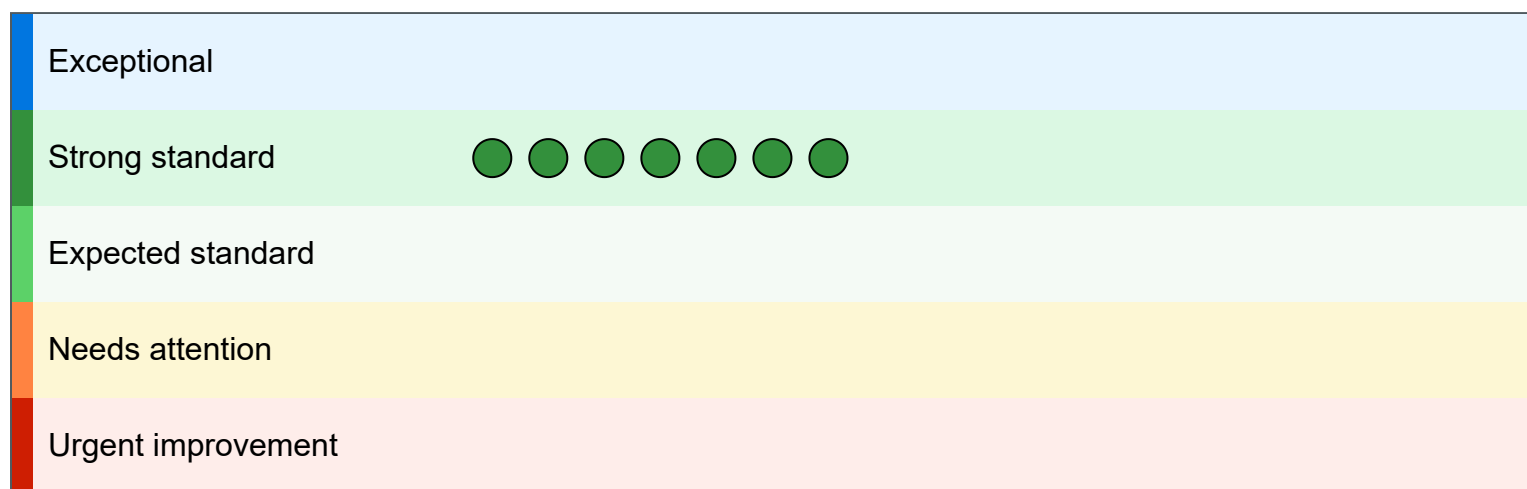


Lansdowne Primary Academy

Address: Lansdowne Road, Tilbury, Essex, RM18 7QB

Unique reference number (URN): 138048

Inspection report: 9 June 2026



✔ 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 ●

Achievement

Strong standard ●

Pupils make impressive progress through the curriculum. They make relevant and meaningful links between what they are learning and what they already know. The high percentage of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) achieve particularly well. This is because staff are relentless at supporting them to close any gaps in knowledge they may have. Pupils with SEND in the resource base achieve highly. Expert staff support these pupils to meet specific targets as set out in their education, health and care (EHC) plans.

Pupils confidently secure the building blocks of knowledge they need for later learning. They quickly become fluent readers who love to read. Pupils benefit from a broad and rich reading diet. This deepens pupils' reading knowledge. Pupils' achievement in national tests is improving year on year. Disadvantaged pupils consistently outperform other disadvantaged pupils nationally. This is reflected in the high-quality work pupils produce across subjects. Across the school, pupils are incredibly well prepared for their next stages.

Attendance and behaviour

Strong standard ●

Leaders have established a culture where staff understand their role in securing positive attendance. Leaders have fully embedded clear and precise systems to identify when a pupil faces barriers towards attending school regularly. Staff are tenacious in providing the bespoke support families need to help to improve a pupil's attendance where it needs to. As a result, absence is low and continues to show an improving trend over time. This includes for those who are persistently absent. Most pupils attend school regularly because they know caring, knowledgeable staff will give them the support they need.

Pupils behave with integrity throughout the day. The consistent and understood approaches to promoting this positive culture are embedded across the school. Pupils thrive thanks to the predictable routines that are taught from the moment children arrive in early years. Pupils are resilient when they find work hard. They stick with work because they want to achieve highly. Pupils display equally impressive behaviour during social times. The school playground is a buzz as pupils play together. Pupils care for each other. They treat each other with respect. Bullying is rare. Should it happen, it is appropriately dealt with to prevent it happening again.

Curriculum and teaching

Strong standard ●

Leaders have designed a curriculum that clearly identifies the important knowledge pupils need to learn across the different subjects. They have ensured there is a clearly understood and consistent approach to teaching the curriculum. Leaders have a precise and accurate understanding of the quality of the curriculum and teaching. This enables leaders to put in place highly impactful staff training. Consequently, staff are experts in how to teach. They are especially knowledgeable in how best to teach pupils who face barriers towards achieving highly. Staff consistently make highly effective decisions about how best to help pupils to learn. For example, staff identify when to revisit content they have taught. This

helps pupils to make deep and meaningful connections between existing and new knowledge.

Staff check pupils' understanding with precision. This enables them to swiftly adapt the curriculum to help pupils to close gaps in knowledge. This includes gaps pupils have in reading, writing or mathematical knowledge. Pupils who need extra help with their reading get the support they need. Well-trained staff provide the exact support these pupils need. This helps pupils to become confident and fluent readers. This means pupils are able to read well across subjects.

Early years

Strong standard ●

Leaders are highly knowledgeable in the early years. They have designed an ambitious curriculum that enables children to secure the knowledge they need for Year 1. Staff are experts in how to teach the curriculum. They are well-trained in how to maximise high quality interactions throughout the day. They do this incredibly well. Staff carefully narrate children's play and prompt their thinking through thoughtful and well-considered questions. This helps children to develop their vocabulary and become more confident learners. The teaching of reading is a focal point of the day. High quality phonics teaching enables children to quickly learn to read. Children achieve equally well when securing their early writing and early mathematical knowledge.

Children thrive across all areas of learning. They develop their creativity and curiosity when mixing colours during painting or when using the role play area with their peers. Staff use precise checks to identify where children have gaps in their learning. Staff use this information to skilfully adapt the curriculum. They also use it to seek additional support for children when it is needed. Staff build highly positive relationships with other professionals. They build equally positive relationships with parents and carers. The high-quality provision across Nursery and the Reception Year prepares children incredibly well for key stage 1.

Inclusion

Strong standard ●

Pupils who face barriers to their learning or wellbeing are supported incredibly well. Leaders have put in place meticulous processes to identify specifically what these barriers are. This includes the barriers pupils with special educational needs and/or disabilities (SEND) face. Leaders ensure that staff are experts in how to put in place the right support for the pupils. Staff across the school use consistent strategies to support pupils who have language and communication difficulties. This includes for pupils in the specially resourced provision. This helps pupils with SEND to confidently communicate their wants and needs very well.

The school has well above average proportions of disadvantaged pupils. Leaders are proficient in how to use additional funding to help these pupils to thrive. They provide meaningful and highly impactful training to staff. This helps staff to understand the best ways to support disadvantaged pupils. For example, staff are experts at helping pupils to develop a broad vocabulary. This helps disadvantaged pupils to achieve highly across subjects.

Leaders work particularly well with other professionals. They proactively seek the advice and support of other agencies. Leaders listen to the advice they are given. This helps them to embed specific strategies for pupils who need something extra.

Leadership and governance

Strong standard ●

Leaders have worked tenaciously to embed a culture where pupils are at the heart of everything that happens. Their drive to constantly improve means pupils benefit from consistent, high-quality teaching and pastoral support. Trustees play a key part in building this culture. They carefully balance rigorous challenge and support. This helps them to have a secure picture of how well leaders are working towards key improvement priorities.

Leaders have clear systems to check on the impact of their work. They gather a wealth of information about how well pupils are learning. They use this information to help them shape future priorities. They have significant success with this work. For example, leaders have embedded their reading strategy. This has impacted significantly on how well pupils read. Leaders are working on ways to further refine the way they monitor and oversee the school. This is so they can further develop the high-quality offer pupils receive.

Leaders are rightly proud of the way they engage with parents and carers and staff. Staff are incredibly proud to work here. They value the way leaders support them to become experts in their jobs. The purposeful and impactful professional learning programme supports staff to consistently improve their practice. This helps staff to get the best out of pupils. It also helps staff to manage their own workload and wellbeing. Parents are highly positive about the support their family receives. This includes for parents of pupils with special educational needs and/or disabilities. They are grateful for the way leaders support their child and their family.

Personal development and wellbeing

Strong standard ●

Leaders have an in-depth understanding of how to support pupils to thrive through their wider offer. High-quality pastoral support underpins all that happens. Leaders rigorously identify when a pupil may need additional support for their wellbeing. Knowledgeable staff provide the pastoral support that pupils need. Leaders carefully review the impact of this support. This helps them to skilfully adjust their approaches as required.

Pupils secure detailed knowledge across the personal, social, health and economic (PSHE) education curriculum. They develop a deep understanding of how to build and maintain healthy relationships. Staff adapt the PSHE curriculum carefully to meet the risks pupils may face in the community. Leaders use visitors to further strengthen the impact of the PSHE curriculum. For example, pupils in Year 6 secure an impressive understanding of the dangers of knife crime or substance abuse.

The school's core values are a central theme. Pupils show an astute understanding of why these values are important and how to show them in their everyday life. For example, pupils discuss with confidence their 'big question' during lunchtimes. This helps to develop pupils' understanding of important themes such as why respect is important and how to show it. This supports pupils to grow into incredibly kind and respectful people.

Pupils love to develop existing and learn new talents. The enrichment offer provides a wide range of ways to do this. Leaders carefully make changes to this offer so it meets the changing needs and aspirations of pupils. Leaders have a clear vision to get pupils into the community. Pupils see themselves as a central part of their local and wider community. Trips to places like The Tower of London open pupils' eyes to the wider world around them. Throughout all they do, pupils wear their school badge with pride. This all helps pupils to become confident, independent and resilient young people.

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

Pupils love coming to school. They arrive in the morning excited to learn about the interesting subjects they study. They show a thirst for knowledge and aspire to become future scientists, historians, mathematicians, musicians and more.

Pupils benefit from well embedded, consistent routines and high expectations. These start from the moment children step into the Nursery classroom and last until pupils leave at the end of Year 6. This creates the calm, purposeful and highly positive attitude that permeates the school. Pupils stick to work even when it is challenging. They want to achieve well because they know why this will help them when they are older.

Pupils behave incredibly well. They love to be together. They enjoy coming together in the dining hall to listen to music and play card games while eating their lunch. Bullying is rare. Should it happen, staff quickly deal with it. Pupils value the way staff help them. They trust them to give them the help they need, when they need it. Pupils live and breathe their core values in all they do. They show compassion towards each other when they include each other in their games. They display high levels of responsibility when proudly holding leadership positions.

Rigorous processes are in place to identify the barriers to success and wellbeing that pupils might face. Staff go above and beyond to provide the right support, at the right time, for pupils and their families. This has a lasting impact on removing these barriers. This includes barriers towards attending school. Pupils attend regularly because they do not want to miss out on being a part of this wonderful school. This means pupils benefit fully from the high-quality offer they receive across all areas of school life. As a result, pupils leave incredibly well prepared for their next steps.

Next steps

- Leaders should ensure their plans to refine the way they quality assure and monitor the impact of their work enables them to further enhance the high-quality offer pupils receive across all areas of the school.
-

About this inspection

This school is part of The Gateway Learning Community, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Viki Reid, and overseen by a board of trustees, chaired by Lynda Pritchard.

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.

Inspectors spoke with the CEO, the head of school, other trust and school leaders, staff, trustees, two representatives from the local authority and the virtual school, pupils and some parents.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

The school runs a specially resourced provision for pupils with special educational needs and/or disabilities. This provision is for pupils with social communication and moderate learning difficulties. All places are commissioned by the local authority. There are currently nine pupils on roll. The school currently runs another specialist provision for pupils with social, emotional and mental health needs from this school and others within the trust.

Head of school: Mr Dan George

Lead inspector:

Michael Williams, His Majesty's Inspector

Team inspectors:

Susan Sutton, Ofsted Inspector

Robert James, Ofsted Inspector

Sarah Fowler, 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 9 June 2026

School and pupil context

Total pupils

693

Well 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

734

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)

52.30%

Well 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

4.76%

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

17.75%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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	62%	61%	Close to average
2024/25 (final)	74%	62%	Above
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	51%	60%	Below

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	68%	74%	Below
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	64%	74%	Below
2022/23 (final)	60%	73%	Below

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	75%	72%	Close to average
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	69%	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	77%	73%	Close to average
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	72%	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	57%	46%	Above
2024/25 (final)	71%	47%	Above
2023/24 (final)	60%	46%	Above
2022/23 (final)	36%	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

Year	This school	National average	Compared with national average
2024/25 (final)	78%	63%	Above
2023/24 (final)	62%	62%	Close to average
2022/23 (final)	52%	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 (final)	75%	59%	Above
2023/24 (final)	71%	58%	Above
2022/23 (final)	55%	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	69%	60%	Above
2024/25 (final)	75%	61%	Above
2023/24 (final)	71%	59%	Close to average
2022/23 (final)	59%	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	57%	68%	-11 pp
2024/25 (final)	71%	69%	1 pp
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	36%	66%	-30 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%	-15 pp
2024/25 (final)	78%	81%	-2 pp
2023/24 (final)	62%	80%	-18 pp
2022/23 (final)	52%	78%	-26 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 (final)	75%	78%	-4 pp
2023/24 (final)	71%	78%	-7 pp
2022/23 (final)	55%	77%	-23 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	69%	80%	-11 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	71%	79%	-9 pp
2022/23 (final)	59%	79%	-20 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 (3 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	6.7%	5.9%	Above

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 (3 term)	14.5%	13.0%	Close to average
2023/24 (3 term)	17.6%	14.6%	Close to average
2022/23 (3 term)	21.1%	16.2%	Above

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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