GLC All Different: All Equal Together, Improving Upon Our Best

The Gateway Learning Community
Primary Visitor Information









IMPROVING UPON OUR BEST

Lansdowne Primary Academy

Tilbury Pioneer Academy

Herringham Primary Academy

Gateway Primary Free School

www.theglc.org.uk

WELCOME

Welcome to the Gateway Learning Community. We are delighted you have chosen to visit us.



Our mission is to develop active and thriving citizens within a diverse, truly fair and equal community. Everything you see today, from the way lessons are taught to the way a pupil is greeted at the gate, is designed to serve that mission.

We deliver our mission to develop active and thriving citizens through:

- high-quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical thinking
- an inspiring and meaningful curriculum
- productive relationships, built by instilling our core values to prepare pupils for learning and life
- a commitment to the wellbeing of our staff
- a culture of professional generosity, collaboration, challenge and support across the GLC
- effective external partnerships for the benefit and wellbeing of our community.







Our motto, *All Different: All Equal, Together Improving Upon Our Best*, describes how we get there. *All Different: All Equal* means every child, whatever their starting point, is held to the same high bar and given the support to reach it. *Together Improving Upon Our Best* means no school, classroom or colleague stands still: we learn from each other and keep getting better.

All Different: All Equal, Together Improving Upon Our Best isn't a slogan or an aspiration – it's a discipline.

Across our primary academies we hold the highest standards, rooted in our core values of Responsibility, Resilience, Compassion and Aspiration. We expect staff and pupils alike to bring passion and energy to everything they do. Our teaching is exemplary, our pastoral care is strong, and we are unwavering in removing any obstacle to learning, so no pupil is left behind.

Our schools serve some of the most disadvantaged communities in Thurrock, and our pupils achieve well above national expectations. They do so because of a culture we protect every day: high expectations, relentless consistency and genuine care.

We hope you enjoy seeing our pupils and staff at work, and we look forward to sharing what we have learned.

WHO WE ARE

The Gateway Learning Community (GLC) is a family of five academies in Thurrock, Essex, on the north bank of the Thames: four primary academies and The Gateway Academy, our secondary school. Our schools sit within two miles of each other in Tilbury and Chadwell St Mary.

One journey from Nursery to Year 11

Every one of our primary academies offers high-quality early years provision, so children get off to the strongest possible start from their very first day in Nursery or Reception. That firm foundation carries them through primary school and on to secondary.

Our primary academies work closely with The Gateway Academy so that moving up feels like the next step in a familiar journey, not a leap into the unknown. Pupils visit the secondary site many times before they join, so they already know its buildings, staff and expectations. These opportunities include:

- transition and taster days, where Year 5 and 6 pupils experience secondary lessons and routines
- More Able events that stretch our highest attainers alongside secondary pupils and staff
- our GLC dance competition, bringing together dancers from every school
- music recitals and performances shared across primary and secondary
- enrichment events throughout the year, from sport to the arts.



OUR GLC CORE VALUES

RESPONSIBILITY

We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of 'making the weather'.



RESILIENCE

We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.



COMPASSION

We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.



ASPIRATION

We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of 'improving upon our best'.



WHY ARE WE SUCCESSFUL?

Our values in action

Our four values shape everything we do, and you will see them in our classrooms every day:

- **Compassion – holding the line:** we never lower expectations for our most disadvantaged pupils. That is what true compassion looks like.
- **Responsibility – a culture of gratitude and personal responsibility:** pupils learn to appreciate what they have and to own their choices.
- **Resilience – relentless precision and consistency:** small things, done properly, again and again.
- **Aspiration – high expectations and real challenge:** we believe every pupil can achieve far more than they imagine, and we teach them to aim high.

"Pupils live and breathe their core values in all they do"
– Lansdowne Primary Academy Ofsted 2026

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OUR PRIMARY ACADEMIES IN CONTEXT

Around 2,000 children attend our four primaries. Disadvantage is well above national in every school, and each school has been transformed and strengthened under the GLC.

	Gateway Primary Free School	Herringham Primary Academy	Lansdowne Primary Academy	Tilbury Pioneer Academy	National
Pupils on roll	459	425	693	456	
Disadvantaged	44%	43%	49%	41%	32%
SEND support / EHCP	14% / 4.3%	18% / 6%	20% / 7%	15.6% / 4.7%	14.2% / 3.3%
Latest Ofsted	Feb 2025	May 2022	June 2026	Sept 2022	

Gateway Primary Free School
Ofsted (February 2025) judged behaviour and attitudes, personal development and early years as **outstanding**, with quality of education and leadership as **good**. The school also has provision for two-year-olds.

Herringham Primary Academy
Judged **good** in every area (May 2022). Its curriculum has been recognised as a strength at each recent inspection.

Lansdowne Primary Academy
Historically the lowest-performing school in Thurrock, Lansdowne had serious weaknesses when the GLC took it on in 2014. In June 2026 Ofsted judged it 'strong standard' in all seven areas, including achievement, curriculum and teaching, early years, inclusion, and leadership and governance. Its resourced provision supports pupils with social communication and moderate learning difficulties.

Tilbury Pioneer Academy
The predecessor school, Manor Primary, was in Special Measures. Under the GLC it is judged **good** (September 2022), and the school's early years practice now draws visits from other schools.

ATTENDANCE

Over three years, attendance at every GLC primary has risen to meet or beat the national average of 94.7%. Persistent absence is now below the national average of 14.0% in three of our four schools. Other schools and trusts now visit us to learn from our approach.

Attendance: three-year trend against national
[difference from national in brackets]

Attendance %	2023–2024	2024–2025	2025–2026
Gateway Primary Free School	93.0 (−1.5)	93.3 (−1.5)	94.9 (+0.2)
Herringham Primary Academy	94.0 (−0.5)	93.1 (−1.7)	94.7 (in line)
Lansdowne Primary Academy	94.7 (+0.2)	95.1 (+0.3)	95.3 (+0.6)
Tilbury Pioneer Academy	94.3 (−0.2)	94.3 (−0.5)	95.1 (+0.4)
Primary national	94.5	94.8	94.7

Persistent absence: three-year trend against national
[lower is better; difference from national in brackets]

Persistent absence %	2023–2024	2024–2025	2025–2026
Gateway Primary Free School	17.0 (+1.8)	13.9 (+0.4)	10.5 (−3.5)
Herringham Primary Academy	17.7 (+2.5)	20.0 (+6.5)	15.9 (+1.9)
Lansdowne Primary Academy	14.9 (−0.3)	12.0 (−1.5)	11.8 (−2.2)
Tilbury Pioneer Academy	16.4 (+1.2)	14.9 (+1.4)	10.3 (−3.7)
Primary national	15.2	13.5	14.0

In 2025–26 attendance rose in every school, with the largest gains at the Gateway Primary Free School and Herringham Primary Academy (+1.6 points each). Persistent absence fell in every school, dropping furthest at Tilbury Pioneer Academy (−4.6 points) and Herringham Primary Academy (−4.1 points).

How we do it
Every member of staff understands their role in securing strong attendance. We use clear, precise systems to spot barriers early, and we give families tenacious, tailored support. Above all, pupils want to be in school because they feel they belong and do not want to miss out.

ACADEMIC OUTCOMES 2026

In 2026, 70% of GLC pupils reached the expected standard in reading, writing and maths combined, against 63% nationally. That is up from 55% in 2019, and GLC results have been above the national average for the last three years.

Key Stage 2: expected standard + [greater depth]

%	Reading	Writing	GPS	Maths	RWM combined
Gateway Primary Free School	87 (33)	85 (33)	72 (35)	88 (38)	77 (20)
Herringham Primary Academy	75 (15)	76 (15)	68 (19)	76 (20)	63 (7)
Lansdowne Primary Academy	78 (24)	80 (18)	76 (32)	81 (28)	70 (7)
Tilbury Pioneer Academy	83 (28)	73 (18)	73 (37)	82 (27)	70 (12)
GLC average	81 (25)	79 (21)	72 (30)	82 (28)	70 (11)
National (2026)	75 (33)	73 (13)	74 (30)	75 (26)	63 (8)

Strength at the top as well as the middle
At the Gateway Primary Free School, 20% of pupils reached greater depth in reading, writing and maths combined, two and a half times the national rate of 8%. At Tilbury Pioneer, 37% reached greater depth in grammar, punctuation and spelling, against 30% nationally.

Disadvantaged pupils
Across the GLC, 63% of disadvantaged pupils met the combined standard in 2026, against 49% of disadvantaged pupils nationally.

Early reading, Early Years and times tables [2026]

%	Year 1 phonics	Year 2 phonics [by end of Y2]	Good Level of Development (baseline on entry)	MTC full marks (25/25)
Gateway Primary Free School	93	97	80 (32)	80
Herringham Primary Academy	86	93	62 (20)	52
Lansdowne Primary Academy	90	94	63 (27)	65
Tilbury Pioneer Academy	95	93	79 (21)	72
GLC average	91	94	71	67
National	80	89	68	37

Children join our Reception classes with as few as one in five at typical levels of development, and most leave Reception ready for Year 1. Our phonics results are consistently well above national, and two-thirds of our Year 4 pupils score full marks in the multiplication tables check, almost double the national rate.

Spotlight: Early Years at Tilbury Pioneer. Just 21% of children started Reception at the expected level, yet 79% achieved a Good Level of Development. Every adult took responsibility for a focus group of around 11 children and planned targeted interactions around each child's gaps. Staff also shared clear non-negotiables for vocabulary, questioning and engagement. Leaders from a visiting school summed it up: "Nothing is left to chance here."

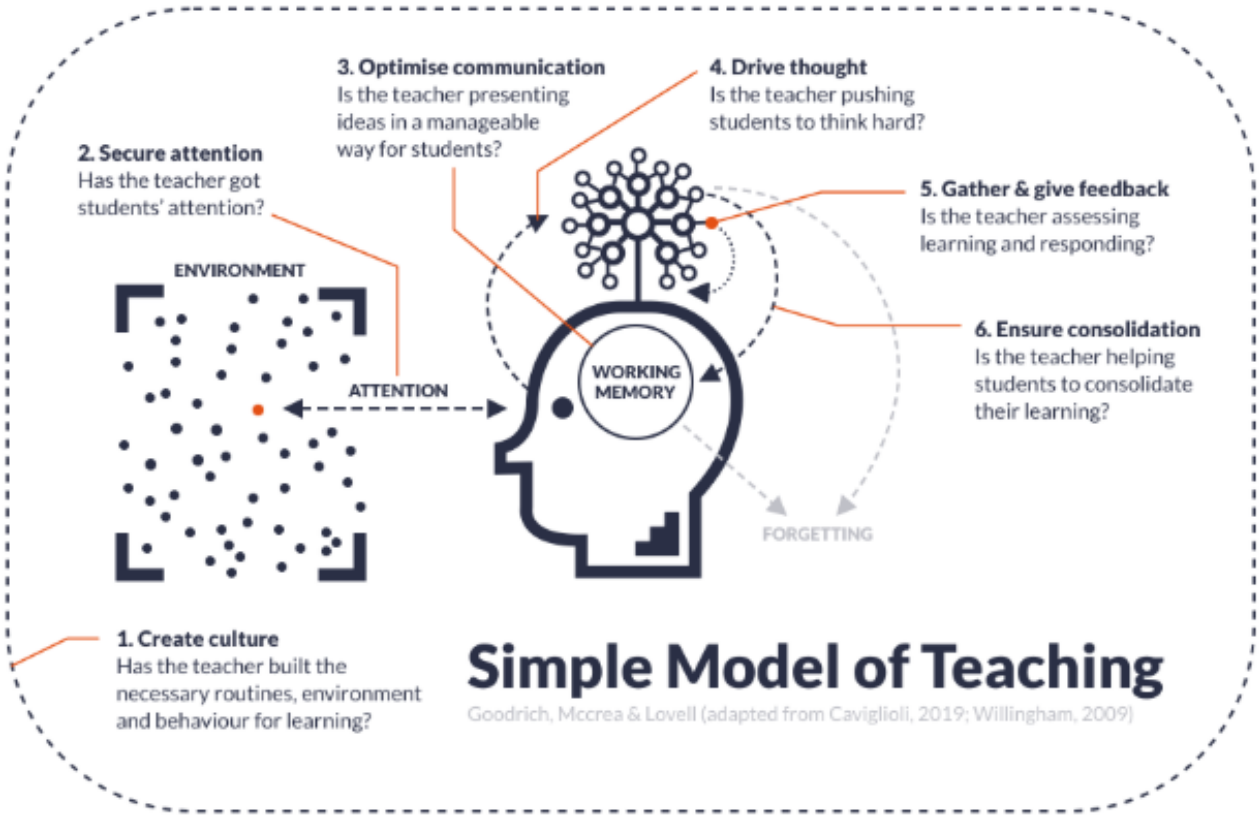
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TEACHING AND LEARNING

Improving teaching is the biggest lever we have for improving our pupils' life chances, so it is where we focus. We teach for the understanding, retention and application of knowledge, and every minute matters.

Our Learning Model



Everything in our classrooms rests on one evidence-informed model of how pupils learn. It gives every teacher and LSA a shared understanding of how learning works and a common language for improving it.

- **Learning is a change in long-term memory.** If nothing has changed in long-term memory, nothing has been learned.
- **Memory is the residue of thought.** Pupils remember what they think about, so every lesson is designed to make every pupil think hard.
- **Drive thought, for everyone.** Teachers aim for both a high participation ratio (every pupil working, not just the few with hands up) and a high think ratio (every pupil thinking deeply, not just completing tasks).
- **Consistency frees up thinking.** Shared routines remove wasted mental effort, so working memory is kept for the learning itself. This especially benefits disadvantaged pupils and pupils with SEND.

The model is taught through five core steps. Our Signature Strategies turn each step into routines you will see in every GLC classroom:

Core step	What you will see
Create culture and secure attention	"Everyone tracking me in 3-2-1"; staff scanning the room; precise praise for met expectations; timed tasks
Optimise communication	Scripted, lean explanations; live modelling with thinking aloud; "my turn, your turn" vocabulary
Drive thought	Cold calling (no hands up); show-me boards; choral response; structured partner talk; silent, solo practice
Gather and give feedback	Hinge questions; re-teach and re-check; precise, actionable feedback and CRAFT time
Ensure consolidation	Low-stakes retrieval quizzes that revisit last lesson, week, month and term

Instructional coaching: the engine of improvement
Instructional coaching is at the centre of our commitment to great teaching. Research shows it is the most effective way to improve teaching practice, and therefore pupil outcomes. Every teacher and every LSA across our primaries is coached, using Steplab.

What coaching looks like at the GLC

Targeted feedback: Coaches drop into lessons regularly and give precise, practical feedback on one high-leverage step at a time.

Deliberate practice: Teachers rehearse the new technique with their coach before using it with pupils, then refine it until it becomes habit.

Personalised support: Coaching is tailored to each practitioner's strengths and needs.

Data-informed dialogue: Conversations are grounded in evidence from the classroom and, where appropriate, pupil progress.



Why it works

- **It is non-evaluative.** Coaching is developmental, not judgemental, so staff take risks, try new things and improve.
- **It is for everyone.** Every teacher and LSA takes part, and staff new to a school are paired with a coach from the start. No one is exempt from getting better.
- **It is precise.** Each coaching step maps directly onto our Learning Model and Signature Strategies, so improvement in one classroom moves in the same direction as every other.
- **It is consistent.** Leaders use the GLC Standards to spot variation early and pick the next high-leverage step for each teacher.



All our CPD follows the same principles: get it and see it (understand the research and watch it modelled), try it and keep it (rehearse it and embed it), and fit it and own it (align it to school priorities and take ownership of growth). Time for rehearsal is protected, so new techniques are secure before they reach pupils.

The Gateway Academy is now a national Steplab Hub, and our primaries share the same coaching model. Ofsted recognised the impact at Lansdowne: "staff are experts in how to teach," supported by a "purposeful and impactful professional learning programme." Our people stay with us: staff retention has risen to 94% across the Trust (96% for teachers).

The GLC Standards
Our Trust-wide standards turn the Teachers' Standards into clear, observable actions. Each half-term begins with a Sharp Start check so every classroom is ready before pupils arrive. Our This is Strong exemplars and Best Practice Directory videos show staff exactly what excellence looks like.

Inclusive teaching
High expectations for all is where inclusion starts. Where appropriate, pupils, including those who are disadvantaged or have SEND, are taught the same ambitious curriculum, in the same classroom, to the same high standard. Pupils learn in more similar ways than different ones. Our first priority is making universal provision, the teaching every pupil receives every day, as strong as it can be. When it is, far fewer pupils need something different.

Specialist provision in each academy
Each of our academies has up to five bespoke provisions for pupils with high levels of need. Most of these pupils have autism spectrum condition, with communication and interaction as their primary area of need. Pupils learn in calm, structured environments built around how they learn best, taught in small groups or individually by staff with specialist training. Their curriculum is carefully adapted to develop communication, independence and social skills alongside academic learning, and they join mainstream classes wherever this is right for them.

Holding the line
We will never lower academic or behavioural expectations for our most disadvantaged pupils. True equity means the same high bar for every child, with the support each one needs to reach it.

Scaffolding to access, not to lower the bar
Scaffolds help pupils reach the learning; they never replace it with an easier task. We use three kinds:

Type	What it is	What you might see
Universal scaffolds	Routines and supports built into every lesson, available to every pupil, so no one is singled out	Consistent Signature Strategies and routines; visualisers for live modelling; key vocabulary displayed and taught explicitly; sentence stems for talk and writing; clear, chunked instructions
Lesson-specific scaffolds	Supports planned in advance for the particular knowledge or task in that lesson	Partially completed worked examples; pre-taught vocabulary for a new unit; concrete resources in maths; a planned writing frame for a new genre; carefully sequenced practice questions
Pupil-specific scaffolds	Individual supports set out in a pupil's support plan. They are agreed with the pupil, their family and the SENCo, used consistently by every adult, and reviewed regularly	Visual timetables and now/next boards; personal word banks or task checklists; pre-teaching of key content; adapted seating or planned movement breaks; alternative ways of recording; agreed prompts or cues

Plan, adapt, remove
Scaffolds are planned in advance, adapted live as teachers check understanding, and then removed as pupils become independent. The goal is always for every pupil to succeed at the full task without them.



OUR CURRICULUM

Our primary curriculum is ambitious, knowledge-rich and carefully sequenced from Nursery to Year 6, so knowledge builds year on year. It is led at Trust level and taught consistently in every school, so that all pupils receive the same high-quality entitlement.

Our curriculum principles

- **Ambitious for every pupil.** Every child studies the full breadth of the national curriculum. We do not narrow the curriculum for pupils who find learning harder; we plan so they can access it.
- **Knowledge-rich and precise.** Each subject sets out exactly what pupils should know and remember, down to the key facts, concepts and vocabulary in every unit.
- **Carefully sequenced.** Units are ordered so new learning builds on what pupils already know, from the early years through to Year 6 and on into secondary school.
- **Built to be remembered.** Retrieval practice revisits prior learning from last lesson, last week, last month and last term, so knowledge sticks.
- **Rooted in our community and values.** Topics and texts reflect our motto, All Different: All Equal, and help pupils understand their local area and the wider world.

How we lead it

- Quality-assured collaborative planning across all four schools, with CPD at Trust and school level.
- A clear review cycle of peer review and Trust reviews checks quality and impact.
- Exemplification: Trust leads for history, geography, art and DT build exemplar units so new teachers teach to the same high standard.
- Deliberate vocabulary teaching across every subject, including breaking words into prefix, root and suffix.

What Ofsted says

> ***"Leaders have designed a curriculum that clearly identifies the important knowledge pupils need to learn"*** - Lansdowne Primary Academy, 2026
>
> ***"From the early years upwards, leaders have ensured that pupils' knowledge builds gradually over time."*** **-** Gateway Primary Free School, 2025

Our learning competencies
Alongside knowledge, the curriculum deliberately develops four competencies: curiosity, creativity, communication and critical thinking. Pupils are taught to ask good questions, explain their thinking, and make connections across subjects.

Personal development
Our PSHE curriculum is adapted to the risks pupils may face locally. Lunchtime 'big questions' bring our values to life. Ofsted judged personal development outstanding at the Free School, and pupils across our schools grow into kind, respectful and confident young people.

A culture of reading
Reading is at the heart of every GLC primary. Every adult shares the passion, from teachers to office staff and breakfast club colleagues. As a result, 91% of our Year 1 pupils passed the phonics check in 2026, against 80% nationally, with Tilbury Pioneer reaching 95%.

- **Read Write Inc. phonics**, taught consistently in every school and led by a Trust RWI lead. Pupils practise their sounds throughout the day, even while lining up.
- **Pupil leaders:** phonics tutors, pupil librarians and reading ambassadors.
- **Rapid catch-up:** well-trained staff give targeted support to any pupil who falls behind, including KS2 pupils who are not yet fluent readers.
- **Reading for pleasure:** libraries and 'book nooks', Desert Island and mystery books to spark book talk, and a book vending machine to reward reading.
- **Families as partners:** DEAR (Drop Everything and Read) time on the first Friday of each half-term with parents invited, and local library visits with families.
- **Whole-Trust events:** World Book Day, Campfire Stories and our GLC Reading Festival.

> Ofsted found that at the Free School, pupils ***"know which genres they prefer and read within and beyond those genres"***, and that Lansdowne pupils ***"quickly become fluent readers who love to read".***



Beyond the classroom

We believe every child deserves experiences that open their eyes to the world and to what they could become. Our enrichment offer is planned as carefully as our curriculum, so it reaches every pupil, including those whose families could not otherwise provide it.

- **Creativity and the arts.** Our Trust Creativity & Enrichment Lead brings cultural partners into the curriculum. Recent projects include a holiday dance project with Casson & Friends, GLC artwork for VE Day and Suitcase Stories.
- **Music.** Led by our Trust Music Lead, pupils sing in choirs, play in ensembles, perform in shows and recitals, and take part in events such as Young Voices.
- **Trips and visits.** From The National Archives to the Tower of London, visits help pupils see themselves as part of their local and wider community.
- **Sport.** Competitive and participation sport, within the GLC and in events across Thurrock.
- **Pupil leadership.** Pupils take on real responsibility as school leaders, reading ambassadors, phonics tutors and librarians, and hold these roles with pride.
- **Aspiration.** Taster days, More Able events, our dance competition and music recitals at The Gateway Academy give pupils a clear picture of their next step. PSHE visitors help pupils plan and stay safe as they grow up.

Working with partners

We cannot transform life chances alone. Building effective external partnerships for the benefit of our community is written into our mission. We choose partners who share our ambition for Tilbury and Chadwell St Mary and we make sure every partnership adds real value for pupils.

Partner	How we work together
Tilbury on the Thames Trust	Pupils connect with Back on Track, a regeneration project restoring the Grade II listed Tilbury Riverside Station for the community.
The National Archives	Visits and projects that bring history to life with primary sources.
Casson & Friends	Holiday dance projects that build confidence and creativity.
Youth Zone Thames Gateway	Opportunities and safe spaces for young people beyond the school day.
Ormiston Futures and Thames Freeport	Links with local employers and future pathways, helping pupils see the careers on their doorstep.
Bookmark	Volunteer reading sessions that support pupils' fluency and love of reading.
Steplab	Our instructional coaching partner, with The Gateway Academy now a national Steplab Hub.
Local authority and specialist agencies	Close work to support pupils with SEND and vulnerable families. Ofsted found leaders "proactively seek the advice and support of other agencies".

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SAFEGUARDING DURING YOUR VISIT

Everyone has a responsibility to keep children safe, and we ask all visitors to approach safeguarding with the mindset that "it could happen here".

- Please sign in at reception and wear your visitor badge at all times.
- You will be escorted by a member of staff throughout your visit.
- If you have any concern about a pupil or an adult, report it immediately to the Designated Safeguarding Lead via reception.
- If the fire alarm sounds, leave the building with your host and go to the fire assembly point.
- All our sites are no-smoking, and any accident or illness should be reported to reception.



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