

# Thames View Infants School

Bastable Avenue, Barking, IG11 0LG

**Inspection dates** 24–25 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b> <b>1</b>
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Achievement is outstanding because all groups of pupils make excellent progress. This includes the most able and those who are disabled or who have special educational needs.
- Children make rapid progress across the Early Years Foundation Stage. In 2013, their level of development at the end of Reception was well above average.
- Pupils' attainment at the end of Key Stage 1 is well above average in reading, writing and mathematics. They are very well prepared for Key Stage 2.
- Teaching is never less than good and much is outstanding. Teachers plan in great detail and are remarkably consistent and accurate in the way that they assess pupils' work.
- Pupils know how well they are doing and what they have to do to improve in reading and writing. This is because they receive very useful feedback in lessons and in their books. Feedback in mathematics, science and other subjects is not consistently as helpful.
- Pupils feel happy, safe and secure. Their behaviour and attitudes make an outstanding contribution to their learning.
- Dynamic and strong leadership has made the school highly effective. Inspired by the headteacher, all school leaders, staff and governors have high expectations and are ambitious for the success of every pupil. Collectively, the whole staff team strives for continuous improvement.
- Leaders and governors have a very thorough understanding of the school's strengths and weaknesses. Teaching and learning are monitored exceptionally well and any shortcomings swiftly remedied. This demonstrates the school's excellent capacity to maintain its outstanding performance.
- Governors are highly skilled and closely involved in the life of the school. Their thorough checking of pupils' achievement means that they understand the strengths of the school, hold leaders accountable, and plan appropriately for the school to improve further.

## Information about this inspection

- Inspectors observed teaching in 22 lessons or parts of lessons, including ones that were focused on the teaching of reading and physical education (PE). Six of these were jointly observed with senior leaders.
- Inspectors talked to pupils both informally and formally, heard them read and looked at samples of their work.
- Inspectors took account of the views of parents, including the online Parent View questionnaire. They also talked to several parents before school and considered the views of staff expressed in 35 questionnaires.
- Discussions were held with representatives from the local authority's advisory service, and the Chair of the Governing Body and other governors. They held discussions with members of the senior and extended leadership teams, including the special educational needs coordinators, early years' leader, English and mathematics coordinators, and support staff.
- Inspectors examined pupils' progress information, the work of a randomly selected group of high attaining pupils and previous checks on progress. In addition, other school documentation was scrutinised including the minutes of governors' meetings, information relating to targets set for teachers, and safeguarding.

## Inspection team

Barbara Firth, Lead inspector	Additional Inspector
Peter Thrussell	Additional Inspector
Andrew Raven	Additional Inspector

## Full report

### Information about this school

- Thames View Infants converted to become an academy in September 2012. When its predecessor school, Thames View Infants School, was last inspected by Ofsted, it was judged to be outstanding.
- This is an above-average-sized school. The majority of pupils come from a number of minority ethnic groups. The largest groups are of African heritage. Almost three quarters of pupils speak English as an additional language.
- The proportions of disabled pupils and those who have special educational needs who are in need of extra help or have a statement of special educational needs are well above national averages.
- The proportion of pupils supported by the pupil premium (extra government funding for pupils known to be eligible for free school meals, children in local authority care and children of service personnel) is well above the national average. All pupils in this group are those eligible for free school meals, and some are looked after children. In 2013, the school received recognition from the Deputy Prime Minister for its success in ensuring that pupils entitled to this fund make excellent progress.
- The headteacher is a national leader of education (NLE) and the school supports the improvement of a number of local schools, provides placements and support for senior staff who wish to attain the National Professional Qualification for Headship (NPQH) and for students studying for a Post Graduate Certificate in Education (PGCE) from the University of East London.

### What does the school need to do to improve further?

- Ensure that written and verbal feedback given to pupils consistently focuses on how they can develop and improve their skills, in all subjects across the curriculum.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Achievement of all groups of pupils is consistently good or better because teaching is outstanding. School assessment information indicates that most children start school with levels of knowledge, skills and understanding well below those typical for their age group. Their personal, social and language skills are promoted very well so that they settle in quickly. Children make rapid progress because they listen intently and concentrate well when their teachers and other adults are explaining what they have to do. They are well supported and encouraged to persevere and do their best during the range of activities they undertake.
- In 2013, the proportion of children achieving a good level of development in all of the areas of learning at the end of Reception was above average. A quarter of children exceeding the expected level of development. This represents outstanding achievement. The school's checks on the standards attained were independently checked for their accuracy by the local authority. Inspectors confirm that the school's assessments are accurate.
- Most pupils enter Key Stage 1 with levels of skills and knowledge which are close to those expected of their age group. As a result of high quality teaching, pupils do well in learning the sounds letters make (phonics) and, in 2013, scored well above the national expectations in the Year 1 phonics screening check.
- In 2013, pupils in Year 2 reached standards in reading, writing and mathematics that were well above the national average. Almost two thirds achieved the higher levels in all subjects, indicating that the most able pupils in the school receive appropriate challenge which allows them to excel.
- Most pupils currently in the school produce work which is above that expected for their age group, across a wide range of subjects. The school's own tracking information for pupils currently in Years 1 and 2 suggests that the majority of pupils are making outstanding progress.
- Pupils develop a love of reading from a very early age and quickly reach above average standards. They read every day and enjoy talking about their books to each other and to adults. By Year 2 a substantial proportion of pupils are fluent readers, have a good understanding of what they read and possess a range of skills to help them work out how to read new and 'tricky' words.
- Pupils from across the ability range answer questions in well-constructed sentences because the school has placed a strong emphasis on improving their reading and speaking. As pupils move through the school their writing in all subjects develops rapidly and pupils confidently produce extended pieces of written work on their own. In mathematics, standards are high because activities are well matched to individual need. Pupils are given lots of opportunities to practise and demonstrate what they have learnt, ensuring that their understanding is secure.
- The school is successful in promoting equality of opportunity, where discrimination of any kind is not tolerated. In 2013, at Key Stage 1, pupils eligible for additional government funding were well above the national average in all subjects. School information shows that, currently, these pupils are making as much progress as other pupils and the gap in attainment is narrowing.
- Pupils who speak English as an additional language, of African heritage, disabled pupils and those who have special educational needs make outstanding progress. This is the result of frequent close checking of their learning and progress and well-considered additional support by teachers, teaching assistants and other agencies.

### The quality of teaching

### is outstanding

- Teaching is consistently good, with much that is outstanding. It is having a very positive impact on pupils' learning and progress.
- Teachers create an outstandingly positive and purposeful climate for learning. A large part of this is based on core values, such as respect and resilience which underpin the school's work.

Pupils talk positively about how they enjoy lessons and how the teachers help them learn new things.

- Teachers' high expectations result in high rates of participation by all ages of pupils. Teachers know how well each pupil is doing through regular and accurate checks on learning and plan lessons in great detail. This ensures that the most able are suitably challenged. Resources to support learning, including the use of modern technologies, are of exceptionally high quality and contribute well to pupils' enjoyment, learning and progress.
- Teachers' well-focused use of brief and purposeful talk between pupils contributes to the high quality of speaking and listening in all classes. Pupils speak confidently and articulate clearly when answering questions. They are always encouraged to explain the reasoning behind their answers.
- Pupils have a good understanding of what they need to do next to make progress. This is because of the regular verbal and written feedback given by teachers. In addition, they have ample opportunities to respond and discuss their work. Pupils are used to talking to the class about their work, explaining what is good about it and how it could be better. Teachers' marking and spoken feedback is particularly helpful for improving writing. However, it is less effective in other subjects because the advice given does not focus enough on how pupils can improve their mathematics, science or other subject-related skills.
- Teaching assistants and other members of support staff make an outstanding contribution to pupils' progress, especially for disabled pupils and those who have special educational needs. For example, teachers deploy additional adults well to ensure all pupils stay attentive and on task. Most are well trained and good at asking challenging questions which help pupils think hard.
- All of the parents who met inspectors, or responded to the Parent View questionnaire, expressed high levels of satisfaction with teaching in the school.

### **The behaviour and safety of pupils** are outstanding

- The behaviour of pupils is outstanding. Pupils are very proud of their school and talk with great enthusiasm about their activities. They are keen to take responsibility, such as older pupils listening to younger pupils read and being a member of the school council.
- Behaviour in lessons is excellent. Pupils concentrate, persevere and are highly committed to their work. Older pupils need little or no supervision when working on their own.
- Children in the Early Years Foundation Stage benefit from very positive relationships established with adults. As a result, they soon grow in confidence, developing very good attitudes to work and school life.
- Pupils thrive in the very happy atmosphere of the school and relationships are respectful and supportive. Staff set high expectations of themselves and their pupils. They use praise and the celebration of achievement well to motivate and encourage pupils to try their hardest and do their best.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe in school. They understand how to keep themselves safe, for example when using new technologies.
- Pupils understand different kinds of bullying, but insisted that there is no bullying at the school. They said that they know who to ask for help if they need it. Most parents agreed that behaviour in the school is excellent.
- Attendance is above the national average and punctuality is very good. This reflects pupils' enjoyment of learning. The school operates excellent systems to help any families who have difficulty with their children's attendance and punctuality.

### **The leadership and management** are outstanding

- The headteacher is dynamic and inspirational. He is committed to ensuring that every pupil

receives the best possible education and care. He has established an exceptionally positive culture for learning and communicates high expectations of achievement and behaviour. He is held in high regard and fully supported by pupils, parents, governors, staff and the local authority.

- The headteacher is exceptionally well supported by the highly effective leadership of the deputy headteacher, who is currently also the inclusion manager and leader of the Early Years Foundation Stage.
- Middle and senior leaders play an invaluable role in driving forward improvements in their areas of responsibility. They are skilled at providing training for staff and additional support when required. They keep a careful watch on the progress pupils make across the school.
- Rigorous and systematic procedures for checking pupils' progress have been used to maintain outstanding performance. A high priority has been given to the accuracy of such checks. The headteacher and all senior leaders have timetabled, weekly teaching commitments ensuring that they have first-hand knowledge of the quality of achievement across the school. Inspectors found that the school employs a wide range of tools to ensure checks on pupils' progress are accurate, including external moderation. Recently, the deputy headteacher was invited by the local authority to be a moderator for the Early Years Foundation Stage for other schools in the borough.
- The reviews of targets set for teachers are rigorous. Recommendations for pay increases are evaluated robustly against individual targets, lesson observation outcomes and specific measures of pupils' progress.
- The headteacher's well-organised and strategic approach to planning provides teachers and teaching assistants with valuable shared time for planning lessons, checking assessments and developing the curriculum. Every teacher has additional time during the week to develop their practice by observing other teachers or team teaching. This plays a significant role in developing staff, including newly qualified teachers, and ensuring high quality and consistency of teaching and assessment.
- The range of lessons inspires pupils with a love of learning. The detailed planning for pupils of different abilities ensures that classrooms are inclusive and that all pupils are treated fairly and equally. The curriculum is enriched through the extensive range of after-school clubs and activities, visits and visitors to the school. Consequently, all pupils have equal opportunities to make accelerated progress and pupils' spiritual, moral and social development is promoted very well.
- Parents are highly positive about the school's impact on their children's learning and well-being. They have numerous opportunities to be involved in their child's education. This includes a wide range of workshops to enhance their own skills in supporting their child's learning at home. The many social events and opportunities to cook and eat together have resulted in a very cohesive community.
- Additional government funding has been used to increase the amount of support available to pupils who require extra help, including through one-to-one or group support. It is also used to improve pupils' well-being and attendance through the engagement of a highly effective parent support adviser. These activities and resources have had a beneficial impact for eligible pupils and others.
- The new primary school sports' funding is being used well to provide more and better quality clubs for pupils to attend. Furthermore, it has contributed to improving the quality of teaching in physical education (PE) lessons. While still at a relatively early stage of development, more children are attending clubs than before and the quality of PE teaching observed during the inspection was outstanding. Leaders are carefully monitoring the impact of their plans and early observations indicate that there is an increased take up of after-school clubs across the school.
- Since converting to an academy in September 2012, the school has retained its link with the local authority. It buys back a range of services, including support for newly qualified teachers and with monitoring and moderation of the quality of teaching. The local authority is very supportive of the school and believes it to have outstanding practice.
- Safeguarding meets requirements.

**■ The governance of the school:**

- Governors provide excellent support and challenge to leaders. They are highly skilled and committed to continuous improvement in school and have undertaken extensive training to prepare them for their role.
- They have a good understanding of data on pupils' progress and know what the quality of teaching and learning is like in the school. Through their regular visits to the classrooms, governors undertake scrutiny of books and discuss how well pupils are progressing with the school staff.
- Governors are actively and regularly engaged in all aspects of school life and have supported the school in the establishment of exemplary relationships with parents.
- They set ambitious targets for staff performance and measure success against pupils' achievement to hold staff accountable; they ensure that the headteacher's appraisal is robust.
- Governors have identified with the school appropriate priorities and built a development plan which is regularly monitored and evaluated. They manage finances well and measure the impact of pupil premium and other additional funding carefully.
- Their work in safeguarding meets statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	138684
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	442658

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Donna Bonifacio
<b>Headteacher</b>	Paul Jordan
<b>Date of previous school inspection</b>	not previously inspected
<b>Telephone number</b>	0208 270 4317
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