

INSPECTION REPORT

Maryport Community Infant School

Maryport

LEA area: Cumbria

Unique reference number: 112135

Headteacher: Mrs A Morgan

Reporting inspector: Mrs A Waters

190748

Dates of inspection: 7th - 8th November 2000

Inspection number: 190748

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Nursery

School category: Community

Age range of pupils: 3 - 7

Gender of pupils: Mixed

School address: Camp Road
Maryport
Cumbria

Postcode: CA15 6JN

Telephone number: 01900 812074

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Margaret Basset

Date of previous inspection: 04 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Maryport Community Infant School has 121 pupils on roll, 63 boys and 58 girls. A further 36 children attend the Nursery on a part time basis. The school is smaller than other Infant schools. All pupils are white and none are from ethnic minority groups. Approximately two thirds of the children who enter the reception classes have started in the school's own nursery on a part-time basis in the September after their third birthday. Few pupils join or leave the school between the ages of three and seven. There is a tradition of maintaining strong family links in the area where there is a high level of unemployment and a large proportion of one-parent families. Sixteen per cent of pupils receive free school meals, which is broadly in line with the national average. On entry to Nursery attainment is below average and many pupils have poor language, listening and communication skills. The range of pupils' attainment on entry to full time education is wide and, although it is broadly average, a significant minority of pupils have levels of attainment lower than is usually found. Twenty pupils have special educational needs and this represents approximately 17% of which is about average. There are three pupils with statements.

HOW GOOD THE SCHOOL IS

This is a very effective school. Children enter with broadly average levels of attainment. By the age of seven, standards of attainment are well above both national averages and the average of schools with similar characteristics. The quality of teaching is very good. The school provides a challenging, stimulating and interesting curriculum and makes very good provision for spiritual, moral, social and cultural development. This ensures very good levels of learning and progress. Leadership and management are strong and very effective in raising standards, which are improving year on year. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are very good by the time the children leave the school.
- Teaching is very good with many examples of the highest quality.
- The curriculum is rich and stimulating and broadens pupils' knowledge and successfully extends their thinking skills.
- The school has very high expectations of success for its pupils, with all aspects of school life celebrating pupils' achievements, increasing motivation and leading to high quality learning.
- Pupils' very good attitudes and personal development make a powerful contribution to learning.
- Provision for pupils with special educational needs is excellent
- The school is very well led and managed.

What could be improved

- The school's partnership with parents
- The quality of pupils' written reports by including individual targets in them

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996 when it was judged to be a good school. Since then the school has continued to improve in many areas. The results achieved by pupils in the national curriculum tests at the age of seven have risen year on year. All the key issues from the previous inspection have been addressed successfully. The teaching of

design and technology is much improved. Curriculum guidance in all subjects is an important feature of the school's planning with many interesting and stimulating activities linking subjects. The School Development Plan identifies success criteria by which the effectiveness of new initiatives and developments can be measured. The rate of improvement since the last inspection is very good and the school has the people and the expertise to continue to improve.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
Reading	A	A	A	A*	Well above average A above average B Average C Below average D Well below average E
Writing	A	A	A*	A*	
Mathematics	B	A	A	A	

The school's end of Key Stage 1 National Curriculum assessment results are impressive. The results in reading and writing have been consistently high for the past three years and well above the national average. In mathematics the results have improved steadily and are well above the national average. The most recent results show that, in writing, pupils' performance compared with all schools is in the highest 5% nationally. In comparison with similar schools, the results are very favourable and pupils' performance is in the highest 5% in both reading and writing. Children in the foundation stage make very good progress in all areas of learning. In Years 1 and 2, progress over time is very good in English, mathematics and science. In most lessons, pupils make very good progress because of high quality teaching, a stimulating curriculum that holds their attention and very good use of assessment by teachers who know their pupils well. The school has a good system for tracking the progress and attainment of individual pupils and this helps teachers set very precise targets, which are invariably met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have very positive attitudes with most pupils showing great interest and enthusiasm in their work. They are eager to come to school, are well motivated from an early age and enjoy learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in lessons and at other times. They take turns and share ideas and materials without fuss.
Personal development and relationships	Very good. Pupils work independently of adults and seek help when they need it. Those pupils with special educational needs are fully integrated into the life of the school.
Attendance	Satisfactory. Broadly in line with national averages.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
15 Lessons seen overall	Very good	Very good	N/A

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching overall is very good, enabling very good levels of learning to take place. During the inspection, 20% of teaching was excellent, 40% was very good and the remaining 40% was good. No unsatisfactory teaching was observed. The teaching of literacy skills is very good and, as a result, standards in English when pupils leave the school at seven are high. Numeracy skills are well taught and the teaching of mental mathematics is very good. Children in the foundation stage acquire basic skills very quickly through very good provision. This good start is progressively built upon so that, by the age of seven, almost all pupils achieve the nationally expected level in reading, writing and mathematics and many achieve at the higher level. A particular strength is to be found in the teaching of pupils with special educational needs. Teachers and support staff work very effectively together to meet the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good and fully meeting statutory requirements. There are many examples of good links between subjects, which help to inspire pupils and lead to higher levels of learning. Information technology is well used to support learning.
Provision for pupils with special educational needs	Excellent. Support from teachers, classroom and care assistants ensures that pupils who have special educational needs make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' personal development is very good and a significant strength. Learning takes place in an orderly and purposeful atmosphere where each pupil is valued. The school develops pupils' confidence, reliability, effort and self-esteem and very successfully promotes their spiritual, moral, social and cultural development
How well the school cares for its pupils	There is a very good level of care and concern for pupils' well being and safety. No concerns regarding health, safety or welfare were identified.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher and senior staff set very high standards, have a very clear idea of the educational direction of the school and consistently question how provision might be improved. There is a shared vision between staff and a commitment to raising standards.
How well the governors fulfil their responsibilities	The governors are well organised to carry out their responsibilities and are supportive of the school and involved in all aspects of its work.
The school's evaluation of its performance	Very good. This is a significant factor in the school's success. It uses all available information well to evaluate its work and makes a full analysis of assessment results to set challenging yet realistic and achievable targets.
The strategic use of resources	Very good. The school works hard to ensure that all spending has a positive effect on learning. The principles of best value are applied when purchasing goods or services, and the funds are spent wisely. Staff are well deployed to make the most of their talents and to meet the needs of the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school and make good progress • Teaching is good • Behaviour is good • The school is well led and managed and readily approachable • The school has high expectations of achievement and helps children to mature and act responsibly 	<ul style="list-style-type: none"> • Information about progress • Work more closely with parents • Wider range of activities outside lessons

Parents support the school very well and appreciate what it does for their children. The level of parental concern is low. Inspectors fully support parents' positive views of the school. Whilst parents are provided with good quality information about their children's achievements, inspectors judged that the school could develop this further by adding comments on pupils' reports, which focus on how pupils could improve by working towards individual targets. The school has already identified the intention to further involve parents in a number of ways.

However, inspectors do not agree with parents' views about extra curricular activities. The school provides a similar range of activities outside lessons to many nursery and infant schools. Although the school does not offer a regular programme of after-school activities, it does provide a wide range of events such as visits and visitors. These activities enrich pupils' experiences and enhance their learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are very good by the time the children leave the school.

1. The attainment of the majority of children when they first enter the Nursery is generally below that expected for children of that age. Many children have poorly developed communication and social skills and low awareness of reading, writing and number. They make very good progress in personal and social development, speaking and listening and all other areas of their learning so that by the time they enter the Reception class, the children are "ready to learn". By the end of the Foundation Stage, pupils' attainment is more typical of five year olds and closer to, and sometimes above that expected for their age. In Key Stage 1, pupils make very good progress and by the age of seven almost all pupils reach the nationally expected standard in reading, writing and mathematics and many achieve the higher levels.
2. Since the last inspection, the school has maintained a rate of improvement that is higher than the national trend in the end of Key Stage 1 assessments and tests in reading, writing and mathematics. The rate of improvement in writing is particularly good. In the last four years the school has consistently achieved well above the national average in reading and writing. In mathematics there has been a marked improvement to bring the standards to well above average. School records show that during this period the pupils have consistently achieved well above average standards in the teacher assessments for science at the end of Key Stage 1. Inspection findings are that standards remain high and have maintained their upward trend. This is confirmed by the 2000 test results, which show that pupils' performance is well above both the national average and that of similar schools in all three areas. Furthermore, in writing, pupils' performance compared with all schools is in the highest 5% nationally. In comparison with similar schools, pupils' performance is in the highest 5% in both reading and writing.
3. Standards are high for several reasons. The school wants all of its pupils to do as well as they are able and takes effective and practical steps to help them to do so. It provides a curriculum, which is well planned and regularly reviewed to take account of new initiatives and teaching methods. Teachers and co-educators co-operate closely, providing consistently challenging targets and a good level of support for their pupils. The head teacher and teachers monitor pupils' progress very carefully and intervene quickly if pupils are not progressing as well as they should. Pupils' performance in national tests is carefully analysed to identify areas for improvement and changes to teaching are introduced as necessary. Resources in the school are very good and are used very well in all areas of teaching. Staff value what pupils do and give well-deserved praise and encouragement to which pupils respond well. They are interested in their activities, enjoy what they are doing and strive to do their best.
4. The school gives high priority to improving pupils' progress in literacy and numeracy. Pupils' progress in reading and writing is underpinned by the emphasis the school places on developing speaking and listening skills. In most lessons, pupils make good progress and develop the confidence to express their ideas and to listen to what others have to say. The teaching of reading follows a well-defined and thoroughly planned programme of phonic knowledge and skills. Pupils are taught to recognise alphabet sounds and strong attention is given to teaching them to combine and recombine them into sounds that make up words. This ensures that pupils have the necessary

knowledge to decode and build words confidently and gain early success in reading and writing. The attractive library is very well stocked with quality fiction and non-fiction books. The classroom collections of fiction books, big books and guided reading sets are equally attractive and are an intrinsic part of the curriculum. Writing improves very well throughout the school. Pupils learn how to hold and control their pencils correctly and how to form letters appropriately. The school successfully introduces joined up or cursive writing in Year 2 and standards of handwriting are very good. Handwriting practice is well linked to the acquisition of knowledge of letter blends and spelling patterns. The school places strong emphasis on writing for a reason and not just for practice. For instance in the nursery, children confidently used the writing area to "write" about the happy and sad faces they had just painted. Year 1 children were engaged in writing labels for their science display to support their topic of light and dark. Good opportunities are planned for pupils to record what they do at an appropriate level. They have produced some excellent large class books with many interesting and well-written accounts of their learning experiences and work undertaken on different topics. This lays firm foundations for developing writing skills in an enjoyable and relevant way. Most pupils are confident enough to write freely without the need to copy what the teacher has written. Pupils of average and above average attainment are writing with increasing accuracy. Their writing clearly expresses what they want to say and their spelling and use of simple punctuation is usually correct.

5. Pupils make good progress in mathematics. The school recognises the importance of numeracy. The National Numeracy Strategy is being effectively implemented and is well supplemented by the school's own scheme of work. Teachers provide all pupils with high challenges in mathematics, not only at the start of the lessons in the mental arithmetic sessions, but also in the group work which follows. Pupils are given good opportunities to develop mental agility, to discuss their methods and to work out answers orally and mentally. As a result, pupils make very good progress in understanding number patterns, problem solving, the properties of different shapes, how to measure and estimate and how to handle data and convert it into graphs. They can explain their ways of working confidently and accurately, using appropriate mathematical vocabulary. A good example of this was seen in a Year 2 class, where pupils considered different ways to calculate 14-6 and decided which was most likely to produce the correct result.
6. Pupils make very good progress in science. The work in both the Nursery and the reception classes as well as throughout Key Stage 1, is firmly rooted in developing an investigative approach. For example, within the context of a familiar story, pupils were asked to predict what might happen to a gingerbread boy if he were to swim across the river. They then went on to find out by dropping ginger biscuits into a bowl of water. Pupils' attainment and progress throughout the school is well promoted through the development of their observational skills and because teachers make the most of pupils' natural curiosity to sequence a series of scientific investigations.
7. Good systems have been established to allow the school to analyse the strengths and weaknesses of pupils' academic achievements. Samples of pupils' work in English and mathematics are collected each term and carefully considered against National Curriculum level descriptors so that a detailed analysis of each pupil's progress can be recorded. This information is used as a basis for the setting of targets for individuals and groups within classes.

Teaching is very good with many examples of the highest quality.

8. The high quality of teaching has a significant and positive effect on learning throughout the school and enables pupils to make very good progress and achieve standards that are well above average. Twenty per cent of teaching was judged as excellent, forty per cent as very good and the remainder good. A continuing strength in the teaching is the way teachers work together regularly to plan and review the curriculum. This improves the quality of short term planning, which makes clear just what pupils are to learn during the lesson. It adds sharpness to teachers' focus and ensures that lesson introductions are clear. It also helps teachers to make accurate assessments of what pupils have learned. When these are shared with pupils it helps them to have a better understanding of the progress they have made. Work is prepared so that each group of pupils in the classroom has no problem in understanding what is required.
9. Teachers have good subject knowledge and confidently introduce the use of correct mathematical or literacy terms. They also reinforce learning in all subjects and encourage pupils to make connections and links, thus effectively raising their breadth of understanding.
10. Understanding of whole lessons is reviewed with pupils towards the end of lessons when teachers question groups of pupils very skilfully to check that they have understood what they have been taught. For example, learning how to set out subtraction facts was very clearly summarised in a good end of lesson activity in mathematics. Pupils' understanding of the principles involved was checked out when pupils explained their different strategies, consolidating very effectively their earlier learning. Teachers often use these sessions well to develop pupils' speaking and listening skills whilst recapping on the main features of the lesson. In almost all classes, the teachers' very positive and encouraging manner gives pupils the confidence to offer answers and so develop self-esteem.
11. Teachers have up to date knowledge of the National Literacy and Numeracy strategies and most are confident in leading mental and oral mathematics lessons or deepening pupils' understanding of reading and writing skills through the development of their speaking and listening skills.
12. Teachers use individual and group targets to track pupils' progress and to set work that is well matched to pupils' needs. Good examples of this are seen in the different levels of recording that teachers ask of pupils. In this way pupils of all levels of ability are given full access to all the activities. Higher attaining pupils are also very well challenged in lessons with high expectations of achievement made clear from the outset. In general, pupils are consistently challenged to improve on their previous best through staff's high expectations of them. As a result, very good progression in learning takes place in all classrooms.
13. Other main teaching strengths are class organisation and the good use of resources and classroom assistants. Most lesson introductions provide stimulation and direction for the work in groups. Resources are well prepared and carefully chosen. This gives teachers and support staff time to concentrate on teaching the main points of the lesson, initially to one group and then to others. At the same time, the work of co-educators with small groups or during whole class lessons make sure that all pupils maintain their concentration. Teachers manage their pupils well and are clear about the expected standards of behaviour and reinforce these fairly. An important feature of maintaining good discipline is the secure relationships that staff foster, the shared expectations and the wealth of interesting tasks for pupils to become involved in and enjoy.

The school provides its pupils with a rich and stimulating curriculum that broadens knowledge and successfully extends thinking skills.

14. The curricular provision for the Foundation Stage of education and throughout the rest of the school is very good. The appropriate statutory curriculum is in place, including social and health education. The school is working very hard and successfully to ensure that many subjects are linked together, so that learning is accelerated through pupils making connections across a range of subjects. A very good range of practical learning opportunities that capture pupils' interest and progressively develop the basic skills of literacy and numeracy are carefully planned. These are taught both within themes and independently. Teachers plan their work in year groups for each half term and the planning framework consists of themes such as "Ourselves" or "Light and dark". Under these general topics, teachers refer to the National Curriculum programmes of study and the school planning guidance to plan activities that fit the theme. The school has made the necessary changes to the curriculum to reflect the national developments for Curriculum 2000.
15. Teachers integrate different subjects well, within the chosen themes. A very good example of this was observed in a session where pupils were considering the need for light and the different sources of light during a science lesson. This was skilfully linked to their work in history through the Gunpowder Plot and the origins of fireworks. They then went on to think about the symbolism of light evident in the Christian faith and several other major world faiths. Pupils were also encouraged to access the internet to find more information about this aspect of their work in religious education. In another class, during a lesson in design and technology and art, pupils were thinking about the purpose and appropriateness to task of various types of vehicles. Close examination of a supermarket trolley presented very good opportunities for pupils to develop their observational skills and to make full use of their powers of reasoning. At the same time they extended their vocabulary and developed their language and literacy skills through discussion and written work.
16. The rich and varied curriculum is evident in the written work of pupils. There are numerous examples of this in project work such as that entitled "My Town, My Village". Pupils researched the historical and geographical features of the town. They took photographs with the digital camera and submitted these and their written work to Cumbria and Lancashire Education Online website (CLEO).
17. These links across the curriculum serve to consolidate and build on pupils' prior learning and understanding very effectively, as well as extending technical language and general vocabulary. Similar links are made in many of the excellent displays around the school, for example, that on the Gunpowder Plot or the displays linking numeracy through simple graphs.
18. Teachers' choice of what to read to pupils often effectively draws their learning together by introducing different subjects through a story with which pupils can identify and which they enjoy. A good example of this was observed in the reception class when pupils considered ways in which the gingerbread boy could get across the river and went on to design a bridge. They also thought about floating and sinking and observed the effects of water on a ginger biscuit.
19. Good use of information and communication technology is made in many subjects. Programs to support the development of literacy and numeracy, as well as art work packages, are in regular use throughout the school. Use of the Internet as a research tool is a regular feature of the work. A particularly good example of this was evident when pupils wanted to find out more about one of their favourite authors, Martin

Waddell. They wondered what he looked like and if he wrote the stories for his own children. They accessed the Internet and downloaded a photograph of him and a short biography.

20. Pupils' spiritual, moral, social and cultural development is very good. The staff give careful attention to all aspects of individual pupils' progress and encourage them to do their best in everything they do. Spiritual and moral development is fostered in a variety of ways. Pupils discuss their feelings and reactions as a regular part of lessons and through assemblies and class quiet times known as "Circle Time". Most teachers are good at noticing what pupils do well and praising their actions rather than emphasising their few shortcomings. The school successfully encourages pupils' social development. From the start, in nursery, pupils are helped to make choices from a range of interesting and challenging activities. Staff encourage them to work well in groups, to share equipment and to take turns. During class lessons, teachers continually reinforce the idea of listening to others and considering the value of what others have to say. Respect for other cultures is encouraged through topic work, book choices, attractive displays and through pupils' work in geography,
21. The curriculum is stimulating and is further enriched by extra curricular activities including visits to neighbouring places of interest, visits by people such as parents and friends who bring a further dimension to pupils' learning. The school has arranged many visits by theatre groups, individual performers, musicians and various other visitors to talk to pupils and enrich their experiences.
22. The school has made good progress towards addressing the issues raised in the last inspection report regarding curriculum planning. There is an effective whole school approach to the subject matter to be covered and when and how different aspects are to be taught.

The school has very high expectations of success for its pupils, with all aspects of school life celebrating pupils' achievements, increasing motivation and leading to high quality learning.

23. Teachers have very high expectations of what pupils might achieve. In lessons, the interactions between pupils and their teachers are very positive and provide support and encouragement. Questioning is used effectively and purposefully to assess pupils' level of understanding and plan further work. Pupils are challenged to think for themselves. For example, in mathematics lessons when pupils provide a correct answer they are asked to explain how they arrived at that answer. When pupils succeed, they are suitably rewarded with praise, giving them a sense of pride in their achievements. In all classes, teachers manage pupils with a minimum of fuss and have appropriately high expectations of their behaviour. Relationships between pupils and teachers are strong and all lessons are characterised by a purposeful working atmosphere in which pupils co-operate well. Teachers expect full concentration at all times and pupils know this. They know their pupils very well and are sensitive to individual needs and make good provision to support them in their learning and personal development. The very best examples of teaching are seen where the teacher leads the pupils to see the lesson as a game, which encourages all to fully participate and to really enjoy their learning. Good strategies are used in the class where girls are outnumbered by boys to ensure that all pupils perform to the best of their ability, and to encourage the girls to perform as well as the boys.
24. Throughout the school, pupils' achievements are celebrated widely. In classrooms and along the corridors large amounts of pupils' work, covering all areas of the curriculum,

give instant recognition and affirmation of what they can do well. This also serves as a permanent reminder of good practice and helps them to remember what they can achieve and do well.

Pupils' very good attitudes and personal development make a powerful contribution to learning.

25. Pupils are enthusiastic in their attitude to school, and their interest in what they are being taught leads to high levels of concentration. Their very good attitudes to their learning are seen in the pride they take in their books and in the way they eagerly involve themselves in and enjoy what they do. This is evident in the way they explain what they have achieved and in their expressive enjoyment and appreciation of what they read. They respond well to the encouragement to try hard, to see things through and to strive to improve their performance. Pupils listen to each other as well as to adults.
26. In classrooms, around the school and in the playground, behaviour is very good. Pupils' very good behaviour is quite clearly a response to the positive and interesting teaching and not a result of stifling children's natural enthusiasm and curiosity. The positive relationships that exist throughout the school are reflected in the courtesy and friendliness with which the pupils respond to visiting adults.

Provision for pupils with special educational needs is excellent.

27. Pupils with special educational needs have a very effective curriculum and that enables them to make very good progress, particularly in developing their literacy skills. The school provides periods of intensive support for pupils and supplements this with close support in class from teachers and co-educators.
28. Pupils with special educational needs are expected to learn as well as the rest of the class. Provision for these pupils is very good with detailed planning from class teachers and, where appropriate, from outside specialists or other support staff as well as school based staff. Well-considered arrangements mean that pupils receive most of their support in their own classrooms and withdrawal from classroom activities is kept to an absolute minimum. The work is very closely matched to the needs of individual pupils and they receive high quality support throughout the school. Individual education plans for pupils with special educational needs are of a very high standard and give clear, realistic and achievable targets for which pupils may aim. Progress towards these targets is carefully noted and regular reviews ensure that new and more challenging targets are set to replace those already achieved. Consequently pupils are constantly moved on in their learning.

The school is very well led and managed.

29. The head teacher provides very good leadership and a strong personal example of commitment and enthusiasm. She actively encourages the idea of Maryport Infants as a thinking school and a place of learning for children and staff alike. She works in close partnership with the deputy head teacher and other members of staff who have both individual and collective responsibilities for the leadership of the school with the emphasis on teamwork and a shared sense of purpose. This idea of teamwork is also promoted throughout the management structure of the school. Governors are supportive, and administrative staff are efficient and helpful. The site supervisor ensures

that the school is kept clean and attractive. Teachers have at least one area of management responsibility and they work closely with colleagues to develop areas of the curriculum. Teaching and the curriculum are being monitored and evaluated effectively. Subject leaders in English and mathematics have begun to monitor lessons in their areas and the head-teacher visits all classrooms on a regular basis. Teachers are given appropriate feedback and suggestions for further development.

30. There is an effective partnership between governors and staff. Under the strong leadership of the chair, the Governing Body is well organised and carries out its work diligently, including fulfilling all statutory responsibilities. Governors are aware of the school's strengths and through their involvement in development planning, they know about the school's priorities for development. The head-teacher discusses with the governors an analysis of the school's results and targets for improvement are agreed. Several governors, including the chair visit the school regularly and have been involved in observing lessons and in monitoring the teaching and learning. These visits are valuable in keeping governors in touch with developments and for raising their awareness of emerging issues. The governors are clearly committed to the school's continuing improvement.
31. The head teacher manages staff deployment and the falling school roll with care so that the pupil-adult ratio remains low and pupils benefit from good adult support and direction. The school has some difficult choices to make in the light of the decreasing pupil numbers and is keeping under careful review its arrangements to ensure that all children enjoy the full range of learning experiences appropriate for their age.
32. Strong leadership and management and a clear sense of educational direction and priorities for development have enabled the school to create and implement effective systems of curriculum monitoring and development. The emphasis placed on high standards of achievement and good quality teaching and the open and warm relationships underpin the success of the school. The school is well placed to continue the process of self -evaluation and maintain the high standards currently being achieved.

WHAT COULD BE IMPROVED

The school's partnership with parents.

33. Although most parents feel comfortable in approaching the school, a number of parents expressed the thought that on occasions, and with regard to certain issues, the school is unwilling to listen or to understand their concerns. Also, a small minority of parents commented on the fact that at times they have found their child's class teacher to be unwelcoming. Some parents help in class, making a significant and welcome contribution to pupils' learning. Most parents read with their children at home, and attend celebration assemblies in school. However, some parents expressed the view that the school could work more closely with parents, keep them better informed about how their child is progressing and enable them to be more involved in their children's education. The inspectors agree that there is more that could be done to strengthen the partnership with parents. The school has recognised that this is an area for development and has already identified it as a priority in the School Development Plan.

The quality of pupils' written reports by including individual targets in them.

34. Pupils' annual written reports do not contain sufficient information on how to improve the quality of work or what pupils need to do to continue to make progress. The reports are carefully written and give a clear picture of where pupils are in terms of learning but not enough about how to improve or develop in the future. Reports tend to be descriptive with some evaluation about levels of knowledge and understanding, but targets for further improvement are missing. A significant number of parents said they did not receive sufficient information about their children's progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. To further develop the school's effectiveness, the governors, head teacher and staff should work together to:

1) strengthen the partnership between the school and the parents by:

- improving the opportunities and procedures for both formal and informal contact between parents and staff to ensure that parents are well informed about the progress their children are making;
- looking for ways in which parents can be more actively involved in the life of the school to the benefit of the pupils.

2) ensure that pupils' reports contain clear and achievable targets for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20	40	40				

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	18	121
Number of full-time pupils eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		20

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	25	21	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	25
	Girls	21	21	21
	Total	45	45	46
Percentage of pupils at NC level 2 or above	School	98% (98%)	98% (100%)	100% (98%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	25
	Girls	21	20	21
	Total	45	44	46
Percentage of pupils at NC level 2 or above	School	98 (98)	94 (98)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	84
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y2

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	24
Average class size	24

Education support staff: YR – Y2

Total number of education support staff	1.5
Total aggregate hours worked per week	43

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	18

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	299630
Total expenditure	293304
Expenditure per pupil	2096
Balance brought forward from previous year	27292
Balance carried forward to next year	33618

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

150

Number of questionnaires returned

52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	0	1
My child is making good progress in school.	46	48	0	0	6
Behaviour in the school is good.	60	35	2	0	3
My child gets the right amount of work to do at home.	38	44	4	0	14
The teaching is good.	69	29	0	0	2
I am kept well informed about how my child is getting on.	38	44	15	0	3
I would feel comfortable about approaching the school with questions or a problem.	69	25	0	2	4
The school expects my child to work hard and achieve his or her best.	69	30	0	0	1
The school works closely with parents.	50	35	12	2	1
The school is well led and managed.	67	25	4	0	4
The school is helping my child become mature and responsible.	62	35	0	2	1
The school provides an interesting range of activities outside lessons.	33	17	17	2	31