



Maryport Infant School

Inspection Report

Unique Reference Number 112135
LEA Cumbria
Inspection number 278858
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Andrew Margerison

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

Type of school	Infant	School address	Camp Road
School category	Community		Maryport
Age range of pupils	3 to 7		Cumbria, CA15 6JN
Gender of pupils	Mixed	Telephone number	01900 812074
Number on roll	141	Fax number	
Appropriate authority	The governing body	Chair of governors	Mrs Fong Dawson
Date of previous inspection	1 November 2000	Headteacher	Miss Christina Ellis

Age group 3 to 7	Inspection dates 26 September 2005 - 27 September 2005	Inspection number 278858
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Maryport Infant School is a small school situated near the town centre of Maryport on the West Cumbrian coast. The proportion of pupils entitled to free school meals is below average and the school has a lower than average proportion of pupils with special educational needs. The vast majority of pupils are from white British backgrounds. Many children start school with language, literacy and number skills below those typical for children of their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school's own evaluation of its effectiveness - this is a good school which gives good value for money. Parents also have positive views and their children enjoy school and join in all activities with great enthusiasm. Pupils are safe, well cared for, do their best, and make good overall progress. The teaching is good, particularly in reading and writing, though pupils' progress in mathematics and its assessment could be improved. Children get off to a good start in the Foundation Stage and most reach expected standards by the end of reception. Standards are above average by the end of Year 2. The headteacher clearly identifies what the school does well and what needs to be done to improve although the intended effect of new initiatives on pupils' learning is not always clear in the school's improvement plan. Overall, the school is well led and managed; it is well placed to continue to improve and to build on the good progress made since the last inspection.

not applicable

What the school should do to improve further

- Raise standards in mathematics to equal those in reading and writing, by improving the teachers' use of assessment and their marking of the pupils' work.
- Ensure that the effectiveness of the action taken to achieve the priorities expressed in the school's improvement plan can be measured in terms of pupils' learning.

Achievement and standards

Grade: 2

- The school quite rightly feels that pupils achieve well. Children begin the nursery with below average overall attainment; they make good progress and build on a good foundation of basic skills of literacy, numeracy and their knowledge of the world. By the end of reception, most children achieve all of the early learning goals expected for children of their age. Their personal and social development is particularly good. Pupils continue to make good progress in Years 1 and 2. The school's overall results in the national tests for seven-year-olds have been above the national average since 2000; however, they have been consistently better in reading and writing than in mathematics. Early indications from the 2005 tests suggest that this pattern is continuing with results in reading and writing above average, but those in mathematics only average. This difference between the subjects reflects the school's more effective assessment and marking of the pupils' work in English than in mathematics.
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- Pupils with special educational needs are well taught in lessons and small groups, which builds their confidence and helps them do well, particularly in reading and writing. Parent helpers who listen to pupils read regularly make a good contribution to their progress.
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Personal development and well-being

Grade: 2

- The pupils' personal development is good. Pupils are happy and love coming to school. Parents agree that their children enjoy school; for example, one wrote that her son "leaves for school in the morning with a smile on his face and returns beaming."
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- The teaching staff are excellent role models for pupils in the way they show respect, consideration and care for others and clearly value pupils' views and opinions. Consequently, pupils develop strong moral values and good social skills, which are reflected in the relationships with each other in lessons and around the school. Pupils behave well and their regular attendance reflects their enjoyment of school. Their enthusiasm shows in their work and their keenness to be involved in all activities. For example, the day after taking part in a Caribbean dance workshop, some pupils took great pleasure in improvising their own version of the dances they had performed earlier.
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- A strong emphasis on developing pupils' personal skills begins in the nursery, where children learn how to work with others and what is expected from them in school. In all classes, pupils are involved in making rules and regularly take part in discussions about their school. As they move through the school, pupils develop a good understanding of the importance of healthy living and of their responsibility to the school, its community and the wider world. Through visits to places in the local area and from visitors, pupils develop their understanding of local traditions, different artistic and musical styles, and of the different faiths and traditions that make up modern British society

Quality of provision

Teaching and learning

Grade: 2

- The quality of teaching and learning is good overall. Pupils work hard in lessons because the activities interest them and stimulate their imaginations. Class discussions are lively and teachers involve all pupils. Although the teachers usually tell pupils at the start of the lesson what they are to learn, on some occasions, their explanation is too vague for pupils to be able to see what they have accomplished by the end. Although some classes contain pupils of different ages, teachers set work matched well to their age and ability so that they are all challenged and need think hard about what they are doing. Teaching assistants play a very important part in this. In all classes, teachers place a very strong emphasis on developing pupils' basic skills of speaking, reading and writing, which is a main reason why pupils achieve well in English and why standards have been consistently above average in reading and writing in recent years in Year 2.
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- The assessment procedures in English are very good but are less rigorous in mathematics. Targets are set for pupils but are not always shared with them. The marking of pupils' mathematical work rarely refers to their targets and does not show pupils clearly enough how to improve their work. Consequently, their progress is not as rapid in mathematics as it is in reading and writing.

Curriculum and other activities

Grade: 2

- The curriculum meets the needs of pupils of all ages and abilities well. Pupils with learning difficulties are identified quickly and receive the support they need. The school also provides effective additional teaching for pupils who are gifted or who have special talents in a particular area of their work. The school has recently linked the teaching of some subjects together and this has further increased pupils' opportunities to practise their reading and writing skills. The school gives good attention to healthy living: pupils are taught about the dangers of smoking, drugs, and are encouraged to eat healthily. Pupils are strongly encouraged to take physical exercise and the school works closely with a local secondary school to give pupils plenty of opportunities to take part in games and other physical activities during the school day and after school. The range of after-school activities is much broader than is normally seen in infant schools and the number of pupils who take part is high, even on a Saturday.

Care, guidance and support

Grade: 2

- The school takes good care of its pupils and parents are confident that their children are well cared for and safe. Arrangements for child protection, pupils' health and safety and assessing risk are good. The school monitors pupils' academic progress carefully, especially in English, although the pupils are not much involved in setting and reviewing their own targets. The school's procedures to monitor pupils' personal development and its support for pupils who experience problems are good and ensure that vulnerable pupils are safeguarded and helped to learn. The headteacher and learning mentor provide very strong support for pupils and parents. This has a major effect on pupils' attendance, for example, which has improved considerably since the last inspection. All staff quickly respond to concerns expressed by pupils or parents. In consequence, pupils feel that they are well cared for and are confident that there is always someone they can turn to if they have a problem. The parents' views of the school's work are much more positive than was the case at the time of the last inspection when the school's partnership with parents was a matter for improvement.

Leadership and management

Grade: 2

- The leadership and management of the school are good and this judgement matches the school's self-evaluation. Good leadership has ensured that good overall standards have been sustained since the last inspection. However, governors and the headteacher are not complacent and know that there are areas of the school's work, such as the assessment procedures in mathematics, that need to be improved. All staff have time each week jointly to plan lessons and to measure pupils' progress. The benefit of this is shown in the consistency of the quality of teaching and learning in different classes, including three classes of mixed ages in Key Stage 1 and two reception classes.
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- The headteacher and subject leaders evaluate the school's performance and consult parents and pupils for their views and all staff are involved in setting priorities for the school's improvement. Regular monitoring of teaching quality sets the teachers points to improve. Staff make good use of assessment data, such as test results, to raise questions about performance and provision, particularly in English and science, which lead directly to the priorities in the school improvement plan. As a result, the school's current improvement plan accurately identifies the key areas for development, all of which are linked to raising standards. However, the plan is unclear about how the success of its intended action is to be measured, in terms of pupils' learning.
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- Governance is satisfactory, overall. Governors are very well led and play an active role in strategic and financial planning, which helps to ensure that the school gives good value for money. However, several governors are newly appointed and, although training is provided, they could be more directly involved in monitoring the effect of their decisions on teaching and learning.
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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Maryport Infant School

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27 September 2005

Dear Children

I really enjoyed visiting you and joining in with your lessons and the other things that were going on, such as Albie's dance workshop. I would like to thank you for being so friendly and talking to me about the things you do in school. I think that there are lots of good things happening.

I agree with you that Maryport infant School is a good school because:

all the teachers and adults really want you to do well;

Miss Ellis and all the other grown-ups make sure that you learn how to read, write and do maths in fun and interesting ways;

if any of you have any problems or are upset about anything, there is always someone you can talk to and help;

I was very impressed with your behaviour and how enthusiastic you are in lessons.

To help make sure that you continue to do well, I have asked Miss Ellis to make sure that you have more chances to find out how you are doing, especially in maths, and to check that any changes made make a difference to how well you learn.

Thank you again for your help and best wishes for the future.

Yours sincerely

Andy Margerison

Inspector

Annex B