

Thames View Junior School

Address: Samuel Ferguson Place, Bastable Avenue, Barking, Essex, IG11 0LG

Unique reference number (URN): 141651

Inspection report: 10 February 2026

Exceptional	
Strong standard	● ● ● ● ●
Expected standard	●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance for all groups of pupils is consistently above the national average and has been for some time. Leaders have put very effective systems in place to help pupils attend school regularly. They track attendance carefully and ensure that there is timely communication with parents and carers. They listen sensitively to understand the barriers to attendance and take effective action. Leaders regularly promote the importance of attendance with parents and pupils, and they work well with the local authority when it is necessary.

Pupils' impeccable behaviour is a real strength of the school. Staff share leaders' high expectations and apply them consistently. This helps to make the school a calm and safe space for pupils. The clear behaviour system means all pupils, including those with special educational needs and/or disabilities, understand what is required of them. They rise to these expectations. Pupils are highly motivated by the rewards points they receive. For example, they like the opportunity to exchange their points for stationery or a comfy chair. Pupils are deeply respectful and highly engaged in lessons. Sanctions are used fairly. They have a positive impact on pupils. The school is an environment that does not tolerate any form of discrimination or harassment. Bullying is rare and any incidents are dealt with swiftly.

Curriculum and teaching

Strong standard ●

Pupils learn an ambitious curriculum that has both breadth and depth. Leaders ensure that teachers know the curriculum well by providing regular training. Staff use this training and their secure subject knowledge consistently to ensure that the curriculum is taught routinely well. Teachers ensure that pupils are supported to remember in detail what they have learned in previous lessons before building on this further. Pupils are given regular opportunities to develop their communication skills, for example by sharing their ideas with 'talk partners' and in whole-class discussions.

Teachers check pupils' understanding systematically to ensure that any gaps in knowledge are found and filled quickly. Teachers' accurate checks lead to skilful adaptations so that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, can learn securely. Leaders have recently improved the curriculum to include further opportunities for pupils to develop their extended writing. Pupils learn grammar successfully and teachers consistently promote ambitious vocabulary. This has a positive impact on pupils. Any pupils who fall behind in their learning are supported to catch up quickly. Leaders work closely with the infant school that most pupils attend to ensure that there is a smooth transition from key stage 1 to key stage 2.

Inclusion

Strong standard ●

Leaders have planned and implemented a curriculum that supports the most vulnerable pupils to thrive. Leaders, parents and carers work well together to secure the best outcomes for pupils. This is well demonstrated by the impressive outcomes achieved by disadvantaged pupils in national tests. Pupils with special educational needs and/or disabilities are swiftly identified when they join the school and appropriate support is put in

place to reduce barriers to their learning. Pupils' progress is monitored closely and appropriate and timely adjustments are made to the help that pupils receive, when necessary. Staff receive regular training, which helps to make sure that they can support all pupils to learn well.

Leaders use additional funding, such as pupil premium, to meet the needs of disadvantaged pupils effectively. For example, funding ensures that pupils can access a subsidised breakfast club. This reduces barriers to pupils' attendance and promotes their learning, for example they can access the internet to complete work. Leaders ensure that pupils new to learning English receive comprehensive and targeted support.

The school's inclusive ethos sings throughout the school day. It starts with the welcome that pupils receive each morning. It includes the ongoing day-to-day support pupils benefit from and the welcome that parents also receive when they come in every week to play board games with their child.

Leadership and governance

Strong standard ●

Leaders have a clear, ambitious vision for the school and consistently high expectations. They know how they want pupils to develop and what positive experiences they should have each day. They are highly visible and positive role models around school. They support pupils and staff effectively. The trust actively supports school leaders where required, but also steps back when appropriate.

Leaders ensure that staff development helps to drive school improvement. They identify individual staff needs and make sure that high-quality training is in place. Leaders promote collaboration through helping staff to develop their leadership skills and to take on some additional responsibility. Leaders' rigorous and regular checks on the impact of the school's work help them to understand what areas of the school need to develop further.

Governors and trustees have a secure understanding of the school. They provide consistent support and challenge to leaders. Communication with parents and carers is a strength of the school. Leaders are committed to engaging positively with the wider community. For example, opportunities such as reading workshops promote positive relationships with parents and help raise the profile of reading across the school. Leaders ensure that pupils have a voice in school. They respond to pupils' feedback to ensure that pupils feel like they belong. Leaders' decisions are in the best interests of pupils, including for those with special educational needs and/or disabilities and those who are disadvantaged.

Parents and staff are very positive about the work leaders do to improve the school further. Staff value that leaders prioritise their workload and wellbeing.

Personal development and wellbeing

Strong standard ●

Daily assemblies help pupils learn important information, such as how to keep themselves safe online. Pupils enjoy very positive relationships with staff. Staff provide deeply nurturing pastoral care that supports pupils' wellbeing. Pupils can share concerns in different ways, for example by writing them down and putting them in 'worry boxes' that teachers access and act on. Leaders have developed a comprehensive personal, social and health education

(PSHE) curriculum that meets pupils' needs and ensures that they learn about healthy relationships in an age-appropriate way. Through PSHE and the wider curriculum, pupils learn deeply about how to manage their emotions and be more independent.

Leaders are very ambitious for pupils' personal development. For example, they have identified 50 activities that pupils can take part in during their time at the school. These include being able to raise money for charity, go to the theatre, learn a musical instrument and teach a parent or carer a new concept. These activities promote pupils' wider citizenship, cultural appreciation and social skills. Enrichment opportunities are wide ranging, including clubs for yoga, choir and dance. There are opportunities to take part in residential visits and play sport. These help pupils to develop their interest and talents, forge friendships and develop a distinct sense of belonging. Leaders ensure that these opportunities are inclusive and that all pupils, including those who are disadvantaged, can participate.

Pupils have a range of ways to develop their sense of responsibility. For example, roles such as lunchtime helpers and ambassadors support pupils to build their confidence and develop leadership skills. Pupils contribute positively to the school by making improvements, such as to the range of food on offer at lunchtime and securing additional break time. The school also places considerable emphasis on fostering pupils' appreciation of their rights as individuals and as citizens. This work is embedded across the curriculum and wider provision, enabling pupils to develop a detailed and meaningful understanding of rights, respect and global citizenship.

The school prepares pupils very well for their future lives in modern Britain. They learn about democracy through class voting and assemblies. Pupils celebrate different cultures and visit different places of worship to understand world faiths. They develop a deep understanding of human rights and the environment, which supports pupils' appreciation of the wider world.

Expected standard ●

Achievement

Expected standard ●

Pupils learn the curriculum well. In lessons, they demonstrate accurate understanding. Pupils produce work that is of high quality. It shows their secure knowledge and clear progress in the core subjects, including subjects in the wider curriculum, such as music and geography. Pupils generally enjoy learning and take pride in their work. There is a positive culture of reading at the school that helps pupils to become fluent and accurate readers.

Pupils achieve well in key stage 2 national tests in reading, writing and mathematics. Overall, the proportion of pupils meeting the expected standard in these subjects is close to the national average. A high proportion of pupils reach the higher standard, particularly in mathematics and writing. Disadvantaged pupils achieve particularly well. At the end of Year 6, their attainment in reading, writing and mathematics is above that of their disadvantaged peers nationally.

Pupils are successfully prepared for the next stage of their education.

What it's like to be a pupil at this school

Pupils enter the school joyfully each day. They love coming to school and value the relationships they develop with other pupils and members of staff. This motivates them to attend each day. They feel safe and are learning well. They particularly enjoy the range of activities that are offered to them beyond their academic learning. For example, they are enthusiastic about the extra-curricular clubs. Cooking with parents and carers is highlighted by pupils as an experience not to be missed. Pupils develop a deep and secure understanding of fundamental British values, such as through class voting, which helps pupils to learn about democracy.

Pupils celebrate what makes them different. They enjoy learning alongside those who have a different perspective of the world to them. Leaders highlight diversity, for example by the promotion of festivals and celebrations such as Diwali, Bonfire Night and Eid. This school is a truly inclusive and cohesive community. Pupils are well prepared for life in modern Britain. Behaviour at the school is very positive and high expectations support pupils' learning and wellbeing. Bullying is rare and if it does happen it is dealt with by leaders effectively.

Pupils are supported to develop their knowledge and understanding of a range of subjects through the ambitious and carefully designed curriculum. Teaching is consistently effective. Pupils are supported to learn the curriculum well, and they are ready for the next stage of their education. This is exemplified by pupils' outcomes in key stage 2 national tests in reading, writing and mathematics, where results are close to the national average overall. Pupils with special educational needs and/or disabilities and those who are disadvantaged also learn the curriculum very well. Pupils receive helpful support if they need it, which reduces any barriers to their learning or wellbeing.

Next steps

- Leaders should build on their work to ensure that consistently effective teaching leads to pupils' high achievement across the curriculum.

About this inspection

This school is part of Partnership Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Roger John Leighton, and overseen by a board of trustees, chaired by Saadat Mubashar.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other senior members of staff, the CEO, a representative from the trust and the local governing body, as well as other members of staff.

Inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school has undergone a significant change since the last inspection, with the appointment of a new headteacher.

The school provides before- and after-school clubs and lunchtime activities for its pupils.

Headteacher: Mr James Smith

Lead inspector:

Luke Stubbles, His Majesty's Inspector

Team inspectors:

Paul Jackson, Ofsted Inspector

Caroline Stone, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

371

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

480

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

35.85%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.23%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.56%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	64%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (revised)	77%	75%	Close to average
2023/24 (final)	66%	74%	Below
2022/23 (final)	73%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	76%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (revised)	84%	74%	Above
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	75%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25 (revised)	72%	47%	Above
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	55%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average
2024/25 (revised)	83%	63%	Above
2023/24 (final)	53%	62%	Close to average
2022/23 (final)	65%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (revised)	72%	59%	Above
2023/24 (final)	61%	58%	Close to average
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (revised)	86%	61%	Above
2023/24 (final)	55%	59%	Close to average
2022/23 (final)	65%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-12 pp
2024/25 (revised)	72%	69%	3 pp
2023/24 (final)	45%	67%	-23 pp
2022/23 (final)	55%	66%	-11 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-14 pp
2024/25 (revised)	83%	81%	2 pp
2023/24 (final)	53%	80%	-27 pp
2022/23 (final)	65%	78%	-13 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-10 pp
2024/25 (revised)	72%	78%	-6 pp
2023/24 (final)	61%	78%	-17 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-12 pp
2024/25 (revised)	86%	81%	6 pp
2023/24 (final)	55%	79%	-24 pp
2022/23 (final)	65%	79%	-14 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.7%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.3%	13.3%	Below
2023/24 (3 term)	9.1%	14.6%	Below
2022/23 (3 term)	11.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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