

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

URN: 138684, DfE No.: 3012021

The context of the School

Thames View Infants is a vibrant and sparkly centre of educational excellence, led by a well-established yet energised Headteacher and Deputy Headteachers; who, supported by a team of dedicated, knowledgeable and empowered professionals, orchestrate a truly inspirational provision for their children.

TVI 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. (Currently the Headteacher mentors the recently-appointed Headteacher of TVJ in his second year of Headship). In 2010 TVI completed the transition from 3 to 4fe and the significant building work to extend the school ended in 2011, with various CIF-based projects taking place since then. We have a 39 fte place Nursery, bringing the number of pupil places to 438. Since 2017, the School has offered a self-funded "In-School Provision", with 27 fte places. There has been a local fall in roll since 2019.

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 2024. To support this growth, from September 2022 the School appointed two Deputy Headteachers, following the departure of the previous long-standing Deputy.

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 (03.11.21) Inspection Reports. Joint moderation of KS1 Assessments take place with the Junior School annually. Both Deputy Headteachers and the Assistant Headteacher are Lead Moderators for LBBD. The 2023-24 AY commenced with 6 ECTs (4xECT1 & 2xECT2).

With a deprivation indicator of 0.36%, TVI is located within Thames Ward; the most deprived ward in Barking & Dagenham, which is ranked as the 5th most deprived Local Authority nationally (IoD2019). In London Poverty Profile's ranking, LBBD performs worse compared to all London Boroughs across a range of poverty indicators, particularly child poverty, education and health. Accordingly, all contextual data shows that the school's very culturally diverse demographic is higher than national averages in terms of Special Educational Needs (25.7%) School Support (24.5%), HLN 10.6%, EHCP (1.4%, rising to an estimated total of 9% (4 times the National), expected to be approved by the end of the AY). Ethnicity (91.5%), EAL (82.9%), Home Languages Spoken (42), Faith (23.5% Christianity and 57% practicing Islam). British Asian Bangladeshi (28.4%) is the largest pupil group. The school has 8.4% White British pupils. TVI has a high level of school based Early Help Support combined with CAFs and Family in Need provision. 7.2% of children currently receive some level of support between Tier 2 and Tier 4 (based on the Social Care Threshold Document). 13.8% of pupils are Gifted and Talented. The number of FSMs are uncharacteristically low (19.2%) reflecting the transitional nature of the demographic, those families not yet in receipt of benefits and comparatively low-income families who earn just above FSM thresholds.

The majority of children upon entry into Nursery are working well below age-expected developmental stages 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, typically 44% of children have 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
- give 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;
- fully equipping pupils with the essential knowledge and **cultural capital** that they need to succeed and thrive in later life; achieved through:
 - a balanced and fully rounded education, rich in memorable, practical, first-hand learning and experiences (#makingmemories);
 - seizing opportunities to be creative and take risks within a deep and very comprehensive, well-sequenced curriculum;
 - a carefully constructed provision which responsively addresses the gaps in pupils' knowledge and skills found within the School's local context;
- ensuring that all children, including the lowest 20%, receive an equitable amount of quality first teaching from their teacher;
- fostering an excitement for learning, love for challenge and a resilience to life's "ups and downs".

TVI 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 in the pre-pandemic era. TVI is a Professional Learning Community and staff at different levels support Schools locally and beyond, including Thames View Juniors through a collaborative partnership. This reputation is embedded within a portfolio of pre-pandemic awards and articles, including receiving a commendation in the Pupil Premium Awards and the only London finalist within the 2018 TES Headteacher of the Year Awards. Current work aims to re-establish these links. 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 an extensive repertoire of extended-school clubs and interventions, the majority of which are run by school staff. It carefully uses social media to engage families. The PC:Pupil ratio is 2:3.

The school has a close association with LBC Radio and BBC London News (TV), 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.

Pandemic Response and Post-Pandemic Recovery

During the pandemic, Thames View Infants trailblazed within the LA for meeting the needs of the most vulnerable families during School-closures, over and beyond the “official” criteria. The depth of on-line learning and virtual-offer made national acclaim and was featured within a sequence of BBC TV News reports. The School’s reputation and moral-purpose as a local “lighthouse” of community-strength came into its own during this time. Work included continuing our ethos for high emotional support; being open to the community not just our children; tenaciously “gluing” professionals together who were not working face-to-face; helping families to fight evictions and supporting mental health needs in-person; whilst also delivering learning, home visits, food parcels and supporting each other and the LA in a well-connected mission.

Post-pandemic, the School’s Self-Funded Provision adapted further to meet the changing needs of children across the school with or without an EHC; including early referral to professionals, supporting parents to get the provision they want in a climate of waiting lists and lack of trained professionals within the NHS.

Within this era, our very vibrant and carefully tailored recovery curriculum, remains rich and broad, with a high emphasis on precise teaching, first-hand experiences, talk4learning, and developing play and social skills. There’s an enhanced SLCN provision and care has been taken to offer any additional support required within a “parallel learning model”. This maintains the School’s commitment to inclusivity and a full curriculum for all, including ensuring equitability for the lowest attaining 20%. Extra-curricular School-driven After School Learning have an enrichment-focus and target key experiences missed as a result of the pandemic.

The School’s offer of heightened family engagement and our ethos of “parents as partners” was quickly restored, helping to reintroduce many families to School conventions and to offer bespoke family support and parenting advice. Driving the importance of regular School attendance within this new period, has been key.

A Lunch Club continues to support children at risk of developing eating disorders and other nutrition related health issues. These children present with a range of feeding issues including sensory needs, chewing, swallowing, independence, limited experience of food/flavours and in extreme cases food-based neophobia and anxiety. Trained Healthy Lunchtime Assistants help nurture social skills and foster play-development, with parenting support for families.

The School’s Pupil Premium, Recovery Premium and National Tutoring Grant are utilised carefully to support this enhanced and very successful provision; and is targeted to support the Vulnerable, including those that have SLCN, enrichment, early-literacy, fine/gross-motor, SEMH/Social Skill and feeding-needs. This provision is worked to minimise the amount of time spent withdrawn from class, including:

- a. “Parallel learning time”
- b. Extended School Learning (*not* “clubs”)
- c. In-class support.

EYFS Entry Data Summary:

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

The below table compares 3 Year trend of Attainment upon entry into Year N, 2022.

	Not at Expected (Working Towards)			Expected			*Expected +		
	Sept 20	Sept 21	Sept 22	Sept 20	Sept 21	Sept 22	Sept 20	Sept 21	Sept 22
CL	89.6%	84.7%	80.3%	10.4%	25.3%	19.7%	0%	0%	1.4%
PD	95.5%	93.1%	93.0%	4.5%	6.9%	7.0%	0%	0%	0%
PSED	86.6%	91.7%	84.5%	13.4%	8.3%	15.5%	0%	0%	0%
Total Chn	67	72	71	67	72	71	67	72	71

Nursery children are not assessed for Literacy and Maths until later in Term 1. The focus when they begin is the Prime areas of learning: Communication and Language (CL), Physical Development (PD), and Personal Social and Emotional Development (PSED). *Expected + is a school-defined criteria.

Most children have below age-related expectations on entry to Reception:

The below table compares 3 Year trend of Attainment upon entry into Year R, 2022.

	Not at the Expected (Working Towards)			Expected			*Expected +		
	Sept 20	Sept 21	Sept 22	Sept 20	Sept 21	Sept 22	Sept 20	Sept 21	Sept 22
Reading	93.1%	75.0%	69.0%	6.9%	25.0%	31.0%	0%	0%	0%
Writing	94.0%	80.1%	73.5%	6.0%	19.9%	26.5%	0%	0%	0%
Maths	98.3%	64.7%	53.1%	1.7%	35.3%	49.6%	0%	0%	0%
Total Chn	116	116	113	116	116	113	116	116	113

For Reception children in 2019 and 2020 there is an approximation of 'Expected'; which includes children who were at 30iii (the highest sub level within the 30-50 months developmental stage) as this covers children who had only just turned 4 (48 months). *Expected + is a school-defined criteria.

Upon Entry to Year R Attainment of Disadvantaged Children, 2022:

	Not at the Expected (Working Towards)			Expected			*Expected +		
	Sept 20	Sept 21	Sept 22	Sept 20	Sept 21	Sept 22	Sept 20	Sept 21	Sept 22
Reading	97.0%	72.2%	28.6%	3.0%	27.8%	28.6%	0%	0%	0%
Writing	93.9%	72.2%	21.4%	6.1%	27.8%	21.4%	0%	0%	0%
Maths	100%	50.0%	50.0%	0%	50.0%	50.0%	0%	0%	0%
Total Chn	33	18	14	33	18	14	33	18	14

2022 September Baseline data from the School's "Language Link" Assessment Programme, completed within October in Reception, indicating that upon entry to Reception, nearly 50% children require some level support for delay in areas of receptive language.

Of the 50 children that have been identified as requiring Speech and Language support, only 13 children are already known to the SLT service. 2 has an EHCP (as of November 2023). Children in Bumble Bees were only assessed if it was felt appropriate for them to try. Those with the most complex needs will not benefit from being assessed, and all children in BBs are receiving additional support already.

Class	Individuals identified as requiring support (initial test)	Of which advised to refer to SLT	Already identified at K/EHC
Hippos	12	7	7
Koalas	11	4	7
Lions	11	6	8
Pandas	16	6	10
Total children in Reception that require language support (114 assessed)	50	23	32
Above as a %	44%	20%	28%

EYFS Exit Data Summary:

2023 EYFS Results

2023 data shows achievement is above Local Authority and National levels in most areas.

Headline Summaries	School Score (%)				Difference from LBBB				Difference from National				Ranking within LBBB			
	2018	2019	2022	2023	2018	2019	2022	2023	2018	2019	2022	2023	2018	2019	2022	2023
Good Level of Development	80.5	80.0	69.2	73.0	+9.2	+7.5	+6.7	+7.8	+9.0	+8.2	+4.0	+5.8	5 th	5 th	13 th	6 th
Prime Learning Goals	85.6	88.7	80.3	74.8	+7.6	+10.7	+8.9	+3.0	+6.3	+9.5	+6.1	-0.2	6 th	4 th	10 th	16 th
Specific Learning Goals	73.7	80.0	65.0	74.8	+4.5	+9.8	+4.4	+10.9	+2.8	+8.6	+0.1	+7.8	9 th	5 th	19 th	4 th
Across All Learning Goals	73.7	80.0	65.0	72.1	+5.1	+10.1	+5.3	+8.8	+3.6	+9.3	+1.6	+6.4	8 th	5 th	18 th	8 th
Average Total Point Score	37.6	38.6	30.8*	NA	+3.8	+4.8	+0.5	NA	+3.0	+4.0	-0.3*	NA	4 th	3 rd	13 th	NA
Achievement Gap*	38.5	33.9	NA	NA	+0.9	-4.9	NA	NA	+6.7	+1.5	NA	NA	26 th	11 th	NA	NA

*Reflecting the high level of need within this cohort.

(All areas above LBBB averages)		TVI	National	Difference	
GLD		73.0%	67.2%	+5.8%	
Good Level of Development	Prime Areas	CL	84.7%	79.5%	+5.0%
		PSED	80.2%	83.2%	-3.0%
		PD	83.8%	85.2%	-1.4%
	L	77.5%	69.8%	+7.7%	
	M	83.8%	77.2%	+6.6%	
UW		82.9%	80.3%	+2.6%	
EAD		85.6%	85.0%	+0.6%	

Most groups above Groups Nationally:

Boys +4.9%
 Disadvantaged +25.2%
 Non-Disadvantaged +1.4%
 SEN +7.0%
 Non-SEN +14.5%
 English Lang. +5.3%
 ESOL +9.4%
 Ethnicities:
 ABAN (25) +19.0%
 APKN (12) +20.5%
 BAFR (20) +11.3%
 WOTH (12) +10.2%

Groups lower than Groups Nationally:

- Girls -1.2%
- MWBC (7) -7.4% (3 children not GLD; 1 BB, 1 HCP/SEN)
- WBRI (8) -7.0% (3 children not GLD; 1 BB, 1 SEN "K")
- Other smaller cohorts:
 - BOTH (5) -0.3% (x1 BB, x1 CL/L)
 - MOTH (4) -18.9% (x2 CL and L)
 - MWAS (4) -23.6% (x2 PSED Rabbits)
 - BCRB (2) -11.6% (x1 PSED)
- AIND (2) -22.1% (x1 BB and x1 late starter)

Post-Pandemic KS1 Baselines:

Attainment upon Entry to Year 1, 2023:

The below table compares 4 Year trend of Attainment upon entry into Year 1:

	1E+				1D+				1S+			
	Sept 20	Sept 21	Sept 22	Sept 23	Sept 20	Sept 21	Sept 22	Sept 23	Sept 20	Sept 21	Sept 22	Sept 23
Reading	78%	77%	80%	82%	42%	44%	65%	64%	0	0	11%	8%
Writing	56%	58%	75%	82%	2%	18%	47%	36%	0	0	0	1%
Maths	86%	81%	96%	94%	1%	33%	84%	73%	0	0	0	0%
Total Chn	103	109	118	116	103	109	118	116	103	109	118	116

Upon Entry to Year 1, 2023 Attainment of Disadvantaged Children:

	1E+	1D+	1S+
Reading	87%	62%	3%
Writing	87%	31%	0%
Maths	100%	77%	0%
Total Children	39		

Attainment upon Entry to Year 2, 2023:

The below table compares 4 Year trend of Attainment upon entry into Year 2:

	2E+				2D+				2S+			
	Sept 20	Sept 21	Sept 22	Sept 23	Sept 20	Sept 21	Sept 22	Sept 23	Sept 20	Sept 21	Sept 22	Sept 23
Reading	88%	91%	79%	92%	53%	67%	60%	68%	9%	9%	8%	25%
Writing	89%	89%	78%	90%	53%	61%	56%	67%	0	0%	0%	0%
Maths	85%	92%	79%	90%	59%	65%	56%	74%	0	0%	0%	0%
Total Chn	98	93	97	120	98	93	97	120	98	93	97	120

Upon Entry to Year 2, 2023 Attainment of Disadvantaged Children:

	2E+	2D+	2S+
Reading	87%	63%	23%
Writing	87%	63%	0%
Maths	87%	63%	0%
Total Children	30		

2023 KS1 Exit Data Summary:

		2018			2019			2022			2023		
		TVI	National	Difference	TVI	National	Difference	TVI	National	Difference	TVI	National	Difference
RE	EXP	93%	75%	+18%	89%	75%	+14%	85%	67%	+18%	85%	68%	+17%
	GD	78%	26%	+52%	71%	25%	+46%	46%	18%	+28%	54%	19%	+35%
WR	EXP	90%	70%	+20%	93%	69%	+24%	83%	58%	+25%	85%	60%	+25%
	GD	69%	16%	+53%	63%	15%	+78%	40%	8%	+32%	43%	8%	+35%
MA	EXP	94%	76%	+18%	97%	76%	+21%	86%	68%	+18%	86%	70%	+16%
	GD	70%	22%	+48%	72%	22%	+50%	45%	15%	+30%	51%	16%	+35%

2023 Internal Data:

	2D+			2S+ (EXP)			2M+ (GD)		
	July 21	July 22	July 23	July 21	July 22	July 23	July 21	July 22	July 23
Reading	92%	89%	91%	82%	80%	85%	47%	44%	54%
Writing	93%	91%	95%	77%	79%	85%	36%	42%	44%
Maths	93%	96%	98%	85%	81%	86%	27%	45%	52%
Total Chn	88	91	110	88	91	110	88	91	110

Phonic Screening	2015	2016	2017	2018	2019	2020	2021	2022	2023
Yr 1 National Average %	77	81	82	82	82			76	79
Yr 1 School Score %	92	95	94	94	94			83	85
Yr 2 Resits National Average	66	64	91	92	91			47	
Yr 2 Resits School	44	84	63 (5ch)	64 (9ch)	70 (7ch)			43 (15ch)	58 (25ch)
Yr 2 First time School	67	N/A	6	75	N/A	93	87	75	14

Overall Effectiveness

Suggested grade: Outstanding (1)

Evidence that supports this judgement

- The quality of education provided is outstanding.
- All other key judgement areas are outstanding, with a relentless drive for continuous self-improvement embedded throughout School.
- Safeguarding is effective.

In addition, the following apply:

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
- TVI is a truly exceptional School.

Quality of Education

Suggested grade: Outstanding (1)

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.

In addition, the following apply:

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Evidence that supports this judgement:

Intent:

- The curriculum at Thames View Infants is sculpted to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives. It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.
- The curriculum is well-constructed, clear in its ambition and offers all pupils a deeply rich and aspirational provision which powerfully addresses social disadvantage and sets solid foundations for experiences and opportunities later in life, without curriculum narrowing or reduction for any pupils.
- The curriculum, underpinned by the ethos of Bruner's "Spiral Curriculum", was originally sculpted by the HT and previous DHT, and has been carefully refined and deepened over time. Following the National Curriculum, it seeks to broaden and deepen an interest and love of learning through a greater range of meaningful first-hand experiences and enrichment opportunities across the school and the community. Accordingly, all leaders have an accurate evaluative understanding of current curriculum practice.
- Ownership of the curriculum extends beyond leaders, to encompass a very knowledgeable team of teachers and teaching assistants who have a range of expertise, experiences and strengths. With the support and guidance of year group leaders the curriculum is carefully adapted and planned by teachers, to impart the knowledge, skills and abilities that all children need to be able to apply what they know and can do with increasing fluency and independence.
- It is designed to give all pupils including the Disadvantaged, the lowest attaining 20% and those with SEND, the knowledge and cultural capital they need to succeed.
- The curriculum is planned and sequenced carefully to ensure that children revisit and embed their skills and cumulative knowledge over time, broadening their understanding within the signature pedagogy of the school.
- The curriculum hones into the community that the schools sits within and develops and strengthens the knowledge and skills that can present locally as "gaps" and challenges traditional dispositions to learning.
- Teachers are empowered to be creative and responsive in deciding the best way for children to learn. This may include opportunities to learn in a variety of ways, such as individually, in pairs or in small groups. Whilst still employing the School's Signature Pedagogy, reflective teachers

may be creative in rethinking the typical “4-part lesson”, using different strategies and organisation methods to secure the most beneficial experiences and outcomes for all children – including the most and least able. Within KS1, this builds on the skills, knowledge and Characteristics of Effective learning embedded within the EYFS.

Implementation:

- An intricate but very well-connected provision is successfully orchestrated by empowered 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. Our provision continues to offer School Support work and open-days to inspire others.
- A pupil-focussed environment, rich in high quality and meaningful resources that matches the aims of the challenging work, without unnecessary staff work-load or fuss, supports the coherently planned and well-sequenced curriculum that builds to culminate with a wealth and depth of knowledge that sets the foundation for future and further experiences in the next stages of their education.
- Teachers are proficient in their own speaking, reading and writing skills, supported closely by hands-on leaders.
- 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, in which children are fully engaged and traditional dispositions to learning are challenged;
 - that the teaching of reading, (synthetic) phonics, writing, communication and mathematics is highly effective and cohesively sequenced, planned and implemented precisely *across* the curriculum;
 - in particular the rigorous and systematic teaching of reading, which is at the heart of the curriculum, ensures that pupils develop an early love of reading and being read to;
 - children read widely and often, with fluency, confidence and enjoyment; this gives them a good foundation for future learning, based on:
 - well sequenced and sharply focused teaching of phonics (letters and sounds)
 - effective teaching of strategies to decode when reading
 - a combination of real books and those closely connected to phonic phases
 - the high focus on communication skills and language comprehension;
 - in line with the School’s Assessment & Marking Policies, the systematic and careful checking of children’s knowledge, the proportionate and effective use of formative and summative assessments, ensure that all children succeed through teachers identifying clear and ambitious next steps (without over or misuse and not causing unnecessary burden);
 - highly effective questioning (talk4learning) and the incisive use of HQ feedback (which children act upon), is highly effective in unpicking children’s learning and the retention of long-term content, addressing misconceptions with notable impact transferring learning to long term memory enabling children to connect previous and new knowledge with existing knowledge;
 - effective planning and personalisation of the provision (including time, resources and staff) ensures 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.
- The EYFS Characteristics of Effective Learning are also embedded within KS1. Challenging traditional dispositions to learning, well-supported teachers offer an increasingly more creative and personalised child-directed provision, including opportunities for children to work independently or collaboratively out of class, consolidating work linked to the lesson in hand, or exploring other areas of interest (under the teacher’s direction). This might extend beyond conventional subjects or lesson timings; but in doing so, helps engender a culture which challenges traditional dispositions to learning. Similarly, more able children might teach less able children skills and concepts, within mini episodes and plenaries, to help master their own understanding.

- Teaching in all Key Stages and across all subjects is currently 50% Outstanding* and never less than consistently good and this has grown 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.
- 65% of PE lessons are judged as Outstanding*; and the quality of Sport within lunchtime play and the 'extended school' is high.

Impact:

- Both historically over-time and, more recently when taking recent & historical trends into account, 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 detailed knowledge, understanding and skills, attaining significantly above their peers nationally across all core subjects;
 - produce high quality work across the curriculum, including within Foundation Subjects too.
- Accordingly, all teachers have consistently ambitious 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.
- The standard of attainment of all groups of pupils across all core subjects remains consistently high at the end of KS1 - trending within at least the top 8% (EXP+) and 1% (GD) nationally over time.
- Vulnerable Pupils, 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. Historically, 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. (However, due to the pandemic, this gap widened during 2022; nevertheless, end of EYFS data shows that the Disadvantaged achieve higher than the national and their non-Disadvantaged peers).
- Rapid and accelerated progress for the large majority of children who are Emerging at the end of Yr. R exceed EXP+ by the end of KS1 ensuring children consistently achieve high. Similarly, the large majority of children who are Exceeding (*School-defined*) at the end of Yr. R, demonstrate that they are skilled and knowledgeable, fluently and independently connecting previous, current and future learning working within a profound depth of mastery across subject areas at the end of KS1.
- 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 highly in the Year 1 Phonic Tests (94% since 2016; 83% in 2022; 85% in 2023). Similarly, in Maths, children apply mathematical knowledge, concepts and procedures appropriately for their age.

- All children are absorbed in an immersive curriculum that equips them with the Cultural Capital to succeed in later life. In particular, Disadvantaged Pupils and the Vulnerable are provided with experiences and opportunities that they may not otherwise have access to.
- Within such an inclusive learning culture, with a high focus on quality first teaching 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 apply a wide range of skills and develop mastery to great effect across the curriculum (and not just within Reading, Writing and Mathematics lessons). Children leave incredibly well prepared for KS2.
- 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 this judgement 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 teachers have a firm and common understanding of the school's curriculum intent, how it is implemented and its impact. This in turn is continually evaluated and supported as and when appropriate.
- Sensible assessments and robust moderation take place throughout the school, which is validated externally by the LA. 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 local support School. Both Deputy Headteachers and the Assistant Head are lead moderators for the LA.
- School can identify individual pupils/circumstances contributing to any year-on-year shortfalls in attainment. 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 meaningful (yet effective) data analysis, tracking, deep-dives and externally verified moderation.
- Both formal and informal systems ensure that the quality of education 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 without the need for burdening formal lesson observations and cumbersome and unnecessary meetings.
- ECTs thrive under a comprehensive programme of support; with robust interventions to accelerate their development.

***Note:** *the grading of individual lessons only takes place for internal purposes and to support the dialogue of continuous school improvement and professional development.*

Why Quality of Education is not the grade below

The Quality of Education is better than the statements offered in the "Good" Descriptors – and this is sustained and embedded over time. Carefully orchestrated learning and provision meets the needs of all pupils. The Quality of Learning has been no less than 100% Good in classes where teachers are established in their roll. Since 2009 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.

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

***Within KS1:**

- current disparity in attainment of Disadvantaged and non-Disadvantaged at GD;
- Boys and White British.

***Within EYFS:**

- increasing attainment to above National in Prime, PSED, PD (and build upon EAD).

Behaviour and Attitudes

Suggested grade: Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Evidence that supports this judgement:

- The school has a well-rooted culture of fostering exceptional, positive relationships based on mutual respect and trust with and between pupils. The staff, as nurturing and positive role models, have a deep understanding of the importance of attachment theories, children's voices, child empowerment, connections, physical and emotional well-being and equality that they use consistently over time and throughout their interactions across the school with peers, professionals, parents/carers and children engendering an environment where difference is valued and celebrated, commonalities are shared and supported, yet bullying, harassment and violence are never tolerated.
- Long-established over time, the consistently high behaviour, attitudes, conduct and self-control of pupils further motivates them in their consistent thirst for learning, surrounded by role models that are highly positive and give careful feedback on the specific behaviours that are valued and evident in line with the schools commitment to continuing Characteristics of Effective Learning beyond the EYFS. Lessons and the day-to-day running of the School is full of energy and vibrancy, without "low level disruption".
- Within this climate exceptional pupil behaviours and attitudes have and continue to emerge, supporting their own and each other's well-being and showing an increasingly more complex sensitivity and empathy to those around them.
- Children benefit from clear, consistent routines and boundaries with clear and certain consequences sensitive to the age and needs of the child. All staff have a very good understanding of Attachment Theory and apply this knowledge well to develop exceedingly good connections with children.
- These relationships are fundamental to the school's ongoing success. Leaders support all staff, from lunchtime support, office staff, ECTs and site management to feel empowered to celebrate these positive attitudes, seeking support for those pupils that communicate their struggles within this emotionally safe and secure climate. As a team we respond successfully with intelligent, comprehensive and a sensitive range of support strategies that meet needs whether emergent, short or long term - perceiving the behaviours that are being presented with as a clear communication of "need" requiring intervention.
- We work closely with "parents as partners", to offer parenting support and advice, to maximise the success of the work that we do.
- 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 (97.38%

2018-19; 96.6% 2021-22) attendance, with only 2022-23 deviating from this trend (95.5%): Representing the locally-felt effects of poverty and a shift in attitudinal changes towards attendance and an “urgency” for overseas travel within the post-pandemic era (an area of School-improvement work to reverse). Typically, there are no ‘significant cohorts’ with less than 96% (other than Nursery 94.8%)); however, during 2022-23, White British (95.08%) and Bangladeshi (94.03%) present as significant focus groups. The attendance of Pupil Premium Children (96.85% ('21-22), (95.5% ('22-23)) and Looked After Children (95.2% (2 children, '21-22)) continues to be high. The school has the highest attendance figure in the LA, a position held for 8 years. At the time of writing, this trend continues.

- Persistent Absenteeism remains low (5.9%, 2019; 3.1%, 2022), reflecting the School’s responsive and targeted family support work (with on-going work continuing for at risk ‘English as First Language’ families) and parental partnerships.
- 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 0.8%). Exclusions are extremely rare and when they take place, they are legal and justified; and the number of Fixed-Term Suspensions 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).
- Through our pupil-centred work our children actively engage with and make a valuable contribution to the school and it’s wider community; as School Council, school leaders, pupil elections, assemblies, careers week and our links with local businesses, groups and forums.
- 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 take 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).
- Both formal and informal systems ensure that Behaviour and Attitudes 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. Directors 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 Behaviour and Attitudes is not the grade below

The promotion of the pupils' behaviour and attitudes extends beyond "Good" descriptors.

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

There have been no incidences of bullying or racism for the last 7 years, although we continue to remain ever-vigilant in this respect. 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 over time, a number of initiatives have been introduced as a result of such feedback.

Our sustained work on raising attendance, particularly within the post pandemic-era has been the subject of DfE research and case studies.

Parental Complaints are low, but when they do occur, they can often reflect the fragile and vulnerable nature of parental need and traditionally-held dispositions towards resolving disagreements and conflicts within education, schools and institutions.

SDP work aims to address the shortfalls listed below:

- Restoring attitudes towards regular School attendance to pre-pandemic values; specifically raising attendance to >96% (95% within Nursery).

Personal Development

Suggested grade: Outstanding (1)

The school meets all the criteria for good in personal development securely and consistently.

- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most vulnerable, including Disadvantaged pupils and those with SEND, consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Evidence that supports this judgement:

- The school has a well-rooted vision in which, through its curriculum, ethos and extra-curricular activities, promotes the personal development of pupils; culminating in an incredibly rich set of experiences, life-long memories and exceptional opportunities to develop their talents and interests. A whole range of rich experiences, embedded within the schools offer, ensure that all pupils, including the most disadvantaged, flourish. As a result, through our local support offer and reputation, this exemplary work is shared both nationally and locally.
- A vibrant culture for learning is instilled within our school with a strong take-up for opportunities provided. 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 own and others' achievements and their school.
- 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; a whole range of rich and coherently planned activities ensure children become thoughtful, caring and active British Citizens within the School and the Community. They have a growing and age-appropriate understanding of democracy, rule of law, liberty, tolerance and respect.
- There is also a culture of enrichment; and the collaborative and personalised approach to learning (both in and out-of-class, including After School Learning) gives children an exemplary attitude to learning. This helps children to become confident, resilient and independent - developing their own personal character. Strong and assured by the behaviours and attitudes necessary for success in later life, they are well-supported to develop the skills to debate and discuss in a considered and respectful way. They are taught to respect different views, beliefs and opinions; and show a deepening awareness of protected characteristics, healthy relationships and equality in a diverse, ever-changing and often challenging modern culture.
- 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.
- 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 held dispositions and aspirations to education and pan-cultural life-long learning. Stereotypes and derogatory language aimed at but not exclusive to, protected characteristics or perceptions are challenged swiftly and effectively and no forms of discrimination tolerated.

- 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.
- Working with our many partners (including parents/carers, businesses, local schools and other professionals), the school provides an ever-growing range of meaningful opportunities for pupils to consolidate their developing understanding, skills and knowledge within real-life experiences. As a result, our pupils are offered a meaningful foundation to be responsible, respectful, active citizens - who contribute positively to society. Children are nurtured to engender a sense of ownership, accountability, responsibility and deep respect for their own (and others’) well-being.
- 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/gardening permeates throughout the school – engendered by the personal passions of the Head and Deputy Headteachers – to unite children, staff and communities. Whether through discrete lessons, the school’s pro-fitness culture, parental engagement portfolio of events (*Open Days*, *“Cooking/Learning Together”*, *“Cooking Workshops”*, *“Family Sports”*) or part of the targeted family support offer.
- Differentiated Lunch Clubs continue to support children at risk of developing eating disorders and other nutrition related health issues. These children present with a range of feeding issues including sensory needs, chewing, swallowing, independence, limited experience of food/flavours and in extreme cases, food-based neophobia and anxiety.
- Learning extends to encompass both physical and mental well-being. Effective whole-staff training (including Directors) 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 mindfulness sessions.
- Both formal and informal systems ensure that Personal Development is accurately monitored. Strong communication across staff ensures that needs of individuals and all families are closely met. An embedded culture of seeking-feedback and high levels of accountability/customer service ensures that parental (and pupils) have a true voice. Directors 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 Personal Development is not the grade below

Personal Development extends beyond “Good” descriptors.

The work we do to engender and promote Personal Development is truly exceptional and meets all the additional “outstanding” criteria.

The Quality of Early Years' Education

Suggested grade: Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years securely and consistently.
- The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including the Vulnerable and those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Evidence that supports this judgement:

Intent:

- The construction of the EYFS Curriculum is founded within the same vision and ethos as that within KS1 and the reader is directed to the **Intent Section** within "**Quality of Education**" to gauge an understanding of the depth of thought and rationale behind this ethos.
- Incredibly knowledgeable leaders and a well-equipped team, offer a particularly well-organised and well-established curriculum which is both highly ambitious and provides no limits and barriers to children's learning – regarding of need, circumstance or starting point. The EYFS at Thames View Infants fully embodies the School's Cultural Capital and ethos for learning, offering an exceptional learning climate in which children's self-belief is instilled, boundaries are removed and all children – including the Vulnerable, the Disadvantaged and those with SEND - *thrive*.
- Specifically, but not exclusively to the EYFS:
 - the curriculum is exceptionally well planned and sequenced, building on what children know and can do; growing and refining skills for later learning; embracing the true-spirit of the EYFS' Characteristics of Effective Learning.
 - there is a high focus on developing language and communication (talk4learning), specifically widening vocabulary and enriching experiences to ensure gaps are addressed and children are able to securely build upon these meaningful foundations to become confident communicators, fluent readers and ready for the next stage in their learning;
 - a systematic and highly effective approach to teaching early reading and synthetic phonics, empowers all children, regardless of their starting points, to learning incredibly well;
 - there is a collective "ownership" of all the children and the *Whole School* are united and connected in their relentless ambition for all. Expertise and knowledge are shared between all staff to establish a deep understanding of children's achievements and developmental needs.

Implementation:

- Throughout EYFS, the teaching (including the quality of provision) is consistently of a very high standard (50% Outstanding*). Through our School-support work 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. Previously a lead-moderator for the LA, the EYFS Lead/Deputy Headteacher shares this expertise with other Schools locally.
- As within KS1, incredibly knowledgeable staff teach with expertise. They are well-versed in the School's exceptionally well-planned and carefully-sequenced EYFS curriculum and signature pedagogy:

- 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.
- the teaching of reading is central to the work we do; the expert teaching of early-reading and systematic, precisely-taught synthetic phonics, ensures that children are successful in reading. Very powerfully, staff captivate and inspire children by reading to them with excitement and wonder. Combined with the sharp checking of understanding, identifying misconceptions, offering clear explanations and the ability to refocus teaching where required, all children develop a love of reading, quickly acquire new concepts and vocabulary, and learn to read rapidly.
- early maths is taught with a similar degree of knowledge and expertise. The well sequenced maths curriculum fully supports the acquisition of children remembering within the long term and provides an excellent foundation to integrate new knowledge into larger concepts. Maths is embedded across the provision, allowing children to apply their mathematical learning.
- an underlying, embedded culture of PSED and care for the youngest, allows children to thrive within an environment rich in emotional literacy.
- The learning environment is carefully organised to create a highly stimulating and ambitious environment that ensures children have access to a rich, varied and imaginative range of relevant and meaningful experiences that extend their understanding of the world around them.
- Rigorous and sharply focussed formative assessments, without unnecessary burdens on staff, ensure that every child is provided with challenge (whether adult or child-led) and achieves their best. Teacher's apply their in-depth knowledge of groups and individual children to direct those that requiring further challenge.
- Consistent with the whole School, relevant and unburdening 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.
- 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, imagination and resilience; 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.
- Children are well-supported to be active and develop physically. In addition to the well-taught and carefully planned curriculum, a range of opportunities help to teach children the knowledge, and skills children need to adopt a healthy lifestyle both physically and mentally. Engendering an understanding of what constitutes a healthy lifestyle including their own and others well-being.
- 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.
- Throughout the School, 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.

Impact:

- The Quality of Early Year's Education at Thames View Infants is well-established and it's principles and practice of excellence are deeply-rooted, yet continue to evolve in response to the needs of our children and families, regardless of starting points. As with KS1, this exceptional provision has been cited within studies, and continues to attract School-support work and open-days to inspire others.

- As a result, impact is particularly high: children remember well, remain engaged and can sustain high levels of concentration; they use their widening vocabulary, knowledge and language skills seamlessly across different aspects of the EYFS Curriculum. Children from Disadvantaged Backgrounds do just as well, and often even better than, their non-Disadvantaged Peers across all Seven Areas of Development. The Vulnerable, including SEND children, also achieve the best possible outcomes.
- 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. Historically, there has been a long-term upward trend across all ELG's, and attainment at GLD remains above the National. This is true for all pupil groups, including the most able. This trend has been sustained over time, despite a change in the framework and post-pandemic challenges. In particular:
 - children are exceptionally well-prepared for the next stage of their learning, notably this includes the continued development of Characteristics of Effective Learning and the Prime Areas of Development which give children a deep and solid foundation with which they build on in future learning experiences
 - children have a real love of learning. This presents with children deeply immersed and attentive within their learning with adult support or self-directed. They consistently join in and respond to stories, songs and activities within the provision showing a high level of curiosity and comprehension; utilising their developing vocabulary and communication skills across the seven areas of learning.
 - as with within KS1, due to this deeply nurturing and responsive environment, children are highly-motivated and eager to join in. Through the careful connections with staff, children have a high-resilience and persistence, well immersed with the true-spirit of the EYFS' Characteristics of Effective Learning. Through our tenacity and care, children demonstrate increasingly high levels of self-control and respect for each other. Children demonstrate genuine joy in their learning, listen well, take pride in their achievements, begin to manage their own feelings and emotions and show a growing empathy towards others.
- Historically, Disadvantaged Children achieve better than their non-Disadvantaged Peers. Similarly, all children identified with SEND achieve above National Averages at GLD.
- 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.
- As with the whole School, strategies to embed learning within 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 (Learning Together, Phonic Together, Cooking Together, Sports Together etc), reading workshops for Parents, an open-door service and high quality "joined up" customer service are highly successful.
- Attendance within EYFS remains high (Nursery 94.75% (2019) 94.8% (2022) 92.7% (2023); Reception 96.91% (2019) 96.70% (2022) 95.9% (2023)) despite the Pandemic, outbreaks of Chicken Pox and the School being placed on an HPA-red alert for Scarlet Fever; this trend has been sustained over time.

***Note:** the grading of individual lessons only takes place for internal purposes and to support the dialogue of continuous school improvement and professional development.

Why the Quality of Early Years' Education is not the grade below

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

Nevertheless, vigorous SDP work aims to address shortfalls:

- Raising attainment in the following areas to above the National:
 - increasing attainment to above National in Prime, PSED, PD (and build upon EAD).
- The following groups were identified as below their National counterparts (although this tends to vary year-on-year, with no particular group dominating over time):
 - Girls -1.2%
 - MWBC (7) -7.4% (3 children not GLD; 1 BB, 1 HCP/SEN)
 - WBRI (8) -7.0% (3 children not GLD; 1 BB, 1 SEN "K")
 - Other smaller cohorts:
 - BOTH (5) -0.3% (x1 BB, x1 CL/L)
 - MOTH (4) -18.9% (x2 CL and L)
 - MWAS (4) -23.6% (x2 PSED Rabbits)
 - BCRB (2) -11.6% (x1 PSED)
 - AIND (2) -22.1% (x1 BB and x1 late starter)

Leadership and Management

Suggested grade: Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Evidence that supports this judgement:

- The carefully-grown and now deeply-embedded culture of balancing an unwavering commitment to high-standards, self-improvement 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.
- TVI continues to aspire to be the best school. 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 consistently 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 Vulnerable, Disadvantaged pupils and those with SEND, remains significantly higher than the national and progress remains Sustained and Substantial. Empowered children have their voices heard and see themselves as leaders. This relentless vision of ambition for all, is owned by everyone.
- 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 Deputies) and peer-support, this hands-on approach ensures that leaders and Directors 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 and learning-narrative across the School.
- 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 Directors, 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 "*green-time*" and peer-supporting "*pink-time*". These, as well as and cross-phase moderation and collaboration, are utilised well to ensure that practice remains sharp, highly effective and the best it can be.
 - Decisions, therefore, are based on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
 - 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.

- We are highly ambitious for *all* and lead by example; staff work in a culture of trust and flourish - without fear of failure - protecting well-being and resilience, during times of change or challenge, both personal and professional. High quality in-house CPD and external accreditations ensure that all staff feel involved in this process:
 - Very responsively, Leaders ensure that all staff (including teachers) receive focussed professional development (CPD), which is highly effective at improving teacher's pedagogical content knowledge, curriculum understanding and sequencing. This builds and develops overtime; and results in consistent and sustained improvements in learning and teaching across the curriculum, especially for those that are 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*.
 - All teaching staff at TVI are home-grown ECTs, reflecting the School's expertise in developing and sustaining teacher knowledge and growing passionate, highly-skilled educationalists.
 - The Leadership Team work in a responsive and high-profile manner with high communication and a highly-focussed weekly commitment to teaching. This hands-on approach ensures that learning and teaching and staff development/well-being remains continually evaluated and supported as and when appropriate. A cross-section of leaders have undertaken National Professional Qualifications for Leading Teaching, Middle Leadership, Senior Leadership and Headship.
 - In the AY prior to the pandemic, customary formal observations were removed from the Appraisal Cycle, mindful of the effect of this on teachers' well-being and workload. Whilst observations have returned in the post-pandemic era, the importance of emotional well-being remains high. All Staff are offered *paid* "well-being leave".
 - This realistic and constructive climate minimises workload and offers a high level of support for staff well-being; understanding and taking account of the main pressures that all staff may have on them at any one time. The bullying and harassment of staff, in any form, is not tolerated. Staff well-being is high.
- Accordingly, 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 and development of their 'cultural capital'. It has a very positive impact on all pupils' behaviour, attitudes and personal development; contributing very well to pupils' academic achievement and their spiritual, moral, social and cultural growth.
- Directors, led by a committed and long-standing 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 can describe the school's strengths, shortfalls and our signatory pedagogy. They triangulate this information against the SDP, Ofsted Guidance, the SEF, further training and termly detailed Headteacher Reports.
- Directors ensure that the School fulfils *all* of its statutory duties. Through highly effective, rigorous planning and controls, Directors 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.
- Our School is really effective at identifying and supporting vulnerable families in-house through an embedded culture of proactive Early Help/'Family Support'.
- Safeguarding is effective and all requirements are met and reported to Directors. 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 the strategies and procedures that **help** reduce the risk of harm. 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 require *Early Help* or are at the risk of neglect, abuse, grooming or exploitation. Accordingly, all aspects of Safeguarding are exceptionally well-**managed**, including Safer Recruitment and allegations about adults who work with children.
- 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 its reputation for keeping children safe and is often approached by third-party parents with child protection concerns. There is no segregation.

- 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 and whistle-blow 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 pupils 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-leaders.
- 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 – (we popularised the phrase, “*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.
- These judgements are robustly validated by informed and empowered Directors 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.

**Note: the grading of individual lessons only takes place for internal purposes and to support the dialogue of continuous school improvement and professional development.*

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 well-established inspirational practitioners.
- Teaching and the quality of learning is mostly Outstanding* and has been for the last 10 years.
- The SEF is robust, dynamic and comprehensive.
- Children make Substantial and Sustained progress in all subjects across the curriculum, including literacy, and this has been sustained for the last 10 years.
- Achievement continues to rise, despite significant school events (pandemic-recovery, staff changes, maternity leaves, moving to a MAT 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 near-eradication of inequality for Disadvantaged Children) and journal contributions.
- TVI supports schools locally through peer-support work.

School Development Works ensures that:

- All pupil’s outcomes, continue to be scrutinised with rigour and challenge, rising to pre-pandemic levels.
- The Single Point of Contacts (SPCs) continue to grow/embed within their roles.
- The quality of learning, particularly for the lowest 20% of children, remains high and equitable.
- The attitudinal changes towards attendance and the unprecedented trend of families of taking “urgent” over-seas holidays within the post-pandemic era is reversed.

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

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Reading	Non-Disadvantaged	EXP+	82%		90%	72%	84%	73%
	Disadvantaged	EXP+	81%		77%	52%	86.5%	54%
	Difference		-1%		-13%	-20%	+2.5%	-19%
	Non-Disadvantaged	GD	43%		53%	21%	56%	22%
	Disadvantaged	GD	57%		32%	8%	49%	9%
	Difference	GD	+14%		-21%	-13%	-7%	-13%

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Writing	Non-Disadvantaged	EXP+	76%		85%	63%	85%	65%
	Disadvantaged	EXP+	81%		79%	41%	84%	44.5%
	Difference		+5%		-6%	-22%	-1%	-20.5%
	Non-Disadvantaged	GD	33%		48%	9%	51%	9.7%
	Disadvantaged	GD	48%		27%	3%	27%	3.4%
	Difference	GD	+15%		-21%	-6%	-24%	-6.3%

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Maths	Non-Disadvantaged	EXP+	82%		88%	73%	88%	75%
	Disadvantaged	EXP+	95%		82%	52%	81%	56%
	Difference		+13%		-6%	-21%	-7%	-19%
	Non-Disadvantaged	GD	27%		53%	18%	56%	19%
	Disadvantaged	GD	29%		29%	7%	40.5%	7.8%
	Difference	GD	+2%		-24%	-11%	-15.5%	-11.2%

Within EYFS: (2023 data)

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

Group	Communication & Language	PD	PSED	Literacy	Maths
All Pupils (111)	84.7%	83.8%	80.2%	77.5%	83.8%
Non -Disadvantaged (80)	81.3%	80.0%	78.8%	75.0%	83.8%
Disadvantaged (31)	93.5%	83.9%	83.9%	83.9%	83.9%
Disadvantaged (Nationally)	69.6%	76.5%	74.1%	54.6%	63.9%

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

School Development Plan Summary and Areas for Improvement:

Key Elements from the SDP Master will be delivered by Action Plans with nominated owners

1. To embed the DH and HoY Leaders within their role as “Single Point of Contact”; who, through strategic direct teaching, know all their children well and is secure in their knowledge of attainment within (and across) year groups; and is well placed to lead staff to ensure all needs are met.
2. To ensure that, despite a high number of ECTs, the quality of Learning and Teaching remains high across the School (60% Outstanding); with the School’s Signature Pedagogy at its heart, continuing to be delivered within a carefully considered broad and balanced curriculum:
 - a. Rich in:
 - i. Language and Communication Skills
 - ii. Opportunities to further develop PSED and the Characteristics of Effective Learning in children
 - iii. First-hand experiences
 - b. Underpinned by:
 - i. Systematic yet precise basic-skill teaching (in literacy)
 - ii. Cross-curricular opportunities to embed Literacy and ICT skills.
3. To embed advancing children’s understanding by extending teachers’ use of differentiated questioning and effective talk to enhance learning.
4. To raise attainment in literacy:
 - a. To develop Fluency when Reading.
 - b. To develop Cohesion (Control @ EXP) and Coherence/Effectiveness (Literary Effect @ GD) when Writing.
5. To ensure that the lowest 20% of pupil continue to receive an equitable amount of HQ first teaching; and that within KS1:
 - a. The provision is suitably adapted in response to the level of need, in order to sustain deeper learning and attainment, particularly reflected in writing outcomes and teachers’ **marking** of work.
 - b. The principles of the EYFS’ Characteristics of Effective Learning are embedded to engender life-long learning skills.
6. To empower lunchtime staff to confidently support the development of children’s gross-motor coordination, and social skills and interactions when playing.
7. To identify a new PSHCE curriculum.
8. To develop partnerships with other School’s locally, re-establishing TVI as a local-leader of learning, showcasing a repertoire of strengths, expertise and high-quality provision.
9. To meet specific Health & Safety and Finance-related action points raised in related audits and Responsible Officer Reports.
10. To ensure 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.

(Green indicates Actions recommended during the 2014 Ofsted Inspection).

Whilst recognising the fluctuations and post-pandemic shortfalls within the 2023 data-set*, the SDP focuses on long-term trends and the holistic needs of the School as identified through an in-depth, and long-standing working knowledge.

***Within KS1:**

- current disparity in attainment of Disadvantaged and non-Disadvantaged; Boys and White British (at GD);
- return attendance to > 96%; in particular, White British and Bangladeshi Pupils (>96%);
- increasing overall attainment to pre-pandemic levels at EXP (>96%).

***Within EYFS:**

- increasing attainment to above National in Prime, PSED, PD (and build upon EAD).

[The full SDP can be viewed here.](#)

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