

Marine Academy Primary (Map2)

Trevithick Road, St Budeaux, Plymouth, PL5 2AF

Inspection dates 2–3 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leadership is outstanding. The inspirational headteacher has driven the school's early achievements which are outstanding.
- The headteacher sets exceptionally high expectations and makes sure that each teacher understands what they need to do in order to improve and maintain their outstanding practice.
- Leaders make excellent use of the systems in place to gather information about how well pupils are learning. They use this information to refine and adapt learning to ensure pupils make the best possible progress.
- From their starting points, pupils achieve exceptionally well in reading, writing and mathematics and make very rapid progress.
- Achievement gaps between disadvantaged pupils and their peers have closed. Similarly, pupils identified with special educational needs are also making outstanding progress.
- Teaching is outstanding. Teachers are passionate and show a determination to provide the best education they can for pupils.
- The early years provision is outstanding. High quality teaching, the exceptional organisation of the learning environment and a constant focus on effective learning for all children result in them making rapid progress.
- Teaching assistants are exceptionally well trained. As a result, they provide high quality support and guidance to pupils.
- The curriculum is outstanding and is enhanced by an extensive range of extra activities and enrichment opportunities for pupils.
- The promotion of pupils' spiritual, moral, social and cultural development is exceptional and is an integral part of the school's ethos. The school welcomes and celebrates the diversity of pupils.
- Behaviour is outstanding. Pupils love coming to school and this is reflected in their high levels of attendance. The school provides a safe and nurturing environment in which pupils thrive.
- Parents speak highly of the school. They appreciate the quality of learning opportunities the school provides for their children and the high level of communication between home and school. Parents have a good understanding of what their children can and cannot do.
- Governance is exceptionally strong. Governors know about the school and its performance in great detail. They use their considerable expertise to challenge and support the school.
- The school works effectively with outside agencies to ensure that pupils are provided with the best possible support for their academic and emotional development and to ensure they are kept safe.

Information about this inspection

- The inspector visited six lessons or part lessons, of which three were joint observations with the headteacher.
- The quality of work in pupils' books was scrutinised by the inspector.
- The inspector talked with groups of pupils to seek their views about the school and listened to the views of other pupils during lessons, playtimes and lunchtimes. The inspector listened to pupils read.
- Meetings were held with the headteacher, Principal, staff and governors. Telephone conversations took place with a Department for Education (DfE) education adviser and local authority leadership adviser. The inspector took into consideration the responses of 15 questionnaires completed by staff.
- A wide range of documentation was scrutinised during the inspection, including: the school's development plan; the school's evaluation of its own performance; data relating to pupils' attainment and progress; governors' minutes; records about behaviour and safeguarding; and, school policies.
- The 26 responses to the online survey, Parent View, were taken into account. The inspector also spoke to parents informally at the start and end of the day.

Inspection team

Jen Southall, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Marine Academy Primary was opened in September 2013 as part of the government's free school programme.
- The school is smaller than the average-sized primary school.
- The school is sponsored by Plymouth University, Cornwall College and Plymouth City Council.
- Children were first admitted into the Reception class in September 2013. Currently, there are pupils in Reception and Years 1 to 3.
- The large majority of pupils are White British. A very small minority of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well above national average. This is additional government funding for pupils known to be eligible to receive free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- In the early years children are taught in two Reception classes on a full-time basis.
- There are, as yet, no public examination results to measure the school's performance against the government floor standards, which are the minimum standards set for pupils' attainment and progress by the end of Year 6.
- A new headteacher, who was previously an assistant headteacher at the school, took up post in April 2015.

What does the school need to do to improve further?

- Further improve and consolidate pupils' problem-solving skills in mathematics.

Inspection judgements

The leadership and management are outstanding

- The leadership of the headteacher is inspirational. She has exceptional leadership skills, demonstrating her ability to motivate and inspire whilst maintaining her high expectations. She is ably supported by a group of highly talented staff and governors who share her high aspiration and determination for excellence in all aspects of the school's work.
- The headteacher and governors are developing a highly effective team. As a small school all teachers take on leadership responsibilities. Teachers are passionate about the education they provide for their pupils and work closely together to provide the very best.
- All the adults are highly supportive of the school, and particularly of the leadership of the headteacher. They welcome the opportunities provided to them to develop, research and continuously improve their practice. One staff member wrote, 'Development opportunities are plentiful. All staff within the school are motivated and the leadership is inspirational. Our motto is 'to provide an outstanding education to ensure all pupils reach their potential'. All staff are committed to this goal.'
- School self-evaluation is accurate and honest. School leaders, including governors, monitor, track and evaluate all aspects of the school's work rigorously. This has resulted in outstanding progress since the opening of the school.
- Leaders set aspirational targets for pupils which are reviewed regularly. The headteacher systematically checks the performance of staff through monitoring the quality of teaching and learning, book checks and pupil progress meetings. Documentation and analysis kept by the headteacher on all aspects of the school's work are detailed and used effectively to drive improvement.
- The curriculum is outstanding. It promotes a love of learning which is evident in the outstanding progress pupils make in reading, writing and mathematics. The curriculum is enhanced by a wide range of extra activities such as cookery, French and outdoor learning. These activities are well attended, with many over-subscribed.
- Learning in classrooms is enhanced by an extensive range of trips, visits and cultural experiences. For example, pupils spoke with enthusiasm about their visit to the Eden Project in Cornwall and what they had learnt about the world in which they live.
- Spiritual, moral, social and cultural development is a strength of the school and is rooted in the curriculum. Pupils are able to talk with good understanding about other faiths and cultures. For example, a parent described how their child was able to talk about what they had learnt about the festival of Hanukkah and the importance of the Menorah in Judaism. Pupils know what it means to be different from those around you and are respectful of cultures and religions other than their own.
- Pupils have a growing awareness of what it means to live in Britain today. They understand democracy. They can talk clearly about how they select their school council representatives through an election process. Pupils clearly understand the difference between right and wrong. They know that bad language and any acts of discrimination are not tolerated in the school. Pupils spoke animatedly to the inspector about the concept of equality. For example, they know that although everyone is different, all should be treated equally.
- The very strong commitment to promoting equality of opportunity and preventing discrimination is clearly evident and demonstrated by the rapid progress of all different groups of pupils.
- Pupil premium funding is used extremely well and targeted to support the needs of individual pupils, resulting in this group making rapid progress and exceeding the achievement of other pupils nationally.
- As a new school the school has yet to receive the sport premium funding allocation. However, the school has already allocated additional funding that is having a significant impact on the numbers of sports clubs available and the increased numbers of pupils attending. For example, following a taster session for pupils in Taekwondo, pupils asked if this could continue. Consequently, all pupils in the school receive coaching in this martial art, giving those increased levels of fitness and self-confidence.
- The school meets its statutory requirements for safeguarding pupils. Leaders are relentless in ensuring that they have an environment in which children feel safe and secure. Rigorous monitoring by leaders and close involvement with outside agencies ensure pupils are kept safe both in and beyond the school environment.
- The school receives good support from the local authority and DfE school improvement adviser. They understand the school and provide effective support and challenge to ensure its continued success. For example, the school has welcomed guidance on ensuring that provision for pupils with special educational needs is as good as it can be. The school works closely with Marine Academy and Marine Academy Nursery. The Principal of Marine Academy knows the school well and works closely with the headteacher

to make sure pupils receive the very best all-round education.

■ The governance of the school:

- Governors are ambitious for the school and share the passion and drive of the headteacher. They use their considerable expertise to support and challenge school leaders. They have a good understanding of the school. They know how well pupils are performing in relation to local schools and other schools nationally. They carefully analyse and robustly challenge evidence about the quality of teaching and learning. They have a very good understanding of how the school uses performance management to develop staff and reward good teaching to ensure outstanding outcomes for pupils. They have a good understanding of the school's finances by close monitoring and meeting regularly with the accountant for the Academy Trust. For example, they know how pupil premium funding is spent and the good impact it has on the achievement of disadvantaged pupils. Robust monitoring by governors ensures that the school meets its statutory duties, including those regarding safeguarding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Parents, staff and pupils talk positively about the behaviour in the school. One pupil said, 'Pupils really look after each other and we are taught to treat everybody the same.' In lessons, pupils are polite, courteous and work well together. Pupils told the inspector that they behave like this every day. Outstanding behaviour is evident during playtimes and lunchtimes where pupils play well together.
- Adults model their high expectations of behaviour. They show high levels of respect towards the pupils, and pupils reflect this in turn to one another and to adults. Rules are consistently applied to ensure pupils behave well and keep themselves safe.
- Pupils are highly motivated and eager to learn. This is reflected in their good attendance which is above the national average. As a result of the exciting activities teachers provide, pupils' attitudes to their learning are excellent. For example, pupils in a mathematics lesson made really good progress in their knowledge and understanding of multiplication. This good learning was because the teacher had planned engaging and challenging activities.
- Pupils with specific behavioural needs are extremely well supported by adults. Consequently, they are able to learn alongside their peers and join in with all that the school has to offer. This demonstrates the highly inclusive ethos of the school.
- Pupils have an age appropriate understanding of the different forms of bullying. They know the difference between right and wrong. They know the school rules and how good behaviour is rewarded.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safe practices are embedded in all aspects of the school's work. Pupils receive outstanding guidance on how to keep themselves safe through the curriculum and during assemblies. For example, pupils can clearly explain what to do if they were approached by somebody unknown to them. They told the inspector that they feel very safe in school due to the safety measures the school has in place. They were able to describe in detail what actions the school takes to keep them safe. For example, pupils know to report to an adult immediately if visitors are not wearing the appropriate badge.
- The school works closely with other agencies to maintain the safety and well-being of pupils and to ensure pupils receive high quality care and support.
- The school communicates effectively with parents on safety. For example, parents recently received training and guidance on e-safety, which was well attended, providing parents with a good understanding on keeping their children safe when using the internet.
- Pupils and parents say that the school provides a very safe, caring and nurturing environment in which pupils thrive, both academically and in their personal and social development.

The quality of teaching is outstanding

- Teaching is of a consistently high quality. Teachers show passion, dedication and determination to provide the pupils they teach with the very best learning experiences.
- Relationships between adults and pupils are exceptional. Adults provide a positive climate for learning which encourages pupils to show curiosity, explore new challenges and take risks. These relationships, based on mutual respect, are just one of the many reasons why pupils make such outstanding progress.

- Teachers' strong subject knowledge and enthusiasm lead to pupils developing a love of learning. They give pupils tasks which are very well matched to what they need to learn, based on accurate knowledge of what pupils can and cannot do. Consequently, this gives pupils great confidence in what they can do, allowing them to make rapid gains in their learning.
- Teachers' expectations are extremely high and are reflected in those the pupils have of themselves. This is evident in the high quality of work in books across a wide range of subjects. Work displayed in the school is equally of an exceptionally high quality and provides a stimulating learning environment for the pupils.
- The quality of questioning by teachers and teaching assistants is impressive. They routinely challenge with probing questioning which makes pupils think deeply. Teachers consistently apply the school's agreed marking policy, 'responding to children's learning'. As a result, pupils clearly understand what they do well and what they need to do to improve.
- Reading is taught extremely well and pupils quickly become confident readers. This is because teachers and teaching assistants are well trained in the teaching of phonics (letters and the sounds they make). Teachers check regularly how well pupils are progressing and ensure that the activities rapidly develop their early reading skills.
- The teaching of writing is outstanding. Pupils are given opportunities to write across a range of subjects. Books show that pupils of all abilities are confident writers and enjoy writing about a wide range of subjects. As a result, pupils make rapid progress in their writing.
- The teaching of mathematics is never less than good, and often outstanding. Books show pupils are taught a wide range of mathematical topics and learn how to complete calculations. However, the school recognises that pupils' problem-solving skills are less well developed than their calculation skills.
- As a result of consistently good or better teaching and high-quality interventions which precisely meet the needs of individual pupils, disadvantaged pupils and those identified as having special educational needs achieve well and make rapid progress in their learning.
- Teaching assistants are highly qualified and extremely well deployed, using their expertise to best effect. They provide effective support for all groups of pupils and contribute significantly to pupils' outstanding achievement.
- The use of specialist teachers and facilities made available to pupils at Marine Academy Plymouth (the secondary school on the campus) enhances the quality of provision. For example, pupils have the opportunity to use the sports facilities and dance studio to enhance their learning experience.

The achievement of pupils

is outstanding

- Children enter the Reception classes with knowledge and skills well below those typical for their age. As a result of outstanding provision, children make rapid progress. By the time they leave the early years, the proportion of children achieving a good level of development is above the national average.
- Pupils enjoy reading. They are confident in using their knowledge of letters and the sounds they make to read unfamiliar words. This is as a result of the high quality phonics teaching pupils receive. In 2014, all pupils reached the expected standard in the end of Year 1 phonic check. The school's current predictions indicate that a high percentage will be successful in the check completed this year.
- Pupils' early writing skills are well developed. Teachers provide pupils with a range of exciting opportunities to practise these skills across the topics being taught. For example, pupils in Year 1 were writing about the fairy tale character Snow White for a 'wanted' poster. Pupils were using their learning to produce high-quality writing, demonstrating rapid progress in using adjectives accurately in their work, ensuring letters were correctly formed and work neatly presented. Books show that both staff and pupils have expectations of high quality work and most pupils are making outstanding progress with their writing.
- Pupils are achieving well in their mathematics and are making rapid progress. Nevertheless, leaders have accurately identified that pupils would benefit by having further opportunities to apply their mathematical knowledge and understanding to problem-solving activities. They are taking swift action to ensure this happens by providing support and checking teachers' plan pertinent activities.
- The school's analysis is that pupils in Year 2 are on track to achieve significantly better than national averages in reading, writing and mathematics. Work viewed in pupils' books supports this prediction.
- Current data show that the most able pupils in Year 2 are predicted to achieve significantly better results than national averages in reading, writing and mathematics.
- Pupils eligible for additional funding make good progress compared to pupils nationally. In 2014, the percentage of disadvantaged children achieving a good level of development exceeded children nationally in all areas of learning, with particular strengths in reading, writing, mathematics, and in personal, social

and emotional development.

- The progress of those pupils identified with special educational needs is at least good and often outstanding. Well-targeted support and carefully planned activities which match the needs of individual pupils enable them to achieve well.
- All parents who responded to the parent questionnaire or who spoke to the inspector agree that teaching is outstanding and are delighted with the progress their children are making. One typical comment from a parent was, 'I am absolutely delighted with the school, can't fault it, can't think how it could be made better'.

The early years provision

is outstanding

- Early years leadership is inspirational. The speed with which the early years practitioners drive learning forward from the children's earliest days ensures that progress is rapid and sustained.
- Children quickly develop a love of learning and are eager to try new experiences as a result of the exciting activities teachers plan across all areas of learning. For example, children were eager to show their learning when in the class 'garden centre'. They were able to name the different herbs they were planting and confidently spoke about what conditions plants need in order to grow.
- In 2014, from their starting points, all children made good progress and most made outstanding progress as a result of outstanding teaching. Most children leave the Reception classes with skills above the national averages in all areas of learning. This means they are well prepared as they move into Year 1.
- Children's behaviour is exceptional. Routines are well established and applied consistently by all adults. Consequently, children respond very quickly to teachers' instructions. Children have impeccable manners, are caring and have consideration for each other. They are enthusiastic, highly motivated and aspire to achieve the best they can.
- Children have very positive attitudes to learning. For example, children showed determination and resilience when building a train track. They work well together, listen carefully to each other's ideas and are proud of their achievements and those of their friends.
- Staff are well trained and vigilant in ensuring children are safe, for example by ensuring the learning environment is appropriately secure and equipment regularly checked to ensure it is in good working order. Children have a clear and developing understanding of how to keep themselves safe. For example, they talk confidently about safety in the sun and also how they know which adults they can safely talk to.
- Parents speak with delight about the education and care their children receive. Parents spoke enthusiastically about the early morning system where parents are invited into class to engage in activities alongside their child and talk informally with staff. Consequently, they have good relationships with the school and parents say they know what they can do to help their children learn at home.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139604
Local authority	Plymouth
Inspection number	450219

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy free school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Vicki Matthews
Headteacher	Siobhan Easton
Date of previous school inspection	Not previously inspected
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