

# Maryport Community Infant School

Camp Road, Maryport, Cumbria, CA15 6JN

## Inspection dates

25–26 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils and their families highly value the exceptionally personalised attention that the very caring staff provide at this school.
- From usually low starting points when they enter the school, pupils acquire a thirst for knowledge and make good progress.
- The Early Years Foundation Stage provides a stimulating environment in which children can develop a love for learning.
- The indoor and outdoor spaces provide children with high-quality learning environments. Opportunities beyond the school also contribute extremely well to children's learning and development.
- Teaching is good. Pupils' particular interests are very closely considered and developed. This ensures learning activities enthuse and excite them.
- Pupils say they feel very safe in school. The school works extremely well with pupils' families. There are very strong links with external agencies.
- Behaviour is outstanding. Pupils concentrate for very long periods of time and develop into confident learners.
- Pupils' spiritual, moral, social and cultural development is given excellent attention.
- The outstanding headteacher is very ably supported by a well-qualified and dedicated staff team. Together, they work relentlessly to make sure that all pupils get the best possible start to their education.
- The headteacher and the governing body have built on the many strengths found at the previous inspection. Their commitment ensures that the school is constantly improving.

### It is not yet an outstanding school because

- Pupils' attainment and achievement are not yet outstanding because some teaching does not help them to make fast enough progress.
- The older pupils are not always given time to improve or correct their work.
- Pupils are not always shown how to pronounce words correctly and how to use correct grammar when they speak to help them with their spelling and writing.

## Information about this inspection

- The inspector observed teaching in nine lessons, one of which was a joint observation with the headteacher. In addition, the inspector made a number of short visits to lessons and listened to pupils read.
- Discussions were held with school staff; groups of pupils; senior staff and leaders with responsibility for a specific subject; members of the governing body; parents and a representative from the local authority.
- The inspector observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's procedures for gaining an accurate view of its own performance, its development plans, records of pupils' standards and progress, documents relating to attendance and behaviour, and pupils' work in their books.
- There were 38 parental responses to the online questionnaire (Parent View) which the inspector took into account alongside the responses to the school's own parental survey. Nine responses to the inspection questionnaire for staff were taken into account.

## Inspection team

Naomi Taylor, Lead inspector

Additional Inspector

# Full report

## Information about this school

- Maryport is smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium is lower than that found nationally. The pupil premium is additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families.
- The proportion of pupils supported at school action is well below that found nationally.
- The proportion supported by school action plus or with a statement of special educational needs is average.
- The large majority of pupils are White British. Very few are from minority ethnic backgrounds.
- The headteacher is the founder and Chair of the Maryport Extended Schools Partnership and also instigated the formation of the Maryport Education Group.
- The school has recently been successful in its application to be a strategic partner in a Teaching School Alliance.
- The school has achieved the Kidsafe and Green Flag Eco-School award.

## What does the school need to do to improve further?

- Raise attainment and achievement further by:
  - making sure that pupils are always encouraged to pronounce words accurately in order to improve their spelling
  - encouraging pupils to speak using correct grammar in order to improve their writing
  - ensuring Key Stage 1 pupils regularly have time to correct their work and learn from their mistakes.

## Inspection judgements

### The achievement of pupils

**is good**

- Most children start school with skills and knowledge that vary between below and sometimes well below those typically expected for their age. Communication, language and physical, social and emotional development are particularly weak.
- In the Early Years Foundation Stage, there is a strong emphasis on developing pupils' individual interests to encourage a love of learning. Core skills of language and mathematics are integrated into activities and this ensures children make good progress across the Nursery and Reception classes. As a result, they leave the Early Years Foundation Stage with skills that prepare them well for learning in Key Stage 1.
- Pupils consistently reach higher than the national average in the screening check in phonics (letters and their sounds) in Year 1. They enjoy books and can blend the sounds that letters make in order to work out unfamiliar words. Pupils leave school as competent readers.
- Pupils build on the good start they have made in the Early Years Foundation Stage and they continue to make good and, at times, outstanding progress across Key Stage 1. By the end of Year 2, most pupils reach at least the expected standards in reading, writing and mathematics.
- The most able pupils make good progress. In 2013, the proportion of pupils reaching the higher Level 3 in reading was in line with the national average. Those reaching the higher levels in writing and mathematics were above the national average. This is being sustained with current pupils, more of whom are also working towards Level 3 in reading.
- Disabled pupils and those who have special educational needs make good progress as a result of the extra help and support they receive from school and other agencies. The very few from minority ethnic backgrounds make the same good progress as their peers.
- Published results in 2013 and current school records for the pupils known to be eligible for free school meals show that they make good progress in reading, writing and mathematics. The pupil premium funding is used well to ensure individual pupils who are entitled to it receive the support they need. In 2013, this group of pupils was a term behind their peers in reading and two terms behind in writing and mathematics. Despite this gap, which is continuing to close, the pupils who are eligible for free school meals at Maryport attain higher-than-average standards compared to other eligible pupils nationally.
- Throughout the school, all groups of pupils make equally good progress given their starting points. This demonstrates the school's successful commitment to promoting equality of opportunity.

### The quality of teaching

**is good**

- Children from an early age are encouraged to become inquisitive and develop a desire to find out things for themselves.
- Classrooms and outdoor areas are organised well; resources are well used and activities are adapted constantly to match pupils' interests and abilities precisely. As a result, pupils are excited and inspired to learn.
- Phonics is extremely well taught in ability groups rather than by age. Pupils have lots of fun sounding out letters with matching actions. During the inspection, pupils in one group individually spelt out a range of different words that included the 'ch' sound. There was lots of praise and pupils were encouraged to practise sounding out the words to help them.
- Pupils then stood in the middle of the class and had to move to the posters that read 'start' and 'end' if they heard the teacher say a word starting or ending with 'ch'. There were screams of excitement when the teacher read out the word 'church' as pupils realised that 'ch' was at the start and end of the word. All pupils made outstanding progress.
- Occasionally, pupils do not pronounce words accurately and this leads to words being incorrectly

spelt. Similarly, when pupils are speaking, they do not always use correct grammar. Sometimes, adults let the mistakes go by, which does not help pupils to correct their grammar and pronunciation when they spell words and write.

- Inspiring and unusual ways of interesting pupils in their written work lift pupils' efforts. For example, the most able writers had the benefit of working with a storyteller down by the harbour. This experience raised the aspirations of pupils, so much so that some want to be authors when they are older.
- Teachers constantly think of new ways of making learning relevant and this was seen in a mathematics lesson. Pupils grasped the value of using Venn diagrams to group numerical information. This work was then built upon during a literacy session when pupils animatedly discussed in detail the similarities and differences between the traditional tales that they knew. They then recorded this information on Venn diagrams and analysed their groupings to check they were accurate. All pupils made good progress.
- In the Early Years Foundation Stage, learning journeys clearly record pupils' progress. Parents are well informed on how they can support their children's learning at home. Rapid progress is evident with those pupils who regularly read to a parent at home.
- Verbal feedback and marking of work in Key Stage 1 are of a good quality and help pupils to improve their understanding. Occasionally, pupils are not given time to correct or edit their work in order for them to learn from their mistakes.

## **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Children are particularly well mannered and courteous towards each other and the adults around them. They play, share, cooperate and take turns exceedingly well. School records show that this is typical behaviour and almost all parents share this very positive view of behaviour.
- Pupils develop exceptional attitudes towards their learning owing to the very caring approach of all staff. Those who find choosing appropriate behaviour a challenge are supported extremely well through the 'Terrific Tigers' nurture group which encourages emotional and social development.
- The school's work to keep pupils safe and secure is outstanding. Weekly safeguarding meetings ensure a proactive approach to children staying safe in school and in their home environments. The school's work with external agencies provides tailored support for pupils and their families when needed.
- Pupils have a thorough understanding of bullying and are adamant it does not happen at this school. They know how to keep safe when using computers and gave clear examples of ways in which bullying could upset others.
- As there are so many exciting activities provided that fully engage children in their play, falling out is rare and very quickly sorted if it does happen. Even at their young age, Early Years Foundation Stage children have an exceptional understanding of right and wrong and the behaviour expected of them.
- Systems have been put in place to encourage regular attendance. For example, the learning mentor offers to pick up children from home to ensure they get to school on time. However, not all parents respond positively to the school's actions to improve attendance and a few children do not always attend regularly. Overall, attendance is average and improving and the vast majority arrive to school on time.
- Arrangements for starting or leaving school are very effective. A growing number of parents bring their children to school to attend 'Munchkins' on a Tuesday afternoon. This is a workshop where parents can play with their children in the Nursery classroom prior to starting in the Nursery. Pupils leaving to join junior schools have ample opportunities to visit their new schools and become familiar with new staff. All of these routines help the children to move on seamlessly to the next steps in their education.

**The leadership and management are outstanding**

- The headteacher is ambitious and fully successful in her drive for continued school improvement. As a result, the school is exceptionally well led and managed.
- Staff morale is extremely high. Staff questionnaires show that they are very proud to be working at this school and wholly supportive of the headteacher and deputy headteacher.
- The school's view of its own performance is accurate. Senior leaders have a detailed knowledge of the school's strengths and areas for development. As a result, the school improvement plan is sharply focused and identifies precise actions to build on the sustained success of the school.
- The arrangements for senior and middle leaders to check on the quality of teaching are varied, regular and robust. Middle leaders are extremely secure in measuring the impact of initiatives to raise standards in their areas of responsibility. Training needs are quickly identified and there is a determined commitment to making sure that the skills and knowledge of all staff are continually updated. As founder of the Maryport Education Group, the headteacher has been proactive in developing opportunities for sharing good practice across a range of schools.
- The headteacher and staff keep a very close eye on how well children are doing. They quickly recognise if a child is falling behind or has any additional needs. Effective strategies are then put in place to address any issue. This timely, excellent practice, successfully promotes equality of opportunity.
- The curriculum provides many brilliant activities to appeal to children's interests and enrich their experiences. As founder and Chair of the Maryport Extended Schools Partnership, the headteacher is continually broadening opportunities for learning across schools and beyond the classroom. Spiritual, moral, social and cultural awareness is successfully developed and enhanced by the celebration of festivals and thrilling trips to museums and galleries.
- The primary school sport funding is being used to provide additional sporting activities, including gymnastics and orienteering sessions for pupils and staff. Some of these activities are taught by external coaches who are simultaneously training staff to deliver a wider range of sporting activities in the future.
- The school works tremendously well in partnership with parents. Parents are encouraged to take part in their children's learning in school and at home.
- The local authority provides 'light-touch' support owing to their high regard for the leaders and managers of this school and the school's proactive approach to working with other schools to share good practice.
- **The governance of the school:**
  - Governors are highly supportive of the school and effectively hold senior leaders to account for the performance of staff and children. They are very well informed about the quality of teaching because they visit the school regularly and report on their findings, often linked to a particular focus. They also check that teachers' salary progression is linked to children's progress. The governing body has a secure understanding of the school's strengths and priorities for development. Governors are also keen to take part in any training that will help further improve their skills and carry out their duties. Statutory safeguarding duties are carried out effectively and the budget is well managed.

## 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

<b>Unique reference number</b>	112135
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	426248

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fong Dawson
<b>Headteacher</b>	Christina Beddoe
<b>Date of previous school inspection</b>	17 September 2008
<b>Telephone number</b>	01900 812074
<b>Fax number</b>	–
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