

Orsett Church of England Primary School

Address: School Lane, Orsett, Grays, Essex, RM16 3JR

Unique reference number (URN): 144587

Inspection report: 14 April 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 ●

Early years

Strong standard ●

Leaders provide strong and effective leadership of the early years. They plan every part of the provision with care and purpose. Nothing happens by chance. Leaders review what works and act swiftly to make improvements where needed.

Leaders carefully design the curriculum and organise learning in a clear sequence. Staff ensure that children have plenty of opportunities to practise their new skills so that they remember and use what they learn. Children learn the basics of reading, writing and mathematics. There is a sharp and precise focus on communication and language across all areas of learning. Staff use their imagination and skill to develop children's learning in exciting ways. For example, they play alongside children and extend their vocabulary when pretending to be medical staff in the hospital. As a result, children are highly engaged with activities and learning.

Resources support learning very well and spark children's curiosity. For example, children encounter real equipment such as stethoscopes in their role play areas. This enriches their language as well as their play. Additionally, well-thought-out activities develop teamwork, physical skills and concentration over time.

Staff identify any additional needs promptly. They provide daily support for children who need extra help, including those with speech and language needs. Children show enjoyment, independence and pride in their learning. They are extremely well-prepared for their next stage.

Expected standard ●

Achievement

Expected standard ●

Pupils across the school typically achieve well. This is reflected in the key stage 2 tests which show that pupils generally achieve in line with their peers nationally in reading, writing and mathematics. Leaders ensure that pupils gain the essential knowledge and skills they need in each curriculum subject. Most pupils can remember what they have learned and use it well. This prepares pupils effectively for the next stage in their education.

Pupils with special educational needs and/or disabilities (SEND), and those who are disadvantaged, make appropriate progress from their individual starting points. Staff plan support carefully so that pupils with SEND complete tasks effectively. Staff also provide extra help when pupils need it. For example, they provide additional support that reinforces the basic knowledge pupils need in reading, writing and mathematics, including for pupils with SEND.

Attendance and behaviour

Expected standard 

Leaders monitor pupils' attendance closely. This helps them to identify any concerns about a pupil's attendance, including in relation to their welfare. Leaders review attendance patterns regularly. They use this information to identify any barriers to pupils' attendance, such as health needs or family difficulties. Leaders work effectively with parents to remove these barriers, so that pupils' attendance improves. Many pupils attend regularly and absences have reduced over time.

Staff apply clear behaviour rules consistently across the school. Pupils understand routines and follow them well. They settle quickly into lessons and focus on their work. Most pupils show positive attitudes to learning and try hard in class. Staff provide compassionate and effective guidance to those pupils who find it harder to manage their behaviour.

Bullying happens rarely. When it does occur, leaders investigate quickly and fairly. They involve pupils and parents. Leaders challenge discriminatory language and behaviour immediately and explain why it causes harm.

Staff teach pupils how to treat others with respect and kindness. Pupils say staff take any concerns they have seriously. Staff maintain orderly behaviour at breaktimes and lunchtimes, and pupils respond quickly to their instructions.

Curriculum and teaching

Expected standard 

Leaders have developed a broad and interesting curriculum. Staff have appropriate subject knowledge. They typically explain new ideas clearly and effectively to pupils, so that pupils understand lesson content. However, on occasions in some subjects, teachers do not link new learning to what pupils already know. When this happens, some pupils do not deepen their understanding as well as they could.

Leaders ensure that staff have the skills they need to teach pupils with different learning needs. For example, staff carefully consider the resources that pupils with special educational needs and/or disabilities might need to help them to learn and remember key vocabulary. These reasonable adjustments help pupils to learn successfully.

Over time, pupils learn to read fluently and confidently. Leaders choose books that interest pupils and develop key knowledge. Staff provide extra help for pupils who are not yet fluent readers so they can catch up with their peers. Additionally, pupils also learn key skills in mathematics. They get the practice they need to apply their mathematical knowledge confidently across a range of different contexts.

Many pupils use grammar, punctuation and spelling accurately when writing. This aids their success in the wider curriculum subjects. Pupils usually present their work neatly. However, on occasions, staff do not identify quickly enough the mistakes that some pupils make in their writing. Where this happens, pupils sometimes repeat their mistakes, which hinders their writing development.

Inclusion

Expected standard 

Leaders use clear processes to make sure pupils with additional needs are identified quickly. This includes pupils with special educational needs and/or disabilities or others who face barriers to their learning and wellbeing. Staff work closely with parents and carers to understand each pupils' strengths, needs or any barriers to learning they may have. This shared understanding helps staff plan the right support.

In the early years, staff carefully plan activities to address any barriers to and gaps in children's learning. For example, adults teach children rhymes to help them develop their use of language. This support helps children build strong foundations for future learning.

Leaders ensure that teaching helps most pupils keep up in lessons. For example, teachers explain new words clearly and give pupils time to practise remembering key facts. Where needed, some pupils receive additional and bespoke support to help them improve key skills. For example, some pupils read more often with a member of staff. As a result of this effective support, pupils receive the help they need to make progress through each curriculum area. Leaders work closely with external agencies such as speech and language therapy services. This ensures that pupils benefit from specialist support if they need it.

Leaders make effective use of the pupil premium funding to remove barriers to learning for eligible pupils. Consequently, this group of pupils achieves at least as well as other pupils in school.

Leadership and governance

Expected standard 

Leaders at all levels understand the schools' strengths and areas for development. This enables them to take appropriate action to improve the school. For example, improvements to the school's chosen teaching approaches are well-considered. Leaders act in the best interests of pupils when making decisions about the school.

Staff receive appropriate training to help them to carry out their roles effectively. Leaders make sure that this training has a positive impact on pupils' education and wellbeing. Staff feel that leaders consider their wellbeing and take account of the impact on their workload of any decisions that they make.

Trustees carry out all statutory duties effectively. This includes making sure that staff who work at the school are safe to do so. The trust board also ensures it receives accurate information about the school and its effectiveness. This allows trustees to evaluate leaders' actions to improve the school. Leaders and the trust engage in collaborative work with other schools and with the local authority. This helps to strengthen the decisions that leaders make.

Many parents value the care and education the school provides. However, not all parents feel consistently well informed about some aspects of the school's work, such as its priorities for improvement.

Pupils understand why kindness matters and they treat others with respect. Relationships between pupils are positive. Pupils feel valued and supported. For instance, pupils can explain how staff take their concerns seriously and act quickly.

The school teaches relationships and health education in a way that is appropriate for pupils' ages. Pupils speak confidently about their understanding of healthy relationships, including between friends. Pupils understand risks linked to alcohol and drugs. Additionally, pupils learn how to identify online and offline risks and how to stay safe in the community.

Pupils develop a clear understanding of British values. For instance, pupils learn about equality and democracy through personal, social and health education and the wider curriculum.

Staff introduce pupils to books with characters from different religions, cultures and countries. This helps pupils to understand more about difference and diversity, and to empathise with others. Pupils describe discrimination in ways that match their age and understanding. Across different subjects, teachers highlight people from various occupations and professions, such as scientists and authors. This helps pupils understand the contributions people from different backgrounds have made to society and to think about jobs that might interest them in the future.

Leaders have developed whole school approaches to help pupils with their wellbeing. Staff use consistent language to help pupils explain how they are feeling. This helps pupils to be able to manage when they are not feeling emotionally secure. Pupils say this approach helps them talk about worries and to be ready to learn. Staff provide effective individualised support when pupils need it. Pupils trust adults and know who to speak to when they need help.

Leaders also provide pupils with a range of opportunities that help to develop their talents and interests, such as in the arts, music and sport. Leaders ensure that all pupils can access these opportunities, including those who are disadvantaged and those with special educational needs and/or disabilities.

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

Pupils enjoy coming to this village primary school. They feel proud to be part of the school community. Through the school's Christian values, they learn about honesty, respect and perseverance. Pupils enjoy coming to school. Many pupils say that teachers make learning fun. For example, pupils talk with enthusiasm about the exciting science experiments that teachers set up for them. Pupils who need extra support receive it promptly. As a result, they achieve well.

Staff and pupils have positive relationships with each other. Pupils know which adult to speak to if they feel worried. Pupils show kindness to one another. Bullying happens rarely. When it does, staff address it swiftly. Staff provide support for pupils' wellbeing when needed. This helps pupils feel safe, ready and able to learn.

Children in the early years are confident and happy. They greatly enjoy the range of engaging activities. For example, they delight in singing nursery rhymes on an imaginary stage. This develops important communication and language skills, which set them up very well for their next stage of learning.

Pupils behave well across the school. They follow the clear rules and know what is expected of them. Pupils focus and work hard in lessons. At break times, pupils play happily together. They show good manners, for example, by speaking kindly to visitors. Many pupils take on extra responsibilities across the school. For example, some pupils serve as members of the pupil parliament. These roles help pupils build confidence and learn how to be part of the school community.

Pupils enjoy extra experiences beyond the classroom. These include sports competitions and special theme days. These activities help to develop pupils' talents and interests, and enrich pupils' learning.

Next steps

- Leaders should ensure that teachers consistently help pupils connect new learning with what they already know, so that pupils deepen their understanding across all subjects.
 - Leaders should ensure that all staff identify and address mistakes in pupils' writing more promptly, so that pupils develop their writing skills more effectively.
 - Leaders should build on existing communication with parents to ensure that parents are well informed about the school's work.
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About this inspection

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. The lead inspector also spoke with one member of the board of trustees and the chief operating officer.

This school is part of the Diocese of Chelmsford Vine Schools 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), Emma Wigmore, and overseen by a board of trustees, chaired by Dr. Caroline Haynes.

This school is registered as having a Christian religious character. It is in the Diocese of Chelmsford. Its last section 48 inspection was April 2019.

The school currently uses no alternative provision.

Head of School : James Dickson

Lead inspector:

Jessie Linsley, His Majesty's Inspector

Team inspectors:

Michael Williams, His Majesty's Inspector

Laura Hower, 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 14 April 2026

School and pupil context

Total pupils

205

Close to 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

218

Close to 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)

10.73%

Below 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

2.44%

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

13.17%

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

Close to 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	64%	61%	Close to average
2024/25 (revised)	69%	62%	Close to average
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	67%	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	75%	74%	Close to average
2024/25 (revised)	79%	75%	Close to average
2023/24 (final)	67%	74%	Below
2022/23 (final)	79%	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	81%	72%	Above
2024/25 (revised)	83%	72%	Above
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	82%	71%	Above

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)	79%	74%	Close to average
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	76%	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	41%	46%	Close to average
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	S	44%	S

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	59%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	S	60%	S

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	59%	59%	Close to average
2024/25 (revised)	S	59%	S
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	S	58%	S

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	59%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	41%	68%	-26 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	S	66%	S

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	59%	80%	-21 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	S	78%	S

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	59%	78%	-19 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	S	77%	S

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	59%	80%	-21 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	4.0%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average
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)	8.7%	13.3%	Below
2023/24 (3 term)	10.9%	14.6%	Below
2022/23 (3 term)	10.5%	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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