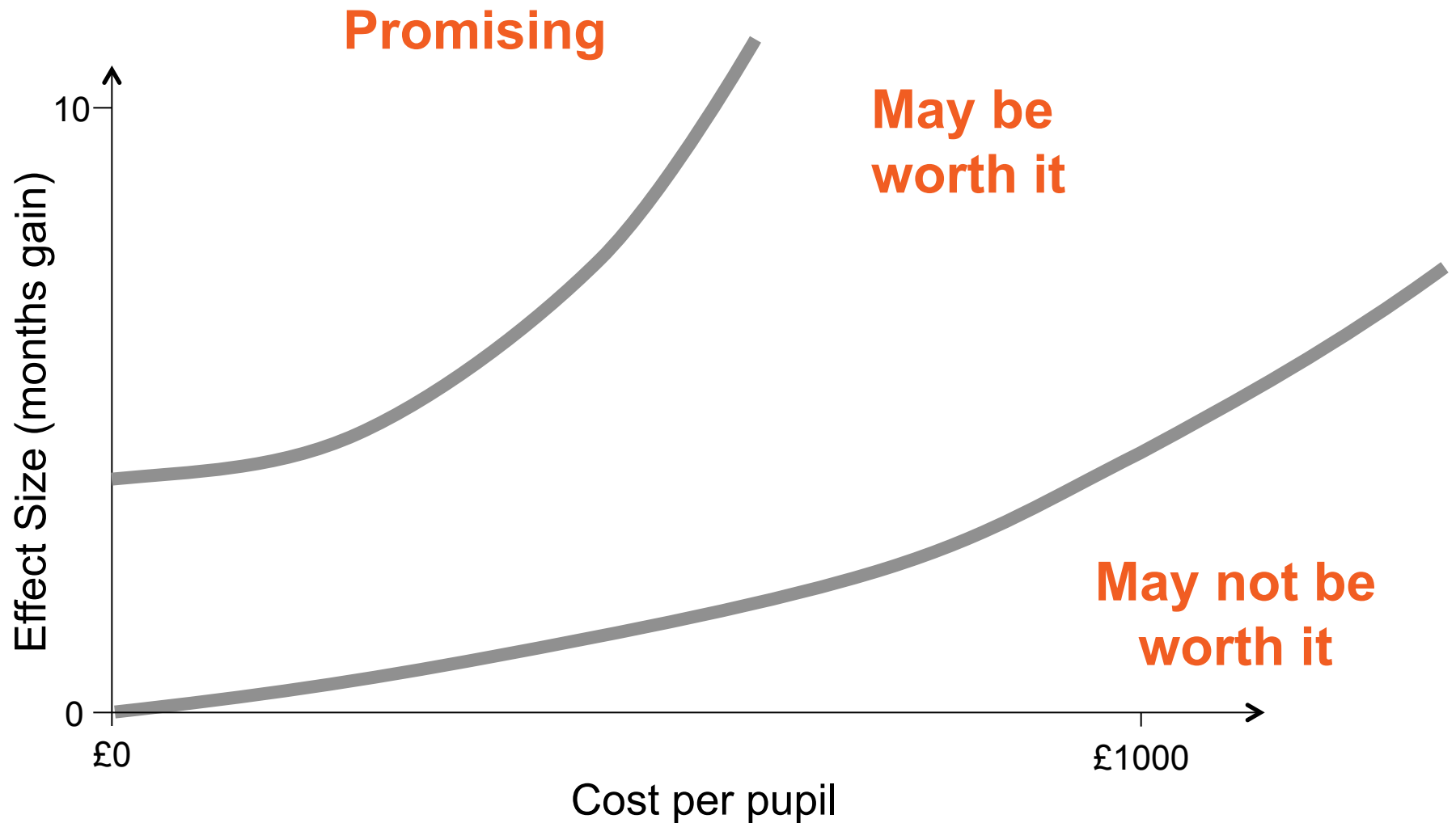


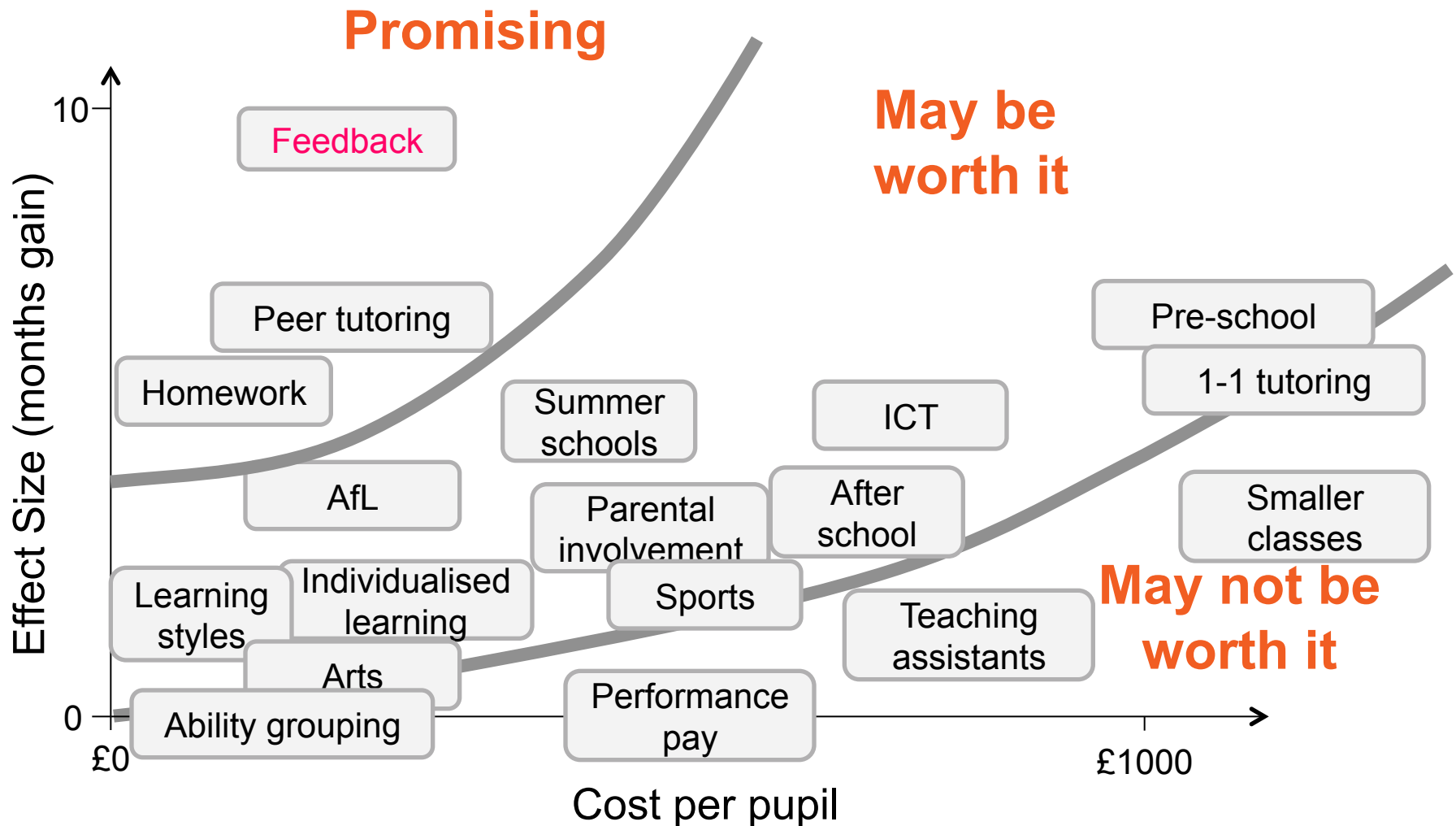




Education  
Endowment  
Foundation









# Parental Engagement





Hard to reach parents or hard to reach schools?

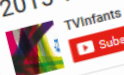




# We Tube



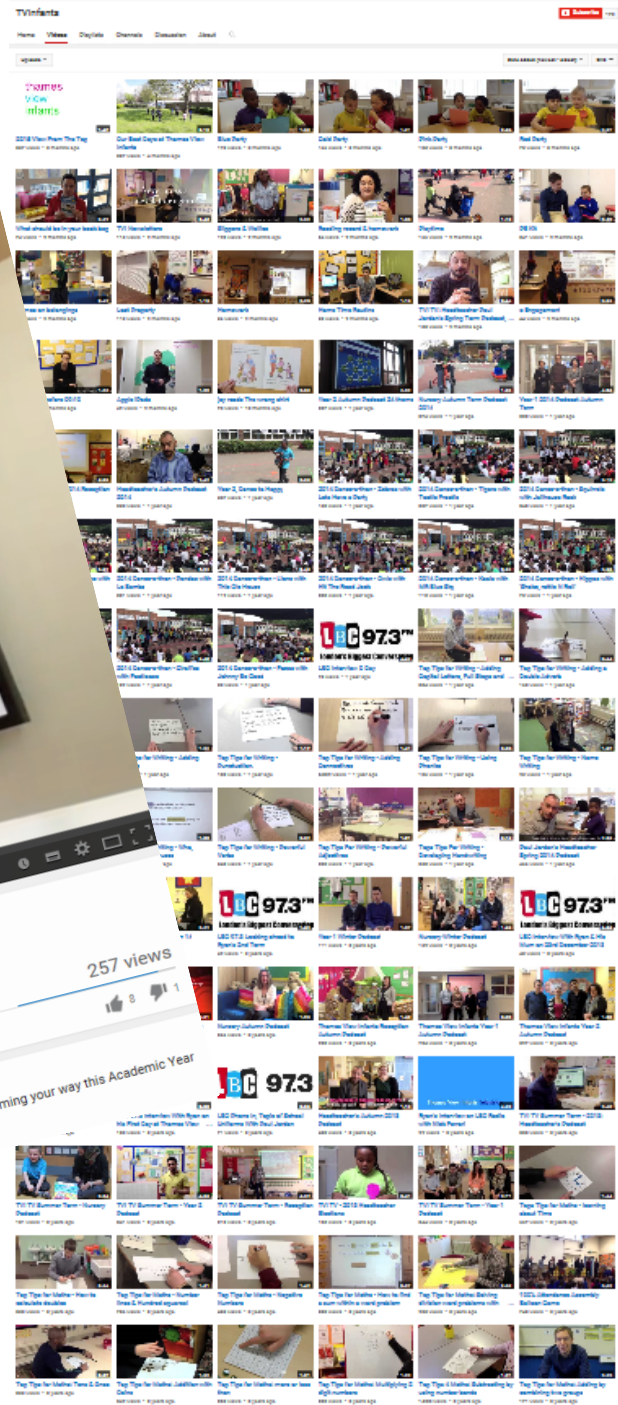
## 2015 View From The Top



Subscribe 173

Add to Share More

Published on 29 Sep 2015  
Good Morning Thames View: here's a special podcast from Paul Jordan, Claire Smith and Rosa Corcoran-Jones, reporting for you - live and direct - all about the exciting new events coming your way this Academic Year (2015-2016) at our Outstanding Academy.







## TVI TV: "Headteacher of the Year Award Finalist" - Interview

922 views

LIKE DISLIKE SHARE

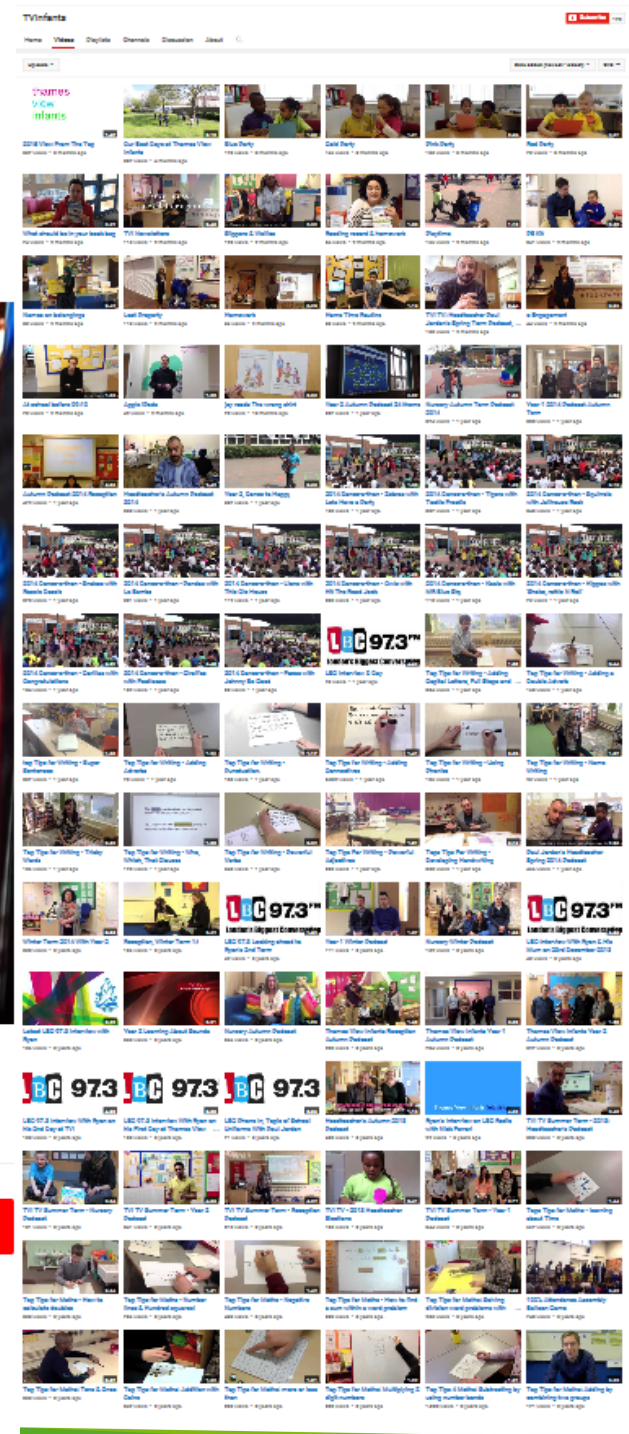


TVInfants

Published on Apr 27, 2017

Today Headteacher Paul Jordan was interviewed on London Live's evening news and so we put together some clips of the day (from our Twitter feed - @TVInfants), including the interview itself. The story covered was about Paul being the only London-based finalist in this Year's TES Headteacher of the Year Awards; which, in it's own right, is a lovely prestigious achievement for the School and the local Community. It really was an exciting day out and a great day to remember.

SUBSCRIBE 287



YOUTUBE

## Reception Autumn Podcast 2017

A slightly later-than-usual Autumn Term Podcast from our outstanding Reception teaching team, Adam, Sarah, Iram & Richard will be Talking about whats coming up next term



**TVINFANTS**

TVInfants •

15th December 2017 9:27 am

245 7 0



YOUTUBE

## TVI TV: Nursery Autumn Term Podcast 2017

A slightly later-than-usual Autumn Term Podcast from Elizabeth & Sam, our nursery team. Talking about whats coming up next term in nursery



**TVINFANTS**

TVInfants •

12th December 2017 3:31 pm

311 4



YOUTUBE

## TVI TV: Year 2 Autumn Term Podcast 2017

A slightly later-than-usual Autumn Term Podcast from our the wonderful Year 2 team, Alastair, Amy, Aziza, Rebecca & Lakshmi will be Talking about whats coming up next term



**TVINFANTS**

TVInfants •

12th December 2017 3:31 pm

359 9



YOUTUBE

## TVI TV: Year 1 Autumn Term Podcast 2017

A slightly later-than-usual Autumn Term Podcast from our outstanding Year 1 teaching team, Griff, Suzy, Rofiya & Demi will be Talking about whats coming up next term



**TVINFANTS**

TVInfants •

12th December 2017 3:31 pm

343 12





## TVI Top Tips 4 Learning

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



Practical subtraction in Reception



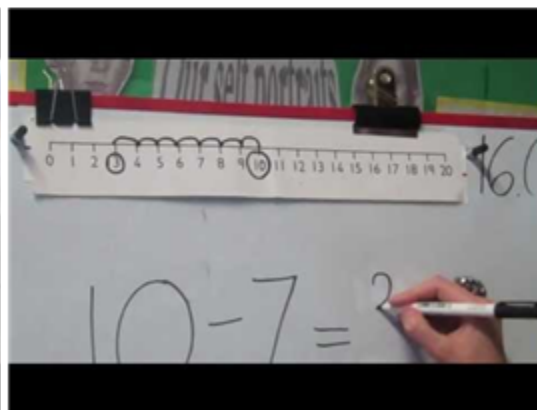
TVI TV! Top Tips Taking away with 2 digit numbers that cross 10



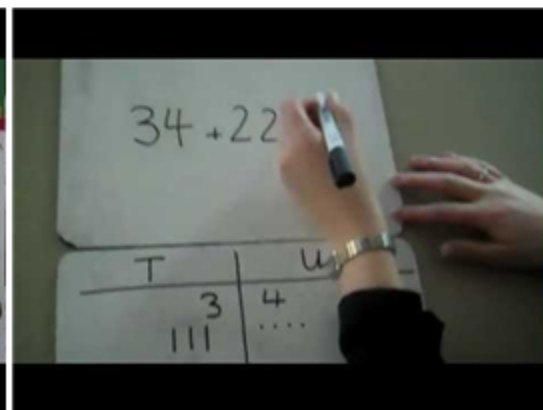
Addition with 2 digit numbers that cross 10



Knowing number bonds to 20



Taking away using a number line



TVI TV! Adding tens and units



TWITTER

We regularly interview our children on their perceptions of School life: What's your favourite lesson? Are children well behaved? How do you keep safe online? Does your teacher listen to you? What would you like to change? #Governors #Governance #LABmember #childrensvoices



THAMES VIEW INFANTS

@TVInfants ·

20th March 2018 10:22 am

← ↻ 0 ❤️ 2



TWITTER

TWITTER

All-day sporting fun on Friday as we do #sportsrelief2018 plus a special #cookingwithClaire cake bake and then cake shop from 2:30 till late in the Hall. Children need PE kit (but remember no jewellery) and £1 donation.



THAMES VIEW INFANTS

@TVInfants ·

19th March 2018 10:59 pm

← ↻ 0 ❤️ 2



TWITTER

RT @lbbdcouncil: WEATHER UPDATE | Snow is forecast until 11pm tonight

TWITTER

RT @educationgovuk: If you're worried about a child's safety, report it to your local council. Information is gathered from many sources, a...

SPOT THE SIGNS  
OF EXPLOITATION



THAMES VIEW INFANTS

@TVInfants ·

19th March 2018 6:33 pm

← ↻ 35 ❤️ 0



TWITTER

Remember we have had confirmed cases of #ScarletFever in School. See the @PHE\_uk #PublicHealthEngland advice we've sent you via @ParentMail.

TWITTER

RT @AdamDobsonTVI: Today is assembly we helped share our tips on how to stay safe in the playground. Rules on how to use the trolley in the...



THAMES VIEW INFANTS

@TVInfants ·

19th March 2018 5:26 pm

← ↻ 2 ❤️ 0



TWITTER

RT @RosaTVI: Have you used your @WorldBookDayUK voucher yet? We chose ours today and read it before bedtime #WorldBookDay2018 #freebook @TV...



# Establishing the School as a Brand



## Establishing the Brand





# Parents as Partners / Community-Centred



# Parents as Partners / Community-Centred



# Challenging Dispositions to Food, too?



## Eat:

- Grass-produced meat
- Fish and seafood
- Fresh fruits and vegetables
- Nuts and seeds
- Healthy oils

## Don't eat:

- Cereal grains
- Legumes
- Dairy
- Refined sugar
- Potatoes
- Processed food
- Salt





# The importance of food?

health



habits for life



making  
choices







But it's not actually about the  
food...

Attachments and  
connections

Learning and  
working together

Belonging

Empathy

Resilience

Mental Health and  
well-being





Stress, anxiety,  
trauma, and fear

Personal history and  
narrative

Love and care

Therapy

Poverty or  
privilege

Reward or  
sanction

A sense of  
purpose

Food helps  
unite our community

Shame

Structure and  
routine

Illness and  
sudden death

Cultural pride  
and heritage

Social event

Providing

Emotional and  
physical comfort

Public praise

Survival

Celebration


Home and family

# So what does that look like?




 Claire Smith @ClaireTVI · 04/11/2016 ✓  
#rocket #lollies #sausages  
#mashedpotato #toffee #apple  
#cake @tvinfants we love our  
#school #dinner




 Claire Smith @ClaireTVI · 04/11/2016 ✓  
#busy #bakers me & violet  
@TVInfants #Preparation is key  
when #catering for 300+ #children  
daily 100% #school dinner #healthy...



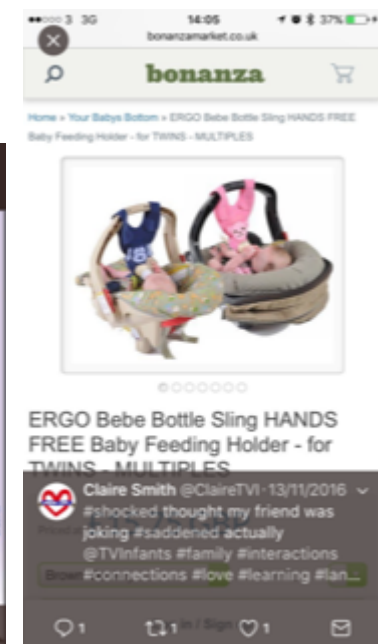
 Claire Smith @ClaireT... · 12/09/2016 ✓  
early @TVInfants & we're ready 4  
#children #startingschool today  
there's a surprise for parents/carers  
on each peg!



 Claire Smith @Claire... · 23/06/2016 ✓  
Look at how fabulous our new  
#salad bowls are @TVInfants feels  
#5star here despite the #rainy  
#weather







## Things you can work on over the summer.

- How independent is your child?
- Can your child go to the toilet by themselves?
- Can they find their own coat and do it up?
- Do you let them do things for themselves:
  - Feed themselves (with a knife and fork rather than fingers or a spoon)?
  - Dress themselves
  - Make simple choices.
  - Walk (or are they in a buggy)?
- Help them to recognise and write their own name.
- Talk...lots...then some more...then read...then ask some questions then talk some more.
- Do they know there is a dummy AND a Buggy fairy that comes in the summer holidays?
- Get into a good bedtime routine ready for busy days...







Free school meals for staff who give up their own lunch time

Mealtimes are supervised as effectively as any other lesson

Weekly cooking activities in class

Special menus

Experimenting and adapting recipes

Sharing skills and interests

Bake off

Coffee Mornings, Macmillan and other charities included.

My World celebrations

Sports Day/Dance a thon

Garden Parties/Father's Day Picnic

Boot Sale (includes cake sale provided by #cookingwithclaire families)

Knowing the families and children and your community

E-engagement/Social Media

Open door policy

Visible staff, welcoming, non-judgmental ethos

Class run bake sales and cafes

Free breakfast club for working parents/carers (sponsored by Greggs)

Home family learning in weekly newsletters with instructions to "tweet"



Helping Hands

Cooking2gether

#cookingwithclaire

Parent Taster sessions for new families

Cooking clubs for children

Parents helpers across all year groups

Close working partnership with meals providers

Flexibility

Family approach to food and serving

Basic skills

Parent support

Social Inclusion

Personalised support

Extensive menu choices

Adult support

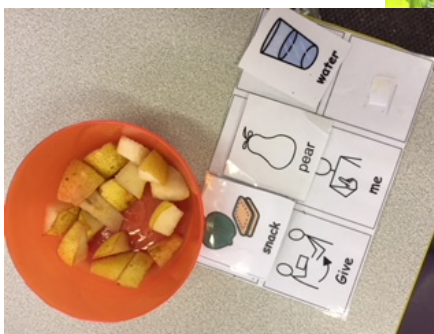
Religious Festivals

Patron Saint Days

Home visits/Getting Ready for Reception/Visits to school








**Helping Hands**  
Friday 6<sup>th</sup> October

<p><b>At 9:00am</b> Cuppa, Cake and Donate. Everyone has been busy baking for you at Thames View Infants. Come along with your donation and stay for a cuppa and a cake.</p>	<p><b>From 11:45am</b> Bring a plate of home cooked food to share with other families. Sharing food is a traditional part of many cultures around the world. So come and join in!</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

People Helping People








Leaders who get the vision

An “out there” leadership team!





Leaders who get the vision

An “out there” leadership team!

(I teach strategically –  
after all, I am the *head* Teacher).



## Being an integral part of it – Pink Time



A Responsive  
Leadership Style

Knowing the  
children well







# Nurtured & Empowered: a School of Leaders



## Careful and Joined Up – Family Support



## Careful and Joined Up – Family Support





## Careful and Joined Up – Family Support





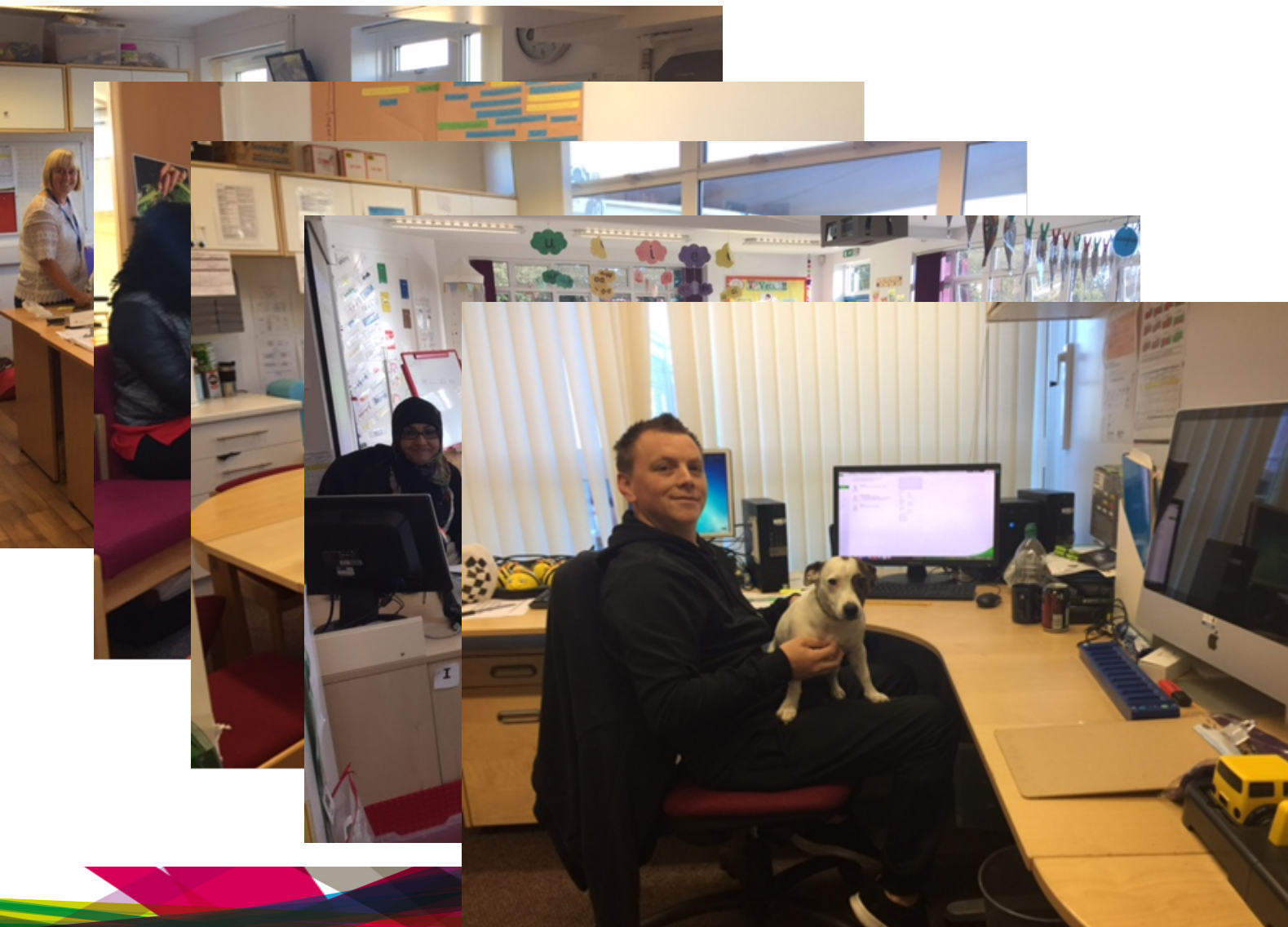
## Careful and Joined Up – Family Support



## Careful and Joined Up – Family Support



## Careful and Joined Up – Family Support



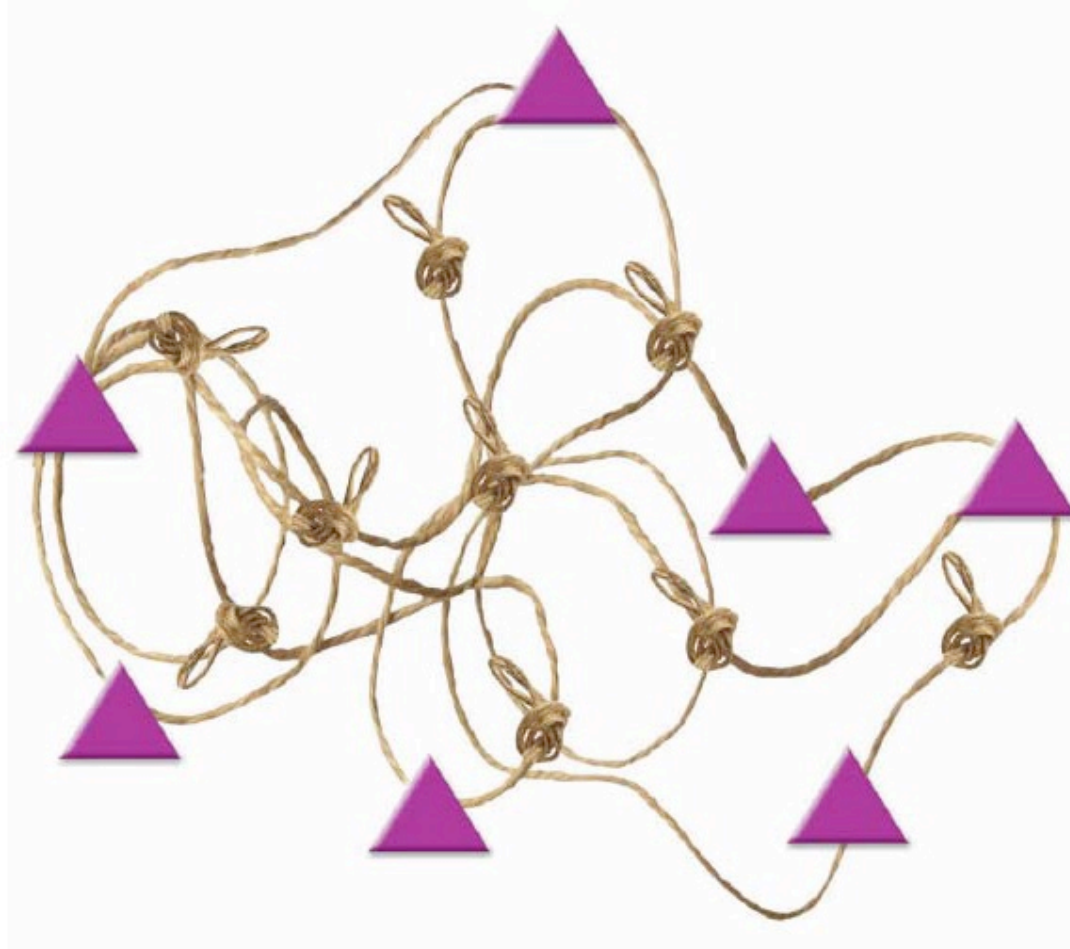


## Careful and Joined Up – Family Support





## Maximising Networks



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



What else have I missed?











## Underlying Components

Getting Inclusion & Attendance right!

Responsive Leadership Style

A Learning-Centred Vision and Dialogue

Building Upon Staff Strengths

Culture of Innovation

Empowered Staff

Risk-free Mistake-Making Culture

Engagement & Community Learning

## Challenging Traditional Dispositions to Learning



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# Thames View Infants



Paul.Jordan@TVIacademy.org  
TVIacademy.org



We Tube @TVInfants

