

Inspection of Thomson House School

27 Sheen Lane, London SW14 8HY

Inspection dates:	1 and 2 July 2025
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 Jackie Sanders. This school is part of the Wandle Trust, which means other people in the trust also have responsibility for running the school. The trust is run by two chief executive officers (CEO), Mark Siswick and Christian Kingsley and overseen by a board of trustees, chaired by Sian Mathias.

What is it like to attend this school?

Pupils flourish in this aspirational and welcoming school. They benefit from the school's rich and ambitious curriculum, which inspires them to achieve highly. The school's inclusive ethos ensures pupils feel part of this close-knit community.

Pupils make strong progress through the curriculum, from the early years to the end of Year 6. The school's published outcomes in reading and mathematics are significantly higher than what is achieved nationally. This is because the school has the highest expectations for pupils and supports them to achieve their very best.

Pupils are very well encouraged by the school to develop more widely. They feel happy and safe. Pupils are exceptionally proud to attend their school. Staff form very strong relationships with pupils and give them a distinct voice in school life. The school encourages pupils to be responsible and caring citizens. For example, pupils design their own fundraising schemes to support their school, as well as local and national charities. They also take part in competitions such as debating and mathematics challenges.

Pupils' behaviour and attitudes to learning are exemplary. They appreciate the school's values and show kindness and respect to each other. Pupils are very well prepared for the next stage of their education and for life in modern Britain.

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

The well-designed school curriculum builds up pupils' knowledge and skills over time. The school has thought carefully about what they want pupils to learn and the order in which they should learn it. For example, in science, younger children learn about different materials. This is built upon in the older years when pupils learn how to analyse materials and group them according to their different properties.

The school encourages pupils to ask questions about what they are learning. For example, in history, pupils respond to probing questions about why and how the world has changed. The music curriculum is exceptional. Pupils build up their composition and performance knowledge, leading to participation in a wide range of musical experiences. The quality of work in pupils' books across subjects is very strong. This is because teachers expertly design activities that connect pupils' learning.

Teachers have excellent subject knowledge. They explain and present information clearly. Teachers make sure that pupils have secure foundations before moving on to new learning. As a result, pupils become independent and resilient learners. In addition, teachers introduce pupils to a rich vocabulary from the early years and throughout the school. This language-rich environment enables pupils to communicate confidently and thrive. Teachers check pupils' understanding carefully and correct any misconceptions quickly. Staff have the knowledge and skills needed to help pupils with special educational needs and/or disabilities (SEND) excel.

The teaching in the early years is both supportive and challenging. There are no barriers to what children can achieve. Children build up their language and mathematical skills as well as their social and emotional development. They learn to take turns, develop friendships and work and play with other children.

The school places great emphasis on early reading. From the start of Reception, pupils learn to read using phonics. Pupils at the early stages of reading develop the phonics knowledge and skills they need to read with fluency. Teachers make sure that pupils read books that match the sounds they know. They identify pupils who are not as confident and put in place a range of appropriate and targeted support. This means pupils, including those with SEND, become confident and enthusiastic readers. Pupils read a wide range of challenging texts as they move through the year groups.

The school has designed a rich and age-appropriate programme for pupils' personal development. Pupils visit many different places of worship and appreciate the importance of tolerance. The school teaches pupils about how to stay safe, including when online and in the local area. Educational visits are integral to the school's curriculum. These include trips to museums, local parks and literature festivals. Pupils talk enthusiastically about how such visits bring their learning to life. The school places a high priority on developing pupils' understanding of mental health. Pupils talk confidently about how important it is to build up their resilience and see mistakes as part of learning.

Staff are very proud to work at this school. They appreciate the school's efforts to develop them professionally to help them carry out their duties and promote their well-being. Trustees and governors support leaders while holding them to account for the quality of education at the school. They take their duties seriously.

The school engages particularly well with parents and carers. As a result, parents are exceptionally positive about the school and the caring ethos it promotes. They are very happy that their child attends Thomson House School.

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	139549
Local authority	Richmond Upon Thames
Inspection number	10379143
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	Board of trustees
Chair of trust	Sian Mathias
CEO of the trust	Mark Siswick and Christian Kingsley (co-CEOs)
Headteacher	Jackie Sanders
Website	www.thomsonhouseschool.org
Dates of previous inspection	23 and 24 June 2015, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school operates across two sites.
- The school is part of the Wandle trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 carried out deep dives in these subjects: early reading, mathematics, history, and music. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers and spoke to some pupils about their learning.
- Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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 held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility for behaviour, SEND and pupils' personal development.
- Inspectors met with trustees, the two chief executive officers and members of the local governing committee.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils, including Ofsted Parent View.

Inspection team

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