

Inspection of a school judged good for overall effectiveness before September 2024: Great Wakering Primary Academy

High Street, Great Wakering, Southend-on-Sea, Essex SS3 0EJ

Inspection dates:

28 and 29 January 2025

Outcome

Great Wakering Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The head of school is Mrs Jennifer Burdett. This school is part of The Brickfields 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 (CEO), Mrs Hayley O'Dea, and overseen by a board of trustees, chaired by Mrs Sarah Threadgold.

What is it like to attend this school?

Pupils enjoy attending Great Wakering Primary. They have positive, polite and respectful relationships with each other. They feel safe and well-supported by the staff. Pupils can always talk with various adults if they are feeling worried about something.

Pupils live up to the school's high expectations. They are attentive in lessons and work hard. They contribute ideas and collaborate well to share their learning. They learn a broad and balanced curriculum. Consequently, pupils achieve well. They are prepared well for the next stage of their learning.

Pupils show positive attitudes to learning. They model the school's values of 'aspire, respect, achieve'. Pupils use these values every day to help them learn and play well together. They consistently behave well, both in lessons and during social times.

The curriculum helps pupils to understand the diverse world they live in. They recognise that discrimination should not happen. Pupils model the fundamental British values in their daily life in the school. They understand how to maintain a healthy lifestyle. They thoroughly enjoy the wide range of popular clubs and competitions on offer. Pupils are rightly proud of their sporting successes. Everyone has a chance to take part in a competition during their time at Great Wakering.

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

The school has embedded a coherently planned curriculum. In all subjects, the school has identified the precise knowledge pupils need to learn from the early years through to Year 6. However, there is some further work to be done in terms of writing. Sometimes, pupils do not have enough opportunities to write at length for different purposes.

The school has prioritised early English and mathematics so that pupils get off to a strong start. Consistent, high-quality phonics teaching means that pupils quickly learn to read. The school regularly checks what pupils know and remember. It uses this information to plan effective reading interventions. Consequently, those pupils who are at the early stages of learning to read catch-up to become confident and fluent readers.

Children in the early years have access to a bright and inviting environment. There is a range of learning opportunities on offer. Children use these opportunities to explore and develop their learning. Adults engage warmly and positively with children. Children play well together. They help each other in their learning. They are kind and caring.

Teachers' subject knowledge is secure. They present information in clear and concise ways using the school's agreed approach. Teachers routinely check what pupils know and remember. They use this information to adapt their teaching so that all pupils, including those with special educational needs and/or disabilities, progress well from their various starting points.

The school's work on vocabulary and communication is strong. Pupils have opportunities in all lessons to understand and use this effectively in their learning. In most lessons, pupils' engagement is high. Many pupils demonstrate a love of learning.

Attendance is a priority. There are robust systems in place to track pupils' attendance and to support families where attendance is a concern. Consequently, pupils' attendance is good.

Personal development is an integral part of everything the school does. 'Talk for Change' weekly lessons enable all pupils to have an active voice in the school. Pupils have a range of visits and visitors that effectively enhance the curriculum.

Pupils demonstrate a good understanding of life in modern Britain. Pupils in Year 6 have many opportunities to take on leadership roles, such as prefects, house captains and head and deputy head girl and boy. Other pupils in the school can apply to be part of a team of pupils who help to improve the school. Pupils in these roles show an immense sense of pride. They help to improve pupils' self-esteem and confidence.

The school regularly reflects and evaluates its work. Trustees and the CEO are an integral part of this process. They regularly visit the school to monitor the improvements being made. They support leaders and hold them fully to account.

Staff in the school are very happy. They feel well supported with their well-being and workload. Staff have relevant training and support. This enables them to continue to develop their teaching and subject leader expertise.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils do not have enough opportunities to write at length in English and for different purposes in subjects other than English. This means that pupils do not always have opportunities to develop their writing stamina and skills effectively. The school should increase opportunities for writing across the curriculum, including in English, so that all pupils can develop these skills.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

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

Unique reference number	143978
Local authority	Essex
Inspection number	10345488
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	Board of trustees
Chair of trust	Sarah Threadgold
CEO of the trust	Hayley O'Dea
Head of School	Jennifer Burdett
Website	www.greatwaking.essex.sch.uk
Dates of previous inspection	3 and 4 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Brickfields Multi Academy Trust.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the CEO, chair of the trust, trustees, head of school, deputy headteacher, business manager and teachers.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work.

- The inspector observed pupils' behaviour in lessons and around the school site. Additionally, she spoke to pupils to discuss their views about the school.
- The inspector considered the responses to the online parent survey, Ofsted Parent View, and the free-text responses. She also took into consideration Ofsted's online staff survey.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

Inspection team

Nina Kemp, lead inspector

Ofsted Inspector

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