

Inspection of Thames View Infants

Bastable Avenue, Barking, Essex IG11 0LG

Inspection dates: 25 and 26 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Paul Jordan. This school is part of TVI Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Jordan, and overseen by a board of trustees, chaired by Jamie Joyes.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since April 2014.

What is it like to attend this school?

Each individual pupil is at the heart of Thames View Infants. Strong relationships between pupils, families and staff are fostered. These relationships underpin the culture of high achievement.

Pupils engage enthusiastically with their learning and strive to achieve highly. They are extremely well prepared to take on the challenges of the next stage of their education. Each pupil's strengths are known and developed by their teachers and by leaders. Pupils feel safe to be themselves and know that they will be listened to by adults.

Pupils' behaviour is exemplary. As soon as they start school, children learn to care for others and take responsibility for themselves. They willingly engage in leadership roles. They enjoy sitting on the school council, being 'red T-shirt leaders' and buddying pupils in other classrooms who like having their support and friendship. Through these experiences, they are supported to develop mature attitudes and new leadership skills.

A wide variety of clubs, such as yoga, computing and construction, spark pupils' talents and interests. Pupils value each other as individuals. They enjoy the opportunities to learn about people from the different religions and cultures that form the vibrant school at the centre of its community. These include sharing food at Eid, attending bhangra dance and drumming, and maypole dancing.

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

Everyone at Thames View is determined to provide the very best education for pupils. Each pupil benefits from leaders' relentless focus on their learning. Dedicated staff ensure that pupils have the knowledge and skills that they need to succeed. The school's curriculum is highly ambitious and often exceeds national expectations. Pupils, including those with special educational needs and/or disabilities (SEND), benefit from learning to swim. By the end of their time here, pupils achieve standards well above the national average in reading, writing and mathematics.

Pupils are calm and assured. They learn routines in Nursery which quickly become well embedded. This is clear in pupils' positive attitudes to learning across the curriculum. For example, these routines enable pupils to work independently and use their time sensibly when working in their well-organised learning environments. In lessons, they diligently focus on their learning. At playtimes, pupils show that they value their friendships and take care of their playground equipment.

Pupils are incredibly keen to share the knowledge that they have developed effectively, from the early years up. For example, Year 1 pupils enjoy working in pairs to solve missing number problems, using correct terminology such as 'inverse'. Learning is well sequenced so that pupils can tackle more complex ideas as they move through the school. For example, in early years, children develop their

awareness of the local area, and learn how to use maps through treasure hunts. Older pupils build on this foundation well, for example by learning how to identify the seven continents on a globe.

Assessment opportunities help teachers to fully understand what pupils know and remember. Pupils talk confidently about key ideas from across the range of subjects that they learn. This helps them to grow their knowledge step by step. For example, children in early years learn about animals and hibernation. They enjoy visiting a zoo to reinforce what they know. In Year 1, they build on this knowledge effectively and can talk accurately about omnivores, carnivores and herbivores. Pupils are proud of what they know.

Reading is central to the school's work. Pupils quickly learn to read, beginning with phonics in the early years. All staff have the expertise to teach phonics well. They use assessment effectively to check pupils' phonics progress. If pupils fall behind, they receive the support that they need to help them to catch up. Older pupils speak with confidence and enthusiasm about their favourite books and authors.

Pupils with SEND are identified swiftly. From early years onwards, they achieve well because learning is adapted and tailored effectively to help them to succeed. Leaders ensure this through carefully thought-out provision, highly competent staff and excellent partnerships with parents and carers and outside professionals. Parents of pupils with SEND are full of praise for how the school ensures that their children's needs are met.

Partnerships with families and pupils' enjoyment of school mean that attendance is high. Leaders provide a range of effective support and guidance to families so that their children attend school regularly.

Pupils receive age-appropriate lessons about relationships and online safety. They also have lessons and experiences which help them to learn about and develop their character. For example, they participate in mock political elections and are given opportunities to 'bob a job' in the local shops to develop their understanding of work. These activities are designed to equip pupils for life in modern Britain.

Pupils learn the importance of staying healthy, including brushing their teeth daily. For instance, they are encouraged to try a range of foods from the lunch menu. Adults sensitively support them in trying these different foods.

Parents value the excellent communication and support from the school. Staff are immensely proud to work here. They take full advantage of the opportunities provided to develop their practice and fulfil the school's vision. All aspire to do their best for pupils.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138684
Local authority	Barking and Dagenham
Inspection number	10327665
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	Board of trustees
Chair of trust	Jamie Joyes
Headteacher	Paul Jordan
CEO of the trust	Paul Jordan
Website	http://thamesviewinfants.org/
Dates of previous inspection	24 and 25 April 2014, under section 5 of the Education Act 2005

Information about this school

- The school has additionally resourced provision for up to 28 pupils with autism and/or social, emotional and mental health needs.
- The school runs a before-school club for pupils.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the chair of directors, others with responsibility for governance and an external adviser to the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and music. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and reviewing samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of pupils, parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with pupils. They observed pupils' behaviour across the school, including as they arrived for the school day and as they left.
- Inspectors spoke with some parents before the start of the school day to gather their views.

Inspection team

Rebekah Iiyambo, lead inspector	Ofsted Inspector
Sue Brooks	Ofsted Inspector
Hayley McClenaghan	Ofsted Inspector

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