
Welcome to Thameside Primary School





Meet the staff...



Sophie
Greenaway

Headteacher



Ingrid
Burton

Deputy
Headteacher



Christina
Calvert

Assistant
Headteacher



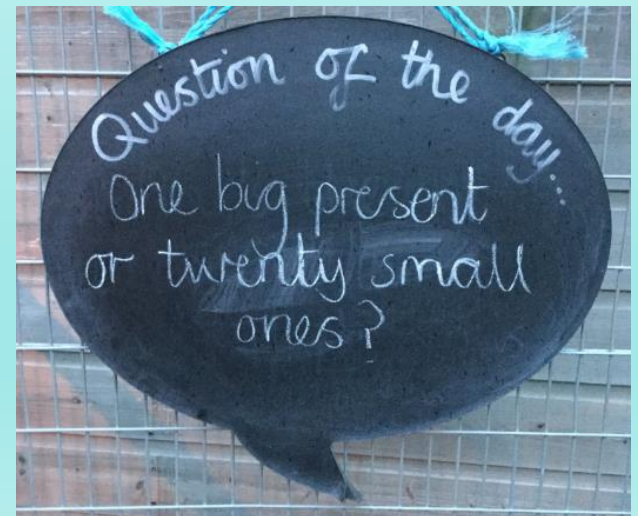
Charlotte
Rollinson

Inclusion
Manager



Plan of the meeting . . .

- Information about our school
- 'Tour' around the school with a chance to ask senior leaders any questions in a follow-up phone call





School motto and values...

Progressing together – inside & out

Our Community Values...

Belonging

Resilience

Assurance

Independence and **I**ntegrity

No limits

'Brain Power'





Ofsted and results...

Inspection dates:

12–13 November 2019

Outcome

Thameside Primary School continues to be a good school.

What is it like to attend this school?

Every pupil is important in this school. Pupils are cared for and feel safe and happy.



Staff want all pupils to do well. They expect pupils to work hard and try their very best in all that they do. Pupils certainly enjoy learning here and behave well. Pupils enjoy playtimes with their friends. They are jolly in classes and other activities during the day. Pupils say that bullying is rare. If bullying does happen, thoughtful support from considerate staff helps to resolve the issues. Pupils are very confident that they would be helped by adults in school to resolve any worries.

Pupils have plentiful opportunities to attend clubs and activities after school. They go on many school trips to support and extend their learning. All pupils experience learning to play a musical instrument.

This is a highly inclusive school. Pupils with special educational needs and/or disabilities (SEND) are supported incredibly well.

Parents are very happy with the education that the school provides for their children. Many pupils attend well-organised before-school and after-school provision.



Ofsted and results...

2019 STANDARDS	FS	R		W		Ma		GLD	Att		
	Exp+	80%		69%		73%		67%	96.5%		
	Exc	42%		24%		31%					
	KS1	R		W		Ma		Y1 ph			
	EXS+	69%		56%		69%		72%			
	GDS	39%		17%		37%					
	KS2	R		W(TA)		Spag		Ma		RWM	
	EXS+	70%		80%		77%		67%		57%	
	GDS	17%		18%		32%		27%			
	Prog.	-1.6		0.2		N/A		-1.7			

2020 Teacher Assessment	FS	R	W	Ma	GLD	Att
	Exp+	75%	70%	76%	70%	96.3% (prior to school closure)
	Exc	36%	32%	30%		
	KS1	R	W	Ma	Y1 ph	
	EXS+	72%	70%	68%		
	GDS	23%	22%	30%		
	KS2	R	W(TA)	Spag	Ma	RWM
	EXS+	88%	79%	77%	89%	78.5%
	GDS	48%	34%	32%	43%	
	Prog.					



Awards...



Thameside Primary @ThamesideSch · Jul 11

So proud! #happychildrenlearnbetter



Reading primary school wins award for putting happiness of children first
A READING primary school has received an award for putting the happiness and wellbeing of children at the heart of school life.

readingchronicle.co.uk



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Inclusion...

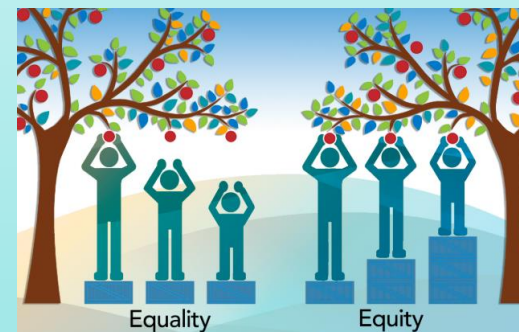
Inclusion manager:	Miss C Rollinson
SEND and Rainbow Room teacher:	Mrs C Muldoon
Teacher:	Mrs R Porter
School SEND assistant and ELSA:	Miss C Clark
SEN Governor:	Mrs A Harwood
SEN Parent Forum:	Mrs L Donnelly
RBC Educational Psychologist:	Dr Sarah Martineau
Primary Mental Health worker:	Mrs Cathy Brangwin
NHS SALT:	Mr Joe Spackman
Art Therapist:	Mr A Bryant
Play therapist:	Mrs Y Floodgate
Drawing and talking therapist:	Mrs S Vugler
Specialist teacher of the hearing impaired: Sensory Consortium Service	Ms Jo Warner-Harte
Specialist teachers of the visually impaired: Sensory Consortium Service	Ms Nicoleta Carnuta Ms Julie Calce-Bunker

Number of pupils with SEN

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Current
Wave 2 (not SEND)	21	24	46	73	93	101	96
Wave 2+ (SEND support)	New for 2016-17			5	25	7	4
Wave 3 (SEND support)	37	40	38	46	57	58	55
Statemented/EHCP	5	6	9	11	11	20	16
TOTAL	63	70	93	155	177	186	171

Wave 2 to EHCP (186 chn):
 SEMHD = 54 chn = 29%
 SPN = 14 chn = 8%
 C&L = 51 chn = 27%
 SICN = 67 chn = 36%

Four areas of need: Social, Emotional & Mental Health Difficulties **SEMHD**; Sensory & Physical **SPN**; Cognition and Learning **C&L**; Social Interaction & Communication **SICN** (including ASD/Asperger's).



**PGCert SPECIAL EDUCATIONAL NEEDS
COORDINATOR (SENCO)**





Behaviour...

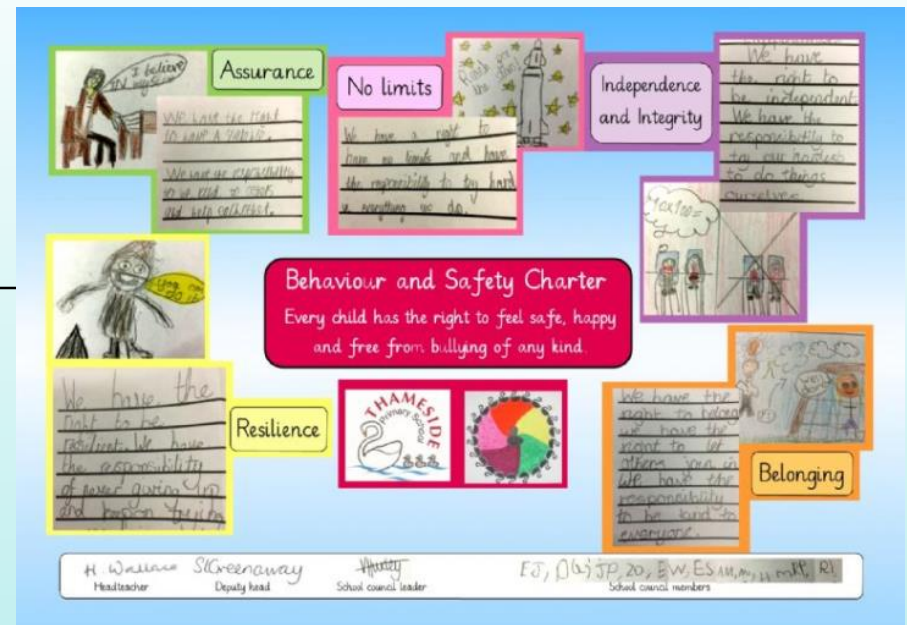
A therapeutic view

Positive experiences create positive feelings.

Positive feelings create positive behaviour.



Therapeutic Thinking © Jan 2019



How we teach behaviour at Thameside:

At Thameside, we recognise that it is not about controlling children's behaviour but about **teaching** behaviour.

Behaviour can be taught in various ways:

- Thameside's personalised PSHCE curriculum
- Relationships
- Role modelling
- Advocacy of the school values
- Consistency
- Routines
- Prioritising prosocial behaviour
- Planning alternatives to antisocial behaviour e.g. prosocial ways of accessing rest breaks for those who need to leave the classroom
- Rewards and positive reinforcement (we do not use bribes)
- Feedback and recognition
- Comfort and forgiveness

What is therapeutic thinking?

Therapeutic thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone involved. **Prosocial** is behaviour which is positive and benefits other people or society. **Unsocial** behaviour is where there is a lack in effort to behave sociably in the company of others, but not to the detriment of others. **Antisocial** behaviour is that which causes harm or distress to an individual, a group, to the community or the environment. All children have the right to learn in a safe environment and antisocial behaviour infringes on these rights.

Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem. Children will learn that it is their behaviour that can be unacceptable not themselves as individuals.



Our curriculum...

Intent: What are we trying to achieve with our curriculum?

1. Key definitions

'Curriculum'

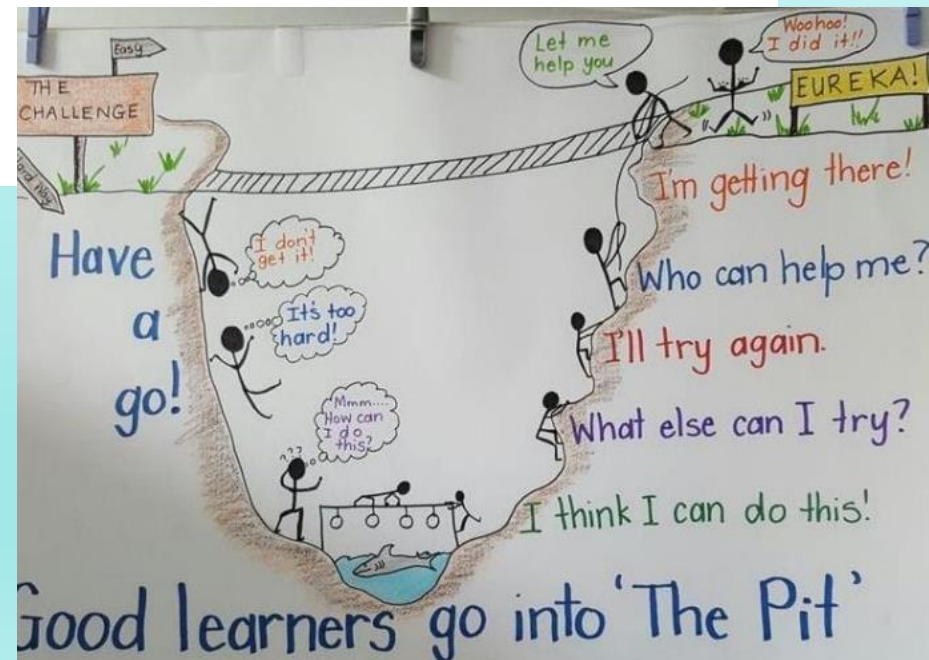
The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development, including the knowledge and understanding to be gained at each stage. Our curriculum starts with the National Curriculum and also includes the range of extracurricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

'Progress'

Children at Thameside make progress by:

Knowing more, remembering more, doing more, feeling more.

- Coherence – is there a logical arc to the curriculum?
- Compassion – is the curriculum developing care and compassion in young people and is it equally showing care and compassion to them in its application?
- Creativity – is there enough scope for young people to apply their knowledge in unfamiliar contexts, showing fluency?
- Credibility – is the curriculum accountable to knowledge and ensuring that knowledge is secure?
- Community – what expertise within the local community is being accessed and how is the local area being utilised to support learning. How is the curriculum reaching out to the community?





Overall intent

Debate – Children are given the option to stop the Great Fire of London from ever starting by stopping the first spark from leaving the oven using everything they have learnt, including the lessons our country learnt from the events of the Great Fire of London.

Narrative Hook:-

- Builder, London (Pudding Lane), found all these burnt objects, where have they come from?
- Baker's Daughter (Hanna), London (Pudding Lane), family blamed for fire and lost home
- Duke of York, London, not sure what to do after letter from Mayor of London (Sir Thomas Bludworth), needs advice
- Sadiq Khan, London, worried about tragedy of Grenfell Tower, needs advice on how to prevent these tragedies reoccurring.

Texts: Samuel Pepys Diary extract, Vlad, Toby and the Great Fire of London, Great Fire of London

Key Vocabulary: Thames, London, Great Fire of London, Pudding Lane, Capital, combustible, population, diary, bakery, timber, drought, devastation, flame, raging, smoky, consuming, blistering, vicious, infernal, perish, hellish, damaging, decimate, extinguish, demolish, engulf, explode, record, spread, equality, flammable, eye witness, Grenfell Tower

Yr 2 Autumn 1 - Inquiry Question(s):

If it had been possible, should the Great Fire of London have been stopped? What implications would this have had?

Areas of learning (theme/subject)

History (Great Fire of London), Science (materials, senses), Geography (Local Area, London), Literacy, DT (Structures), PSCE

Resources:

Fire brigade, fire pit, variety of materials

Significant individuals – Samuel Pepys, Thomas Farriner, Hanna Farriner, King Charles II, Mayor of London (Sir Thomas Bludworth), Duke of York, Sadiq Khan, fire brigade

Credibility

What will we learn?

Facts about the Great Fire of London:

- What happened
- Where it happened (London)
- When it happened (1666)
- Why it happened
- Who was responsible
- What happened as a result

Knowledge of material used to build house in 1666:

- Properties of these materials (flammable, strength)
- Suitability of materials

DT/Art – Able to suggest suitable designs for building a house in present day (function)

Facts about Grenfell Tower:

- What happened
- Where did it happen (London)
- When did it happen (2017)
- How it could have been avoided (materials)

Creativity

How will we show we understand in multiple ways?

- Drama
- Designing suitable houses
- Debate
- Diary entries
- Letter writing
- Investigating
- Exploration

Coherence

Connections to previous learning:

- Traditional Tales (3 Little Pigs)

Connections to future learning:

- Y4 – Viking funerals
- PSCE
- Properties of materials
- Y6 - WW2/Blitz

Connections to core learning:

- Maths – Timelines, days/hours, years, order of events
- English – letter writing, diaries/recounts, instructions, debate (S+L), asking and answering questions, inference, reading around a subject, retrieval of facts
- DT/Art – sculpture, design and evaluate
- Science – materials and senses
- PSCE – empathy, equality, fire safety, compassion, current events, politics

Compassion

Key victims/figures of the events:

- Baker's Daughter (Hanna), Thomas Farriner, fire brigade, maid, Duke of York, victims of Grenfell, Samuel Pepys
- Compassion for those that needed houses rebuilt (Great Fire of London and Grenfell)
- Responsibilities the government had – Should they have pulled down houses? Should the government be held responsible for Grenfell tragedy?
- Links with UN Rights of the child – Articles 3, 16, 19, 26, 27, 39

Community

Fire Brigade visit – talking about fire spreading, changes in fire brigade resources, fire safety

Builder/architect – parent to come in and talk about materials and help with designing and evaluating new homes

Ownwork encouraging children to get out in the local area



Reading...



Thameside Primary @ThamesideSch - Jan 7
Well done to our two latest word millionaires! #read #acceleratedreader #nolimits #walloffame



Read Write Inc.
Phonics

WORLD STORYTELLING DAY 2019



Accelerated Reader



Reading Programmes







Writing...



Talk4Writing

Talk for Writing process

Planning	<ul style="list-style-type: none"> Baseline assessment – (cold task – have a go) Refine language focus & adapt model text Test model: box-it-up, analyse it, plan toolkit
1. Imitation 	<ul style="list-style-type: none"> Creative hook & context Warm up words/phrases/sentences/short-burst writing Internalise model text – text map Deepen understanding, eg: drama Read as a reader – vocab + comprehension Read as a writer: box-up, analyse & co-construct toolkit
2. Innovation 	<ul style="list-style-type: none"> Box-up new version & talk the text Shared writing – innovate on model Pupils write own version: peer assess Teacher assesses work – plans next steps Feedback & improvement
3. Independent application	<ul style="list-style-type: none"> Next steps based on assessment Pupils write independently (hot task)
Final assessment	<ul style="list-style-type: none"> Compare cold/hot assess progress





Maths...



Thameside Primary @ThamesideSch · Feb 4

Construction is underway for our times table towers. Who will make the tallest? #numberday #GVHts #billionsofbricks



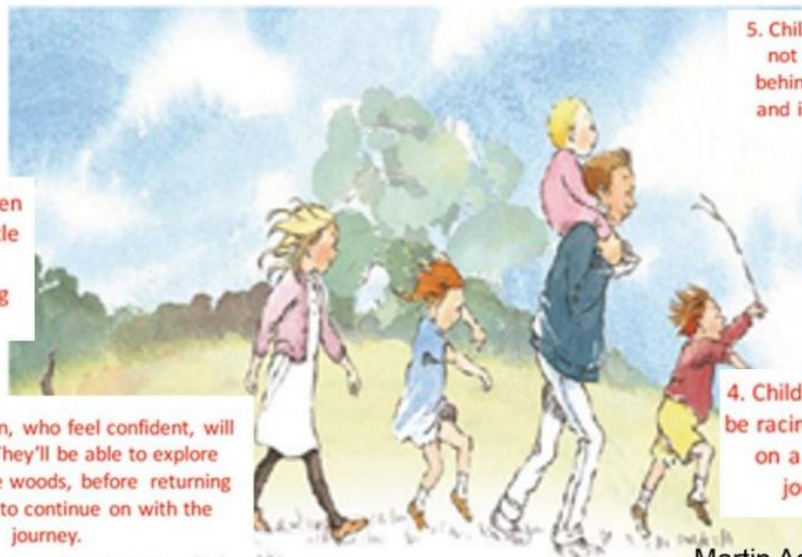
Teaching for Mastery



1. We ALL start the journey TOGETHER

2. Some children will need a little additional support along the way

3. Some children, who feel confident, will be let loose. They'll be able to explore deeper into the woods, before returning to the group to continue on with the journey.



5. Children will not be left behind alone and isolated.

4. Children will not be racing off ahead on a different journey.

Martin Adsett
Mastery Specialist

We're Going on a Maths Hunt





Workshops and volunteers...



Thameside Primary @ThamesideSch · Sep 26

European language day celebrated through stories read by guests in various languages! #multilingualism #diversity #belonging #Thamesidetps





Enrichment...



Thameside Primary @ThamesideSch · Mar 14

Thank you to everyone who supported our Aspiration Afternoon today - children in Year 2-6 enjoyed learning about different types of jobs. Why not ask your child which jobs they learnt about today?



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Thameside Primary @ThamesideSch · Mar 4

The whole school are enjoying a performance of The Hobbit #livetheatre #enjoyingthearts #incredible



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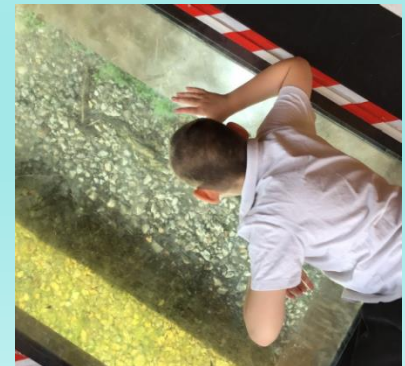


PE and sporting opportunities...





Learning outside the classroom...





RYG and Y4 camp...





Play friendly...



Thameside Primary
@ThamesideSch

Thanks to the fabulous fundraising from the TSa the children have been having lots of fun at lunchtimes
[#amazingfundraisingtps](#) [#creativeplaytps](#)





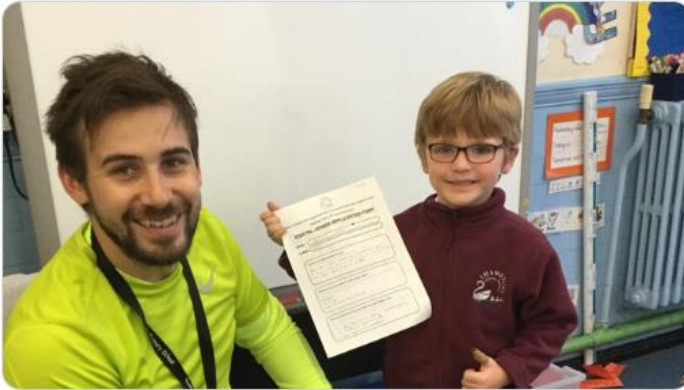
Responsibilities...



Thameside Primary @ThamesideSch · Sep 23

Foundation Stage learnt about the power of democracy as they voted for our Digital Leader. Congratulations!

#RCBtps #democracy #eyfs





Governing Body...





Thameside Primary School: the first year

- Partnership

- between you, your child and your school

- Information about progress

- parent meetings, reports, learning journey

- Key Skills

- teaching children to manage themselves and be independent



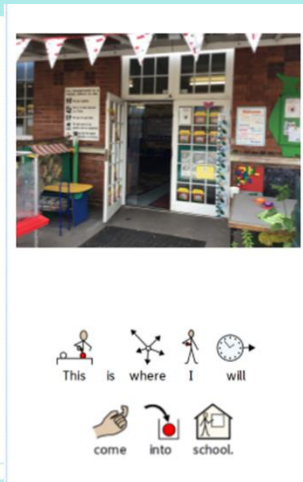
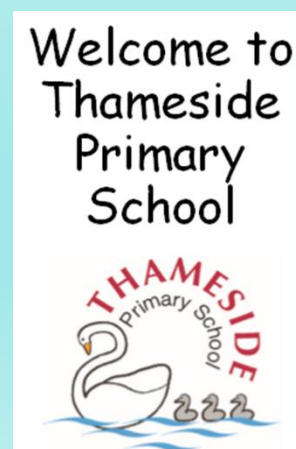
PARENT HANDBOOK





Transition: helping children to settle

- Close links with nursery staff
- All new children are visited in their current settings (as long as restrictions allow)
- Visits to school
- Home visits - September
- Children will have staggered starts to school – good practice but parent choice.





The school day: Foundation Stage

Decision making in challenge time

Focussed adult-led task

Intervention

Reading

Outdoor learning

Assembly

Nature

school

Library

PE





TSA – Thameside School Association

- If you would like to get involved in the school community, you can contact the TSA for further details



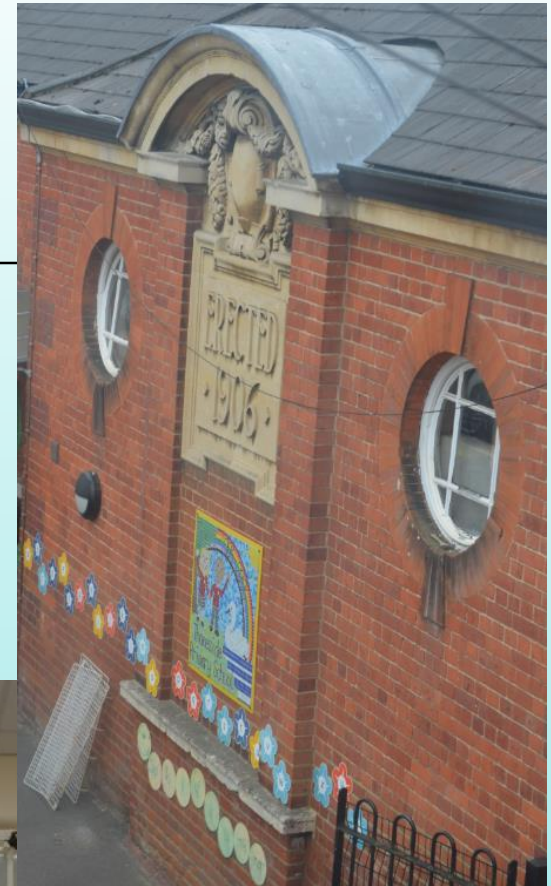


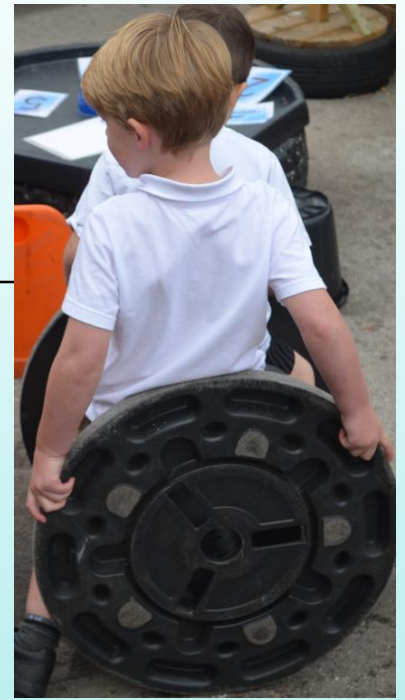
Wraparound Care

- Wraparound care – breakfast and aftercare (8am – 6pm). Term time only. Please contact the school office for more information.

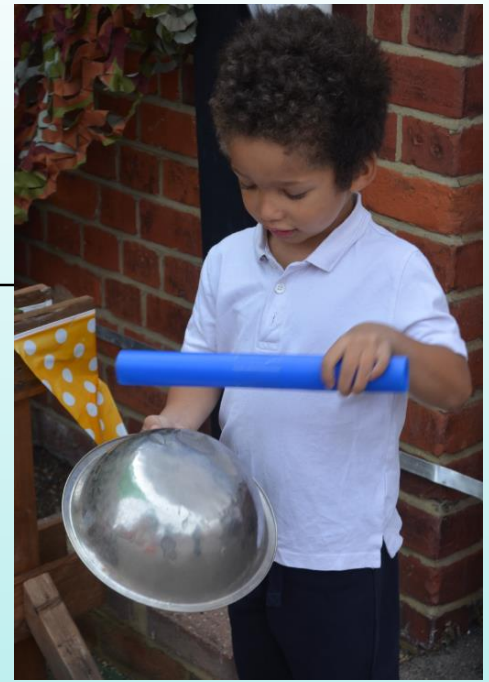


School Tour





















































Follow up phone calls
