

Inspection of a school judged good for overall effectiveness before September 2024: East Tilbury Primary School

Princess Margaret Road, East Tilbury, Essex RM18 8SB

Inspection dates:

23 and 24 April 2025

Outcome

East Tilbury Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Claire Dawson. This school is part of the Osborne Co-operative Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Griffiths, and overseen by a board of trustees, chaired by Trisha Jaffe.

What is it like to attend this school?

East Tilbury Primary is a happy and welcoming school. Pupils feel included, supported and valued. They look forward to coming to school each day. One parent told inspectors, 'The school creates a happy and positive environment for everybody.'

The curriculum is ambitious and engaging. The school sets high expectations for learning. Pupils are motivated and take pride in their work. They enjoy collaborating and sharing ideas with their peers. However, in some subjects, pupils' achievements do not yet match the school's ambitions for their learning.

Pupils are excellent ambassadors for their school. They are motivated by opportunities to earn house points, take part in competitions and contribute to school life. Pupils take pride in leadership roles such as prefects, digital leaders, reading ambassadors and school councillors. Their efforts and achievements are recognised and celebrated.

The school sets high expectations for behaviour, and pupils rise to meet them. Pupils behave well and treat one another with kindness and respect. Clear routines are embedded across the school, including in the early years. Pupils feel safe, successful and happy. The school's motto, 'Together Everyone Achieves More', is clearly reflected in their attitudes and daily experiences.

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

The school has designed a broad and ambitious curriculum. Subject leaders have planned what important knowledge must be taught and when to teach it. However, in national mathematics tests, too many pupils do not achieve as well as they could. The school has made this a priority and ensured staff receive high-quality training to deliver the curriculum effectively. Teachers present information clearly. They know when pupils are secure in their learning and address misconceptions in lessons and books. As a result, there is clear progression in pupils' knowledge and skills from the early years through to Year 6. For example, in computing, children move from keyboard skills in Reception and Year 1 to desktop publishing, programming and website development in upper key stage 2.

Staff provide high levels of care and emotional support to pupils. Pupils with special educational needs and/or disabilities are supported well in lessons, the nurture provision and the 'annexe'. This is because the school identifies their needs quickly and uses strategies that help pupils to access the curriculum effectively.

Early reading is a priority. Pupils develop fluency and comprehension through a well-planned phonics programme. Teachers use a range of effective strategies to build pupils' confidence in reading. Regular checking of how well pupils are doing is now in place, but this is not yet fully embedded. As a result, some children at the early stages of reading, or those who have fallen behind, are not identified and supported as quickly as they need to be.

The early years provision gives children a strong start to their education. They benefit from a well-organised, inclusive and nurturing environment. Staff plan activities that reflect children's interests and support their development. They capture 'wow' moments and plan meaningful next steps. Children design original creations like 'helicopter-spiders' as part of a process that builds design skills and sparks imagination. This helps them to develop confidence. The outdoor area is well resourced, encouraging exploration and physical development. Consequently, children are well prepared for their next stage of education.

The school provides a wide range of enrichment experiences that help to build pupils' character and broaden their horizons. Pupils enjoy opportunities such as performing at large music concerts and attending residential visits. When external trips are not possible, the school brings experiences into school, including a planetarium, a live orchestra and a circus. These memorable opportunities help pupils develop confidence, resilience and teamwork.

The school prioritises attendance and takes swift, compassionate action when needed. Staff work closely with families and external partners to remove barriers and improve attendance. Strategies such as early intervention, home visits and practical support are having a positive impact. While some groups have not yet met the school's high ambitions for attendance, leaders remain focused on securing further improvements.

School leaders, including trustees and governors, act resolutely in the best interests of pupils. Leaders have a secure understanding of the school's priorities. All leaders ensure that delegated responsibilities are carried out effectively. Staff feel well supported and proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recent improvements in the frequency of assessing pupils' understanding of phonics are not yet fully embedded. This means some pupils do not receive timely support and their progress is slower than leaders intend. The school should ensure that assessments take place regularly so that pupils receive the prompt, targeted support they need to improve.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2016.

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	138065
Local authority	Thurrock
Inspection number	10378515
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	657
Appropriate authority	Board of trustees
Chair of trust	Trisha Jaffe
CEO of the trust	Paul Griffiths
Headteacher	Claire Dawson
Website	https://east-tilbury.osborne.coop
Dates of previous inspection	4 and 5 February 2020, under section 8 of the Education Act 2005

Information about this school

- The interim headteacher took up post in September 2024 after being the deputy headteacher at the school.
- East Tilbury Primary School is larger than the average-sized primary school.
- The school provides alternative provision for key stage 1 and key stage 2 pupils who have been permanently excluded, or are at risk of exclusion, from other schools in the borough. The provision is known as 'the annexe'.
- The school has established three nurture groups for its most vulnerable pupils.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

- 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 met with the headteacher and other senior leaders.
- The lead inspector met with trustees and governors.
- The lead inspector spoke with a representative from the local authority.
- Inspectors visited a sample of lessons, spoke to groups of pupils about their learning and looked at samples of pupils' work.
- Inspectors visited the annexe and the nurture room provisions.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online staff and pupil surveys.
- 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.

Inspection team

Jason Carey, lead inspector

Ofsted Inspector

Laura Hewer

Ofsted Inspector

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