

# Inspection of Maryport CofE Primary School

Camp Road, Maryport, Cumbria CA15 6JN

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Inspection dates: 28 and 29 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are happy at Maryport Church of England Primary School. They enjoy positive relationships with each other and with staff. Pupils value trusted adults in school and the safe spaces for them to go to if they have any worries. Leaders deal with rare incidents of bullying effectively. This helps pupils to feel safe.

Leaders have high expectations of pupils' learning and behaviour. They encourage pupils to 'choose the right path' and to embody the school values, including friendship, compassion and forgiveness. Pupils, including children in the early years, live out these values. They are kind, respectful and considerate. Pupils, including those with special educational needs and/or disabilities (SEND), are committed to their learning. They try their best and concentrate on their work. Most pupils achieve well.

Pupils appreciate the steps that leaders have taken to make their lunchtimes fun, creative and imaginative. Some pupils are play leaders and have worked with staff to design a variety of activities for pupils to take part in at lunchtime. These activities have been created to meet a wide range of pupils' interests. For example, pupils enjoy building dens, dancing and construction. This deliberately planned play helps pupils to develop skills such as teamwork, collaboration, resilience and perseverance.

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

Leaders have designed a broad and ambitious curriculum from the early years to the end of Year 6. They have thought carefully about the knowledge that pupils should learn and when. Pupils build knowledge logically over time and most achieve well. Leaders have considered how the curriculum reflects the local area. They build in opportunities for pupils to gain a better understanding of where they live. This helps pupils to develop a sense of place.

Leaders quickly identify any pupils who may have additional needs. They identify pupils who may have SEND from the early years. These pupils are supported well.

Leaders and teachers have a secure knowledge of the subjects that they lead and teach. The activity choices that teachers make support pupils with new learning. However, in a minority of subjects, leaders have not ensured that teachers give pupils work that allows them to develop a detailed understanding of that subject over time. This means that some pupils do not acquire the depth of knowledge that they need to be as well prepared as they should be for the next stage of education.

Teachers check what knowledge pupils know and can remember. They make sure that pupils have the prior knowledge they need to help them with new learning. Teachers check for any gaps in pupils' knowledge and address these effectively before moving on to new learning.

Leaders have prioritised reading across the school. They work with parents and carers to help pupils develop a love of reading. For example, leaders have provided support to parents through early reading sessions with the baby and toddler group and story sack sessions with parents of children in the Nursery class. Leaders also regularly invite authors into school. They have established an effective phonics curriculum. Leaders and staff are highly skilled in teaching this curriculum well. Pupils learn sounds in a logical way and read books that contain the sounds that they know. This helps them to read with confidence and to build fluency. Pupils who need help to catch up are supported effectively to do so.

Pupils behave well around school. Pupils, including children in the early years, follow established routines. They move around school safely, quietly and sensibly. Pupils can learn without disruption as most pupils focus on their work and listen carefully to their teachers.

Leaders have provided pupils with a range of opportunities that extend beyond the academic curriculum. Pupils are prepared well to be citizens in modern Britain. For example, they learn about other faiths and visit places of worship such as a Buddhist temple. Some older pupils design and run a business as part of an enterprise project. Pupils visit Parliament, meet the local Member of Parliament and visit a magistrate's court to witness a mock trial. These experiences help them to develop a deeper understanding of British values such as democracy, rule of law and tolerance.

Leaders also ensure that pupils have opportunities to develop new talents and interests. There are a wide range of clubs for pupils to attend, and pupils successfully participate in competitions and festivals for sport and performing arts.

There have been several changes to the local governing body. Some governors are very new to their role and have not ensured that they understand their role as well as they should. This means that they do not carry out their role as effectively as they should. School leadership is strong. Leaders have identified areas for further development and take effective action to address them. Staff appreciate the steps that leaders take to prioritise their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff have training to identify pupils who may be at risk of harm. They have established a clear system for staff to report and record any concerns that they may have. Leaders keep comprehensive records of the actions that they have taken. The learning mentor works tirelessly to ensure that pupils have access to help when they need it. Leaders also work closely with other agencies to secure additional support for pupils and their families.

Pupils learn how to keep themselves safe, including when they are online. Leaders and other agencies, such as the police, also help pupils to understand how to keep themselves safe in the community, including when they are near the harbour.

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

### (Information for the school and appropriate authority)

- Some governors are new to their role and have not ensured that they have completed sufficient training. This means that they do not understand their role as well as they should. Governors should ensure that they have the training and support that they need to fulfil their roles, in order to provide effective support and challenge to leaders.
- In a minority of subjects, leaders have not ensured that the work given to pupils enables them to develop a detailed knowledge in that subject. As a result, some pupils do not achieve as strongly as they should in these subjects. Leaders should ensure that teachers give pupils work that deepens their knowledge and better prepares them for the next stage of education.

## 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.

## 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

<b>Unique reference number</b>	112274
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10267407
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Pratt
<b>Headteacher</b>	Joanne Ormond
<b>Website</b>	<a href="http://www.maryport.cumbria.sch.uk">www.maryport.cumbria.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Maryport Church of England Junior School and Maryport Infant School amalgamated in September 2019 to become Maryport Church of England Primary School.
- This school belongs to the Diocese of Carlisle. The most recent section 48 inspection was in December 2022.
- Leaders do not use any alternative provision.
- The school has provision for two-year-olds.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school 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.

- During this inspection, inspectors met with the headteacher and other leaders in school. They also spoke with a range of staff.
- The lead inspector spoke with four governors, including the chair of the governing body. She also spoke with a representative of the local authority and one from the diocese.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses from the Ofsted survey for staff. There were no responses from the survey for pupils.
- The lead inspector examined a range of safeguarding documentation. She also checked records of staff's safeguarding training. Inspectors also spoke to staff to check how well they understand safeguarding procedures.
- Inspectors observed pupils' behaviour at breaktimes, in lessons and around school. They also spoke to pupils about their experiences at school.
- Inspectors carried out deep dives in early reading, mathematics, history, design technology and science. They met leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils about their learning in these subjects. They also looked at examples of pupils' work.
- The lead inspector observed pupils reading to a trusted adult.

### **Inspection team**

Sally Timmons, lead inspector	His Majesty's Inspector
Nick Capron	Ofsted Inspector
Elaine Mawson	His Majesty's Inspector

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