

Frinton-on-Sea Primary School

Address: Fifth Avenue, Frinton-on-Sea, Essex, CO13 9LQ

Unique reference number (URN): 149966

Inspection report: 30 June 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

Inclusion

Strong standard 

Inclusion is at the heart of this school. Leaders have established a warm and welcoming culture to all pupils joining the school. Leaders and staff work swiftly to understand pupils and accurately identify need. This means that pupils with special educational needs and/or disabilities (SEND) have access to the right support at the right time. Leaders' skilful and precise approach means that pupils, including pupils with SEND and disadvantaged pupils, are fully included in school life.

Leaders make changes in the school in the best interests of pupils. For example, 'the hive' provides a flexible approach to supporting pupils with SEND so that they can achieve better. Leaders ensure that this support is precisely tailored to individual need. This means that pupils with SEND have increasing success in their learning and personal development.

Leaders create positive relationships with a range of partners. Leaders prioritise these relationships to ensure that support for pupils, including pupils known or previously known to social care, is tailored to need. Similarly, leaders use additional funding for disadvantaged pupils effectively. This has a highly positive impact on pupils' learning and personal development. This means that pupils, including pupils known or previously known to social care and disadvantaged pupils, make sustained progress from their starting points.

Expected standard

Achievement

Expected standard 

Generally, pupils achieve well. However, in national tests this is not always the case. In 2025, a small number of pupils, in Year 6, achieved significantly less well. This includes disadvantaged pupils. Leaders have a clear understanding of these pupils' needs. They have introduced well-considered strategies to improve achievement. Leaders use monitoring well. They provide appropriate support to help pupils, including disadvantaged pupils, to achieve better. The impact on published outcomes is yet to be seen.

Pupils are typically well prepared for the next stage of learning. Pupils with special educational needs and/or disabilities and disadvantaged pupils make suitable progress from their starting points. Pupils generally build secure knowledge and skills in communication, reading, writing and mathematics. In some areas, teachers do not always pick up on errors when pupils apply key skills and knowledge. This means that some pupils do not progress as well as they could.

Attendance and behaviour

Expected standard 

Pupils generally attend school well. This is reflected in overall pupil attendance being in line with national averages. However, attendance for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils is below national average. Persistent

absence for these pupils is also high. Leaders understand the barriers that affect these pupils and take suitable actions to support pupils to attend better. For example, leaders build positive relationships with families to overcome barriers to attendance. Some strategies to support attendance are newer. While there are some improvements, the impact of these actions over time is yet to be seen.

Pupils typically behave well in school. Staff have high expectations for all pupils. Pupils understand what is expected of them to behave well. This means that in lessons, most pupils are focused on their learning. Incidents of bullying are rare. Pupils feel that staff deal with any incidents positively. As a result, generally incidents do not happen again. Pupils feel safe and well supported by adults. Pupils with SEND receive appropriate support to manage their behaviour. This is because staff follow individual plans well. Pupils are increasingly more prepared for learning in their classrooms.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of teaching and learning across the school. Leaders use this knowledge to make appropriate changes when needed. Typically, the curriculum is well taught. However, where changes are newer, there is some variability in the quality of teaching. This means that some pupils learn skills and knowledge more effectively than others.

Leaders have developed an ambitious and well-sequenced curriculum across a range of subjects and across year groups. There are clear end points within each subject. Pupils develop skills and knowledge based upon what they already know. This helps pupils to be ready for the next stage in their learning.

Leaders prioritise pupils' development in key skills and knowledge in reading, writing and mathematics. Leaders continue to adapt core curriculum areas to make learning even better for pupils. Teachers are implementing newer programmes and strategies with increasing consistency. This supports pupils to become more secure in reading, writing and mathematics.

Staff support pupils with special educational needs and/or disabilities well in lessons. Teachers make appropriate adaptations, in line with individual plans, to reduce barriers to learning. This supports pupils to access learning alongside their peers.

Early years

Expected standard 

Leaders ensure a successful start to education in the early years. Leaders carefully plan the curriculum to meet children's needs. They use assessment well to identify barriers to learning. Leaders make considered adaptations within the setting to match needs. Most children learn well and are prepared for Year 1.

Children in the early years, generally, achieve well. Children learn key skills and knowledge in reading, writing and mathematics. Leaders carefully plan activities which allow children to apply skills and knowledge. Children develop and practise their skills in a meaningful way. Some areas of the curriculum and teaching are newer. With time and increased consistency, children will become even more well prepared for the next stage of learning.

Relationships are key in the early years. Adults know the children well. They create opportunities to model language and communication skills. This supports children's social development and vocabulary. Children feel safe and happy and, generally, children behave well. They typically understand the routines and expectations. Children with special educational needs and/or disabilities are well supported. Adults use individual plans to put the right support in place. This helps children to be ready to learn more successfully.

Leadership and governance

Expected standard 

Leaders have a clear vision for the school. They understand what the school does well and what needs to be better. They have made recent changes to improve the curriculum and teaching, behaviour and attendance to further support an inclusive approach, for example the introduction of 'the hive' to support pupils with special educational needs and/or disabilities. Where changes are relatively new, the impact over time is yet to be seen.

Leaders support staff's wellbeing and workload. Staff feel valued and part of a family. This is because leaders have successfully fostered a positive, supportive culture. Leaders provide all staff with regular training. This includes support for teaching reading through the new phonics scheme and managing behaviour. This supports staff to carry out their roles well, especially where changes have been made.

The trust supports school leaders effectively. It ensures that leaders and staff have the support and challenge needed to make improvements. Trustees fulfil their statutory duties well. For example, they review safeguarding systems and ensure that equality duties are met.

Leaders work positively with parents, carers and the local community. They understand the importance of working in partnership to secure the best outcomes for pupils. Leaders are proactive in engaging parents. This typically supports a positive culture across the school community.

Personal development and wellbeing

Expected standard 

Leaders place personal development and wellbeing at the centre of their work. The personal development programme is designed to match the context of the school. For example, leaders ensure pupils learn about water safety and rail safety. Leaders use their knowledge of pupils to provide a range of experiences, for example taking part in Victorian day and the colour run. Pupils value these opportunities because they see them as relevant and meaningful to their life beyond school.

The school promotes pupils' moral, social and cultural development effectively. Leaders ensure that opportunities, and the wider curriculum, teach pupils important values such as diversity and respect. For example, in music, pupils learn about music styles from around the world. However, pupils' understanding of different faiths is variable.

The relationships and health education curriculum supports pupils well. Pupils talk confidently about how to keep safe, including online and offline. They understand what it means to stay healthy and the importance of being a good friend. The school's pastoral offer supports pupils to access learning more readily. Leaders ensure that pupils have the support

they need at the right time. Staff who offer pastoral support receive appropriate training to carry out their role well.

Pupils typically access a broad range of wider opportunities. Pupils enjoy residential, school trips, for example visiting Colchester Castle, and experiences in school, including science workshops. This means that pupils can develop their interests through rich and varied learning. Leaders actively promote personal development opportunities to pupils with barriers to learning. For example, through leadership roles and school responsibilities as ambassadors, these pupils grow in confidence.

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

Leaders and staff know every pupil well in this warm and inclusive school. Pupils feel valued and cared for because leaders make sure every pupil feels they belong within the close school community. Pupils feel safe in school and know that bullying is rare. Pupils are confident that if they have worries, adults in school will listen and help them. This is because staff build positive relationships with pupils from the moment they join the school. Pupils are keen to welcome others into their school and show the school's philosophy that there are no outsiders.

Pupils generally behave well. In lessons, most pupils are engaged with learning. Pupils enjoy their learning in a range of subjects and typically talk confidently about what they know. From Reception, pupils are taught a broad curriculum, which allows them to learn in a meaningful way. Pupils generally develop their knowledge and skills well across the curriculum. This means that pupils typically achieve well. Where some groups of pupils achieve less well, leaders put in place suitable actions to support these pupils to achieve better. Most pupils attend school regularly. However, some pupils attend much less than they should.

Pupils with special educational needs and/or disabilities (SEND) are well supported and included in all aspects of school life. This is because leaders are proactive in understanding pupils' individual needs. This means that pupils with SEND have access to additional support, for example through support in 'the hive'. These pupils also learn alongside their peers in the classroom.

Pupils value opportunities, including trips and experiences, for instance visiting Colchester Castle, taking part in Victorian day and the colour run. Pupils take pride in their roles as ambassadors across the school. These opportunities support pupils to grow in confidence and start to prepare them for life beyond school.

Next steps

- Leaders should ensure that newer teaching strategies are consistently embedded so that pupils achieve better over time.

- Leaders should continue to refine their work to reduce persistent absence, including for pupils with SEND and disadvantaged pupils.
 - Leaders should ensure that pupils have secure and detailed knowledge across the personal development programme so that they are very well prepared for life in modern Britain.
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About this inspection

This school is part of Penrose Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Skinner, and overseen by a board of trustees, chaired by David Smyth.

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 headteacher and other school leaders, pupils and parents and carers. They also spoke with representatives of the trust, including the CEO, and trustees during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection as the school converted to an academy in September 2023.

Headteacher: Laurie Chapman

Lead inspector:

Charlotte Martin, His Majesty's Inspector

Team inspectors:

Rowena Simmons, Ofsted Inspector

Vicki Webber, 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 30 June 2026

School and pupil context

Total pupils

209

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

210

Below 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)

15.79%

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

1.44%

Below 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

15.31%

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

Below 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		61%	
2024/25 (final)	47%	62%	Below
2023/24 (final)	67%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (final)	60%	75%	Below
2023/24 (final)	77%	74%	Close to average
2022/23		73%	

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		72%	
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	67%	74%	Below
2023/24 (final)	73%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (final)	10%	47%	Below
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	

Year	This school	National average	Compared with national average
2024/25 (final)	20%	63%	Below
2023/24 (final)	S	62%	S
2022/23		60%	

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%	
2024/25 (final)	10%	59%	Below
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (final)	40%	61%	Below
2023/24 (final)	S	59%	S
2022/23		59%	

‘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		68%	
2024/25 (final)	10%	69%	-59 pp
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25 (final)	20%	81%	-61 pp
2023/24 (final)	S	80%	S
2022/23		78%	

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		78%	
2024/25 (final)	10%	78%	-68 pp
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (final)	40%	81%	-41 pp
2023/24 (final)	S	79%	S
2022/23		79%	

‘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 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	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)	16.2%	13.0%	Close to average
2023/24 (3 term)	18.1%	14.6%	Close to average

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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