

Inspection of Marine Academy Primary

Trevithick Road, St Budeaux, Plymouth, Devon PL5 2AF

Inspection dates: 15 and 16 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils of all ages and abilities thrive at Marine Academy Primary. The headteacher and other leaders set exceptionally high expectations. They are determined that all pupils leave the school as confident and inspired lifelong learners.

Pupils' behaviour and attitudes to learning are exemplary. They follow the school's 'MAP manners' and 'STAR' expectations at all times. Pupils know to respect the person speaking and to be polite towards adults and each other. Bullying is rare. Pupils have complete confidence that staff will sort out any disagreements. They feel safe and well looked after by kind, encouraging adults.

Leaders meticulously plan opportunities to enrich the curriculum. Pupils benefit enormously from first-hand experiences to complement their learning. These include visits to places of worship, talks from experts and residential trips to London and Paris. Pupils enthuse about the impressive range of clubs, including field-gun, cheerleading and debating clubs. They say that there is something for everyone to get involved with.

Parents and carers are positive about the education their children receive. One said, 'The school goes above and beyond every single day.' Other parents echoed this view.

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

Senior staff, including governors and trustees, lead the school with an unfaltering moral purpose. They are highly successful in raising pupils' aspirations and reducing social disadvantage. Leaders place no ceiling on any pupil's learning or ambitions.

Leaders have crafted an innovative curriculum. Right from early years, it captures pupils' interests and imagination. Curriculum thinking in all subjects details the precise knowledge and skills that pupils need to succeed as well-rounded individuals. Lessons connect and build on what pupils have learned before. In music, for example, older pupils draw on their prior knowledge of musical notation when composing. Across all subjects, pupils secure and deepen their learning exceptionally well.

Children in early years get off to an excellent start. Staff place a sharp focus on developing children's language and communication skills. They surround children with books and meaningful opportunities to develop their speech and vocabulary. Skilled adults make sure that children make the most of every learning moment. In Reception and key stage 1, leaders have secured a consistent approach to phonics teaching. Staff draw on their expert knowledge to ensure that pupils progress rapidly, including the most disadvantaged. They quickly notice those who are at risk of falling behind and they give them extra help to keep up. Staff make sure that pupils read books matched to the sounds they know. This allows them to develop their fluency and expression.

Leaders and staff place great importance on the teaching of reading. They use creative ways to bring reading alive, from author visits to 'drop everything and read' time. Pupils love reading. Many enthuse about how reading 'unlocks your imagination' and brings learning to life. Teachers are skilled at linking reading with other subjects. For example, pupils in Year 6 have a deeper understanding of the civil rights movement in history from the books they read in English.

Leaders show a strong commitment to all staff. Their efforts to develop the most effective teaching methods in school are paying off. Staff are highly trained and knowledgeable. They use ongoing assessment and revisit learning to help the most important knowledge stick in pupils' memory.

Leaders are quick to identify potential barriers to learning for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Staff expertly adapt the curriculum and provide bespoke resources to meet pupils' precise needs. Pupils with SEND enjoy the same opportunities to take part in the school's ambitious curriculum as their peers. As a result, pupils with SEND achieve highly in all subjects.

Pupils' behaviour is impeccable. Leaders have developed a culture where only the very best will do. From early years to Year 6, pupils strive for excellence. They listen attentively, care for others and move sensibly around the school.

Leaders' work to develop pupils' opportunities beyond the academic is outstanding. They deliberately place pupils' personal development at the heart of all decisions. Pupils give back to the community by reading stories online to elderly adults. They confidently challenge all forms of discrimination, including gender stereotyping and racism. In the 'starfish of the week' assembly, leaders celebrate pupils' talents and achievements. They encourage them to aim high and be proud. Pupils are well-equipped with the knowledge and skills they need to contribute positively to the school and the wider world.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. They ensure that keeping pupils safe is everyone's responsibility. Staff know the procedures to follow when reporting concerns. Leaders make timely and well-informed decisions to get families the help they need. Governors and trust staff regularly check the effectiveness of the school's work, including safer recruitment procedures.

Through the curriculum, pupils learn how to keep themselves safe. They know ways to stay safe when online, basic first aid and the importance of leading a healthy and active lifestyle.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139604
Local authority	Plymouth
Inspection number	10212551
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	Board of trustees
Chair of trust	Andy Mulcock
Headteacher	Siobhan Meredith
Website	www.marineacademy.org.uk/primary
Date of previous inspection	3 June 2015, under section 5 of the Education Act 2005

Information about this school

- Marine Academy Primary is part of the Ted Wragg Trust, a multi-academy trust of 12 schools in Devon. The school joined the trust in April 2020.
- The headteacher is also the director of primary and all-through education for the trust.
- The school has its own local governing body with delegated responsibilities.
- The school has an on-site pre-school provision managed by school leaders.
- There is a breakfast club and after-school club for pupils who attend the school.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the headteacher, senior leaders and staff, trustees and local governors.
- An inspector met with the special educational needs coordinator to consider the quality of education for pupils with SEND.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about some other subjects, including art and design, music, computing and personal, social, health and economic education.
- An inspector listened to pupils in Years 1 to 3 read to an adult.
- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. Inspectors considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils' behaviour in lessons and around the school site. An inspector visited the breakfast club.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also considered responses to the staff survey.

Inspection team

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Her Majesty's Inspector

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