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Drake Primary Academy

URN: 144385

Address: 1 Johnston Terrace Ope, Keyham, Plymouth, Devon, PL2 2EN
REACH SOUTH ACADEMY TRUST

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Address: 1 Johnston Terrace Ope, Keyham, Plymouth, Devon, PL2 2EN

Unique reference number (URN): 144385

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	<input type="radio"/> <input type="radio"/>
Needs attention	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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.

Expected standard ○

Early years

Expected standard ○

Leaders prioritise the early years and deploy resources effectively to ensure children get off to a good start to their education. Staff identify gaps in children's knowledge and skills and design teaching carefully to address them. They skilfully adapt the curriculum to ensure children learn well and barriers to their learning are reduced. They make sure that the development of children's speech, language and communication and fine motor control are central to activities across the early years provision.

Staff teach the phonics programme with consistency and purpose. Children respond well to the established routines and make a positive start to their early reading. Leaders ensure that children develop important reading, writing and number skills, which prepare them well for later learning. Children develop a rich vocabulary and are well prepared for learning in Year 1.

The early years is a calm and nurturing environment. Warm relationships between adults and children help children to feel safe and ready to learn. Staff know children well and check carefully that children make positive progress from their individual starting points. They work in partnership with parents and carers to share in children's achievements and personal development.

Personal development and wellbeing

Expected standard ○

The curriculum helps pupils to understand the meaning and relevance of fundamental British values. Pupils speak confidently about the importance of laws, democracy, tolerance and respect in the wider world. They understand how personal, social, health and emotional education lessons help them understand how their bodies change as they grow and how to build and maintain healthy, positive relationships. Pupils value the chance to explore issues that affect their lives and futures. They are enthusiastic about the school's careers fairs, where a range of professionals describe their jobs and the subjects linked to achieving their career paths. These experiences help pupils develop a keen sense of aspiration.

From the early years, leaders take a creative and research-based approach to designing the personal development and wellbeing offer. Pupils benefit from many opportunities to contribute positively to the school and the local community. Roles such as eco warriors, supporting the lunchtime calm club, taking part in litter-picking projects and helping with food bank collections help pupils to understand how they can make a difference in the world. Pupils speak proudly about these responsibilities and clearly explain the impact they are having. For example, they describe how the school council designed and introduced the new house groups to strengthen pupils' sense of belonging in the school community.

The school nurtures pupils' talents and interests through a generous and inclusive range of extra-curricular clubs, including netball, archery and cricket. These clubs are free of charge and open to all. Leaders listen carefully to the views of pupils, parents and carers and respond accordingly. For example, they introduced a coding club following feedback about online safety and pupils' increasing interest in technology. Pupils' opinions feature strongly across school life. The school council are proud of their recent work to promote healthy snacks through leading assemblies and designing posters.

Needs attention ○

Achievement

Needs attention ○

Many pupils across the school do not develop accurate reading, spelling, punctuation, handwriting and knowledge of number facts. Gaps remain in pupils' knowledge, particularly in key stage 2. Some pupils are not fully prepared for their next stage of education.

Pupils do not achieve as well as they should in the Year 1 phonics screening check. Leaders have introduced new strategies to strengthen phonics teaching, but these remain at an early stage, so it is too soon to see their impact on pupils' outcomes.

Some pupils do not understand how to respond to teachers' guidance to improve their work. This hinders their achievement.

Outcomes at the end of key stage 2 are broadly in line with national averages. However, this is not consistent over time. Disadvantaged pupils achieve well by the end of Year 6. In classrooms, pupils show pride in their work, reflecting leaders' raised expectations.

Attendance and behaviour

Needs attention ○

Attendance remains below the national average. Too many pupils miss important learning time. The steps the school has taken so far do not have enough impact. The systems for tracking attendance do not identify pupils who need extra help quickly enough. This means some pupils do not receive timely support to improve their attendance.

Improving behaviour has been a key focus for leaders, and many positive changes have taken place. Clear routines, fair consequences and supportive leaders help adults to respond more consistently and understand pupils' needs better. As a result, classrooms largely remain calm and focused. Most pupils learn without interruption and have positive attitudes towards their

learning. However, at times, pupils struggle to manage their behaviour throughout the day. Staff provide targeted support to help pupils to manage their emotions. Bullying and discrimination are not tolerated. The school uses alternative provision astutely and only when it will support pupils' precise needs well. As a result of leaders' improved behaviour management, the rate of suspensions is reducing.

Find out more

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You can find the most recently published data for this school on the [Compare school and college performance in England service](#)

All reports and documents

You can download these documents:

[24 February 2026: School inspection: \(PDF\)](#)

Published on 07 May 2026

[28 September 2021: School inspection: \(PDF\)](#)

Published on 22 October 2021

[06 April 2017: Academy conversion letter: \(PDF\)](#)

Published on 06 April 2017

Opened

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