

# Inspection of Sir Martin Frobisher Academy

Frobisher Drive, Jaywick, Clacton-on-Sea, Essex CO15 2QH

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Inspection dates:	8 and 9 July 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Requires improvement

The executive headteacher of this school is Simon Wood. This school is part of REAch2 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, Cathie Paine, and overseen by a board of trustees, chaired by Gavin Robert.

## **What is it like to attend this school?**

Pupils at the Sir Martin Frobisher Academy are encouraged to dream big. At school, they enter a place where anything is possible and there is no ceiling on what they can accomplish. Pupils rise to these expectations, are eager to impress their teachers and achieve well.

Pupils are very happy here. They are proud of the work they do, look forward to what they are learning next and are engaged in their learning. They behave well and have lots of activities to participate in during free time.

The school is dedicated to giving pupils a range of experiences. These build lasting memories and give pupils a taste of the wider world around them. The school provides a wealth of enrichment opportunities. These contribute significantly to pupils' experiences and build their character and resilience.

The school provides exceptional care for the pupils here. Pastoral systems support pupils when they need help or are struggling. Through a well-considered programme, pupils gain a strong awareness of the changing world around them, for example they learn about internet safety and how to respond to risks.

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

The curriculum is carefully constructed to ensure that the learning of key knowledge is prioritised. Where there are gaps or delays in learning, intervention is speedily introduced. This works very effectively in the school's support for early reading. Additional help is regular and tailored to pupils' needs. Pupils' achievement here is strong, as a result of the school's focus on early reading.

The broader curriculum provides pupils with a rich array of experiences, including for outdoor learning. Teachers have secure subject knowledge and deliver lessons that are engaging and interesting for pupils. Leaders understand that links to pupils' prior learning are not always explicitly made. This can affect pupils' ability to build on earlier concepts and make meaningful connections across the subject. Nonetheless, there are some curriculum areas where the links are clear and leaders are working to ensure all subjects curriculums are of comparable high quality.

The school fosters an exceptionally inclusive environment, where pupils with special educational needs and/or disabilities (SEND) are valued, supported and empowered to thrive. Pupils' additional needs are swiftly identified. The school's ambitious and carefully designed curriculum is made accessible to all through thoughtful adaptations that enable meaningful participation. Teachers and support staff demonstrate a deep knowledge of each child's unique needs. This is supported by robust assessment practices and strong partnerships with families and external professionals.

The early years curriculum lays a strong foundation for children's education, supported by exceptional ambition and care. Children quickly grow into respectful, independent

learners, who approach activities with curiosity and joy, working collaboratively with their peers. Well-established routines and clear expectations help them settle swiftly and engage effectively in learning. Skilled staff provide tailored, high-quality support across all areas of development. Carefully planned activities deepen children's understanding and reinforce key concepts. Communication is woven into every aspect of the day, accelerating progress in phonics and writing. Children in the early years are happy, independent and prepared for their journey into Year 1.

Pupils thrive in an enriched environment that promotes character development and cultural awareness through a diverse range of experiences. Alongside school trips, themed days, clubs and community-based events, all pupils embark on the '11 before 11' initiative. Here the school commits to providing pupils with an agreed set of experiences, opening doors beyond the ordinary and offering meaningful opportunities that spark inspiration. The school's work is guided by its vision to empower pupils to confidently navigate their life paths with confidence and curiosity

Leaders place a strong emphasis on pupils' behaviours and attributes. This is seen across the school, where behaviour is consistently positive. Pupils demonstrate mutual respect, resilience in the face of challenge and a willingness to collaborate. Their attitude to learning is commendable, with rare disruptions and a shared commitment to the school's values.

The leadership team is relentless in its pursuit for the best outcomes and life chances for pupils. Education and personal development are of equal importance at this school. The school's steadfast support empowers pupils to overcome obstacles and reach their full potential. Supported by the trust, the school has made remarkable strides in its improvement journey since its previous inspection. Staff are extremely positive about the impact of leadership and feel well supported and valued. Most importantly, this hard work has resulted in happy pupils who are thriving academically and growing in character.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teaching does not consistently connect new knowledge and concepts to pupils' prior learning. This can sometimes lead to gaps in pupils' understanding and makes it difficult for pupils to recall knowledge and build on previous learning. The school should ensure that teaching reinforces prior learning and connects this to new knowledge so that pupils' recall and understanding is strengthened.

## 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

<b>Unique reference number</b>	143121
<b>Local authority</b>	Essex
<b>Inspection number</b>	10382685
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gavin Robert
<b>CEO of the trust</b>	Cathie Paine
<b>Headteacher</b>	Simon Wood (Executive headteacher)
<b>Website</b>	<a href="http://www.smfa.org.uk">www.smfa.org.uk</a>
<b>Date of previous inspection</b>	8 January 2025, under section 8 of the Education Act 2005

## Information about this school

- Sir Martin Frobisher Academy is a sponsor-led academy within the REAch2 Academy Trust.
- The school uses two registered and one unregistered alternative provisions.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher and other members of the senior leadership team.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with representatives of the trust and the chair of the local governing body.
- Inspectors held meetings with a range of school leaders, including those who are responsible for behaviour, safeguarding and pupils with SEND.
- Inspectors observed pupils' behaviour during lessons and at other times around school.
- Inspectors met with groups of pupils to discuss their learning, behaviour, personal development and their safety.
- 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.
- Inspectors scrutinised a range of records relating to behaviour and attendance.
- An inspector held telephone calls with alternative providers.
- Inspectors considered the responses and free-text responses received to the online survey, Ofsted Parent View. They also considered the responses to Ofsted's staff survey and the responses to Ofsted's pupil survey.

## Inspection team

Louise Cooper, lead inspector

His Majesty's Inspector

Ceri Jones

Ofsted Inspector

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