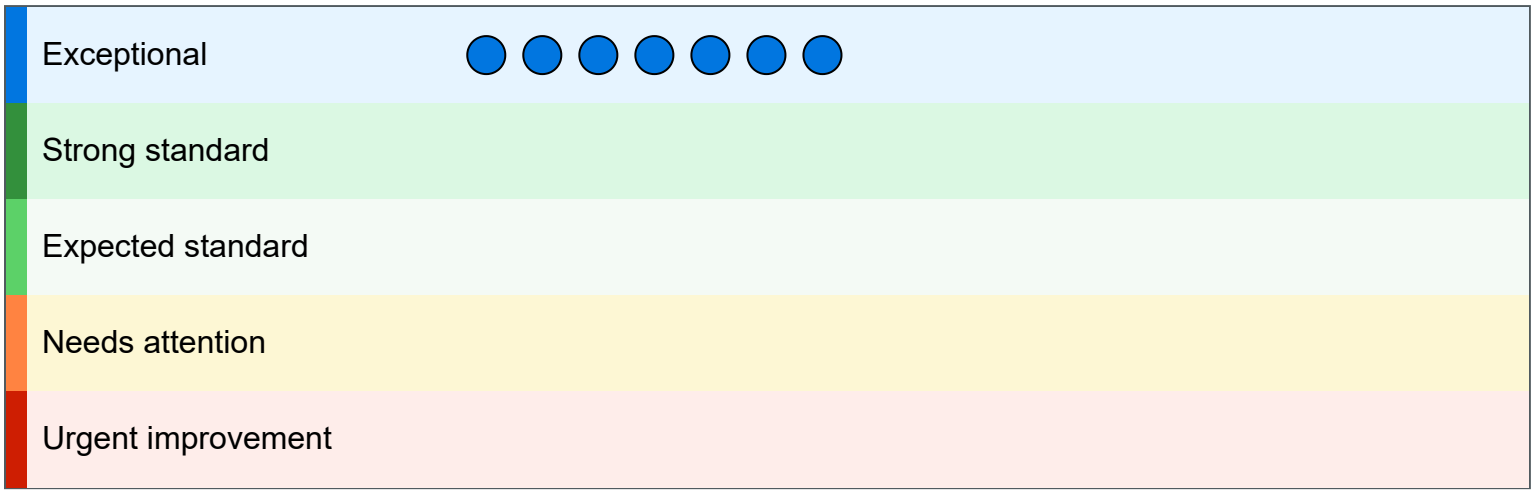
Marine Academy Primary

Address: Trevithick Road, St. Budeaux, Plymouth, Devon, PL5 2AF

Unique reference number (URN): 139604

Inspection report: 15 September 2026



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.

Exceptional

Achievement

Exceptional

Pupils achieve exceptionally well at all stages of their education at Marine Academy Primary. Pupils' test results at the end of key stage 2, including for those who are disadvantaged, show that their achievement here far exceeds that of their peers nationally.

The high expectations of staff and the rigour of ongoing assessment means that pupils have strong foundational knowledge. For example, handwriting and spelling are prioritised across all subjects of the curriculum which leads to a consistently high level of accuracy. This reflects the tenacity of leaders and staff to ensure pupils secure the life skills and attitudes that will equip them for success throughout their life.

Pupils' work across subjects and phases shows that all pupils successfully learn the full curriculum. Staff's expectations of what pupils can achieve are extremely high. Pupils demonstrate an impressive retention of knowledge over time. For example, Year 6 pupils can clearly articulate how to use scatter graphs and control variables in science, and they confidently discuss medieval monarchs and political motivation in history.

Attendance and behaviour

Exceptional

Attendance to school for all pupils, including pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged, is high and this has been sustained over many years. Leaders have established a strong culture of belonging where pupils want to be in school and do not want to miss out on learning and experiences.

Pupils rarely miss school. If they do, leaders take swift and effective action. They employ a range of highly successful strategies to improve pupils' attendance, based on what pupils and their families need. This includes assigning attendance champions, providing a place on the attendance bus or inviting families to the daily 'Breakfast Bistro'. Leaders also have a positive impact on improving attendance beyond this school through their role in leading an attendance and behaviour hub.

Leaders have established a highly inclusive culture that is grounded in mutual respect. This has been achieved through the development of a clear behaviour curriculum, stringent tracking of pupils' behaviour, and a wealth of tailored support for individual pupils.

Routines and standards are taught explicitly to pupils through the school's 'MAP manners' and 'STAR' from arrival through to home time. Staff consistently provide warm threshold greetings and ensure calm transitions. Strong relationships between staff and pupils create a safe and supportive environment where disruption and bullying are rare, and staff resolve issues swiftly. As a result, the culture is highly conducive to learning.

Leaders have created an exceptionally inclusive social environment. Pupils feel included and valued, whether learning in the classroom or during less structured times of the school day. Pupils actively welcome peers, celebrate classmates' behavioural transformations, and show complete dignity and respect toward individualised adjustments for pupils with SEND.

Curriculum and teaching

Exceptional

Leaders have established an exceptionally well-sequenced, research-informed curriculum which is enriched with links to the local area. The curriculum is highly ambitious and ensures that pupils develop deep subject knowledge, communicate well, and recall complex vocabulary. For example, pupils use, understand and remember language such as palaeontologist and inference.

There is an embedded culture of reading across the school. Nursery rhymes and stories permeate all parts of the curriculum, from the early years onwards. The school identifies the lowest-attaining readers accurately and ensures they receive precise, well-targeted support. Pupils read books that are closely matched to their phonics knowledge, enabling them to decode successfully and build fluency.

Teaching is highly effective across all subjects and classes. Pupils are challenged through ambitious activities and extension tasks. Staff use tailored scaffolding and bespoke adaptations expertly to ensure pupils with special educational needs and/or disabilities (SEND) are supported to successfully master the same rich curriculum content.

Leaders meticulously track pupils' progress from their starting points in all areas of the curriculum. Staff and leaders intervene quickly and effectively if any gaps start to emerge. However, this is rare, due to the quality of curriculum planning, regular and precise use of assessment, and high quality teaching practice that is securely embedded.

Leaders ensure there is bespoke planning, physical environmental adjustments, visual tools, and highly effective deployment of staff so that pupils with SEND seamlessly access the broad curriculum and achieve highly alongside their peers.

Early years

Exceptional

Leaders have carefully designed the early years provision to develop children's communication, independence and curiosity. Staff get to know children extremely well and use warm, skilful interactions to extend play and build important early knowledge. Routines are well established from the beginning of the academic year. The indoor and outdoor environments enable children to explore, practise and deepen their learning.

Leaders have put in place an ambitious, progressive, and meticulously planned curriculum. It is linked to nursery rhymes in Nursery, traditional tales in pre-school and other carefully selected high quality texts in Reception. Children experience a language-rich environment where staff consistently model ambitious vocabulary, extend children's thinking and encourage purposeful talk. Vocabulary is closely linked to the stories children are exploring so that they can use this confidently in their play. For example, in Reception, when children read 'The Colour Monster' they learn words such as 'worried' and 'rucksack'.

Children show impressive independence because routines are secure, expectations are clear and staff support them to make choices, manage resources and care for themselves. These achievements are celebrated through weekly assemblies where children are recognised for being able to put their coat on independently or for becoming toilet trained.

Staff have the skill and expertise to make thoughtful adaptations and provide targeted support, without lowering expectations, for children with specific needs. This means children are incredibly well supported and make exceptional progress from their starting points.

Children in the early years achieve highly and flourish in this setting. They are exceptionally well prepared for their next steps.

Inclusion

Exceptional

Inclusion is deeply embedded and is a strength across the school. Leaders and staff have a detailed understanding of each pupil's needs and any other barriers to their success. The support they provide is so skilful and carefully tailored that pupils often overcome these barriers completely. For example, the number of pupils on targeted support plans significantly reduces over time. This is a result of the precise adjustments made to benefit pupils' learning and wellbeing, meaning a formal plan is no longer required.

Staff develop detailed knowledge and skills which they use to support pupils with special educational needs and/or disabilities very effectively. For example, staff's attendance at surgeries and training days builds extensive expertise. Many support staff have gone on to develop specialist knowledge in, for example, speech and language or their understanding of specific disabilities. All staff contribute fully to the provision and success of pupils with additional needs.

For those pupils who are socially or emotionally vulnerable, or just in need of some extra help, the school has an extensive range of pastoral support available. For example, the young carers club is successful at providing opportunities for pupils to support one another as well as contribute to the wider community.

Leaders' vision and provision for disadvantaged pupils helps to transform pupils' lives. Whether this is focused on academic, social, emotional or health needs, leaders are creative, curious and tenacious. The range of collaboration with other agencies and charities, as well as the support provided to other schools, demonstrates the reach of the school's exceptional work around inclusion. This stems from a deep understanding of their pupils, families and the local context. The priority is early intervention to support children in the early years to catch up before any gaps persist. This is highly effective.

The minimal use of alternative provision is appropriate and carefully tailored. Leaders have robust oversight and review the impact carefully. Where pupils are eligible, the school works closely with the virtual school to ensure plans are holistic and support pupils' differing needs successfully.

Leadership and governance

Exceptional

Leaders' actions have a transformational impact on the outcomes and experiences of all pupils, particularly pupils with special educational needs and/or disabilities, and those who are disadvantaged or pupils from other vulnerable groups. Leaders play leading roles in the educational sector, through the positive and sustained impact that they have on pupils' life chances at Marine Academy Primary, and beyond the school gates in the trust, city and further afield.

Leaders have an unwavering commitment to continue to build on the established success of the school. They have an astute knowledge of every part of the provision. Leaders make all decisions in the best interests of children and their families, and will stop at nothing to ensure pupils achieve, belong and thrive.

Trustees and governors fulfil statutory requirements but go far beyond. They support, challenge and champion the school.

Staff feel privileged to work here. They are highly complimentary of school and trust leaders. Leaders prioritise reducing staff workload. For example, by giving them the professional autonomy to manage their own planning and preparation time. Leaders value staff and provide highly effective support when staff encounter personal challenges such as illness or bereavement.

Leaders prioritise staff professional learning and ensure that all staff receive high-quality training and coaching. The school benefits from a trust wide offer which is informed by the best available evidence and research, and is precisely matched to school priorities and individual needs. Additionally, staff take responsibility for their own learning and are keen to continually strengthen their expertise.

Parents are unanimously positive about the school. Many describe it as a 'beacon of the community' and the best possible choice for their child.

Personal development and wellbeing

Exceptional

Leaders have established an extensive programme for pupils' personal development. They understand the uniqueness of every child, the needs of the local community and the ambition for pupils to develop into positive contributors to society. Leaders leave no stone unturned when developing new ideas or finding opportunities and experiences to improve the life chances of all pupils. They carefully track the engagement and participation of pupils in enrichment opportunities so that all pupils benefit and the offer is thoughtfully refined.

The range of opportunities are extensive. For example, the school's 'bike hub' scheme provides pupils and their families with the chance to loan bicycles and promotes the importance of keeping active to maintain a healthy lifestyle. All pupils are supported to achieve highly recognised public speaking and music qualifications. Pupils learn about and support charities such as 'Epilepsy Awareness' and 'Show Racism the Red Card'. There are a vast range of additional opportunities for pupils such as residentials and the '38 things to do before you leave each year'. Pupils' participation is extremely high due to leaders ensuring that these opportunities are accessible, appealing and celebrated.

Pupils receive age-appropriate teaching around personal safety, healthy bodies and appropriate touch, and can explain these in extensive detail. They possess a mature, non-judgmental understanding of diverse global faith perspectives, directly supporting the academy's strong culture of tolerance, mutual respect and living out the fundamental British Values.

A focus on pupils' wellbeing is seamlessly integrated into daily school life. Pupils develop mature emotional literacy through the wellbeing curriculum where tools such as the 'mood

meter' are introduced to them and used well. Pupils also engage in social responsibility through initiatives such as taking care of the school dogs, Watson and Wilma.

The school has developed an innovative, ambitious ‘dream big’ programme which encourages pupils to be aspirational for their future endeavours. Staff explicitly connect subject knowledge to professional pathways. This helps pupils with the application of their learning to potential careers including as a surgeon, pharmacist, medical researcher, scientist, or archaeologist.

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

Pupils thrive as part of 'Team Marine'. The school is a special place where every pupil is known, cared for and nurtured so that they can realise their full potential. Leaders' and staff's depth of knowledge about every pupil means any barriers to learning or wellbeing are quickly identified and acted upon with precision. There is no limit to what pupils can achieve here. The school's motto of 'Work Hard, Be Kind and Amazing Things Will Happen' is embedded across all areas of school life. For example, 'class appreciations' are an opportunity to celebrate pupils' uniqueness as well as their attributes, such as kindness and resilience.

Pupils and children in the early years, quickly build positive, trusting relationships with staff. They feel safe in school. Poor behaviour or bullying is extremely rare. Pupils are confident that staff would resolve these quickly and effectively. Pupils love school and want to be here every day, as reflected in the high levels of attendance over time.

Pupils learn an ambitious curriculum, tailored to their needs and interests, which helps them to build their knowledge successfully over time. They benefit from consistent high quality, inspirational teaching across subjects and key stages. As a result, pupils, including those who are disadvantaged, achieve significantly higher outcomes than their peers nationally. Children in the early years move confidently into key stage 1 with the knowledge and skills they need to be successful. At the end of key stage 2, pupils are exceptionally well prepared for their next steps into secondary school.

Pupils proudly take on responsibilities such as being a member of the academy parliament, an ambassador or a compassionate friend. Pupils demonstrate their leadership attributes through voting on school menus, buying playground equipment and speaking at national conferences about their forest school work. They experience a vibrant, highly inclusive extra-curricular offer which includes opportunities to learn about animal care, sing in the choir, and participate in multi sports, construction and performing arts clubs. Leaders ensure that there is something for everyone and that any barriers to attendance are removed.

About this inspection

This school is part of Ted Wragg Multi-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,

Moira Marder, and overseen by a board of trustees, chaired by Andrew Mulcock.

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

This inspection took place from 15 to 16 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, head of school, special educational needs and disabilities coordinator, and the designated safeguarding lead. Inspectors also spoke with teaching staff, support staff and representatives of the trust and local governing boards.

The inspectors confirmed the following information about the school:

Since the previous inspection, a new headteacher has been appointed.

The school currently makes use of one unregistered alternative provision.

Headteacher: Georgina Reid

Lead inspector:
Kelly Olive, His Majesty's Inspector

Team inspectors:
Sally Hannaford, Ofsted Inspector
Nicola Bray, Ofsted Inspector
Angela Folland, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

506
Well above 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: 268

School capacity

518
Well above 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)

26.37%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.37%
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: 4.1%

Pupils with special educational needs (SEN) support

16.80%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above 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	81%	61%	Above
2024/25 (final)	88%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	80%	60%	Above

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	92%	74%	Above
2024/25 (final)	92%	75%	Above
2023/24 (final)	87%	74%	Above
2022/23 (final)	97%	73%	Above

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	87%	72%	Above
2024/25 (final)	88%	72%	Above
2023/24 (final)	92%	72%	Above
2022/23 (final)	81%	71%	Above

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	89%	73%	Above
2024/25 (final)	92%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	90%	73%	Above

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	73%	46%	Above
2024/25 (final)	78%	47%	Above
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	93%	44%	Above

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	84%	62%	Above
2024/25 (final)	83%	63%	Above
2023/24 (final)	74%	62%	Above
2022/23 (final)	100%	60%	Above

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	84%	59%	Above
2024/25 (final)	78%	59%	Above
2023/24 (final)	83%	58%	Above
2022/23 (final)	93%	58%	Above

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	86%	60%	Above
2024/25 (final)	89%	61%	Above
2023/24 (final)	74%	59%	Above
2022/23 (final)	100%	59%	Above

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	73%	68%	6 pp
2024/25 (final)	78%	69%	9 pp
2023/24 (final)	57%	67%	-11 pp
2022/23 (final)	93%	66%	27 pp

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	84%	80%	4 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	74%	80%	-6 pp
2022/23 (final)	100%	78%	22 pp

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	84%	78%	6 pp
2024/25 (final)	78%	78%	0 pp
2023/24 (final)	83%	78%	5 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	93%	77%	16 pp

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	86%	80%	6 pp
2024/25 (final)	89%	81%	8 pp
2023/24 (final)	74%	79%	-6 pp
2022/23 (final)	100%	79%	21 pp

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)	3.7%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.8%	5.9%	Below

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)	4.8%	13.0%	Below
2023/24 (3 term)	7.4%	14.6%	Below
2022/23 (3 term)	10.5%	16.2%	Below

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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