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19 May 2015

Mrs Louise Coates
Headteacher
East Tilbury Primary School and Nursery
Princess Margaret Road
East Tilbury
RM18 8SB

Dear Mrs Coates

Requires improvement: monitoring inspection visit to East Tilbury Primary School and Nursery

Following my visit to your school on 18 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- develop the leadership skills of middle leaders so that they have more opportunity to influence improvements to teaching and learning.

Evidence

During the inspection, meetings were held with you, other senior and middle leaders, members of the governing body, a representative of the local authority, the chief executive officer of the St Clere's Co-operative Academy Trust and the school's improvement partner to discuss the actions taken since the last inspection. The school improvement plan was evaluated. Short visits were made to a number of lessons where I looked at books and spoke to pupils.

Context

Since the last monitoring inspection, East Tilbury Junior School has amalgamated with East Tilbury Infant School to form East Tilbury Primary School and Nursery. Prior to the amalgamation both of these schools were judged to require improvement. The school is part of the St Clere's Co-operative Academy Trust. In September 2014 the school appointed six newly qualified teachers.

Main findings

You and the other senior leaders have been very effective in strengthening teaching and achievement. The progress of children in the Early Years Foundation Stage, as well as of the pupils in both Key Stages 1 and 2, is rapid. School assessment information indicates that achievement for all year groups is much stronger than at the time of the last inspection. The changes that have been made to the provision for disabled pupils and those with special educational needs, as well as for disadvantaged pupils and those whose circumstances make them vulnerable, have been very effective. Progress is as rapid for these groups as for the other pupils. You have identified that more can be done to strengthen achievement in writing and for the more able: the interventions for pupils, curriculum innovations and training for teachers are ensuring that these issues are being tackled successfully.

The curriculum is developing well. It provides pupils with a range of opportunities to think in more depth and to develop a mastery of the subject specific skills. Middle leaders have been successful in aiding the development of an exciting and interesting curriculum. The many clubs and themed events are broadening the aspirations of pupils, parents and the community.

The school has worked hard to strengthen teaching and learning; this has largely been led by the senior leadership team. This is understandable, given the recent amalgamation of the two schools. However, you recognise that middle leaders could develop further so that they have more responsibility for the improvement of teaching and learning in lessons.

Governors provide an appropriate level of support and challenge. They are knowledgeable about areas of strength and weakness. They keep a close eye on the

work of the school to ensure that the actions taken by you and other leaders contribute to the strategic development of the school and the Trust.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The Trust has been instrumental in underpinning school improvement. You have also drawn on the support of consultants to aid you in your leadership. For example, newly qualified teachers have been well supported by a consultant and the school improvement partner to check the impact of your leadership.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Thurrock Local Authority.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy
- Diocese – for voluntary aided and voluntary controlled schools
- The person or body responsible for appointing foundation governors if the school has a foundation

