

Maryport CofE Junior School

Inspection report

Unique Reference Number	112274
Local Authority	Cumbria
Inspection number	337890
Inspection dates	6–7 May 2010
Reporting inspector	Janette Corlett

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Mrs Rachel Ward
Headteacher	Mrs Sharon Allgood
Date of previous school inspection	20 March 2007
School address	Camp Road Maryport Cumbria CA15 6JN
Telephone number	01900 812299
Fax number	01900 817242
Email address	admin@maryport-jun.cumbria.sch.uk

Age group	7–11
Inspection dates	6–7 May 2010
Inspection number	337890

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons and saw seven teachers. They held meetings with two governors, a representative from the local authority, staff and groups of pupils. The inspectors observed the school's work, and looked at pupils' written work, the school improvement plan, safeguarding policies and practices, the school's records of pupils' progress and 124 completed questionnaires returned from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's leaders in improving the quality of provision and outcomes for pupils in the school
- pupils' progress in all year groups
- the effectiveness of the school's systems to ensure that pupils are safe.

Information about the school

This junior school is smaller than average. The school has a falling roll and has recently started to teach pupils in mixed-age classes in order to accommodate this. Most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average as is the proportion of pupils known to be eligible for free school meals. The school holds the Activemark Award for sports.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education for its pupils. Pupils are happy in school where they feel safe and know that adults care for them well. They particularly enjoy taking part in the wide variety of sporting activities on offer and this supports them in keeping fit and healthy.

Pupils' attainment in English, mathematics and science is average and pupils achieve satisfactorily. Their learning and progress in lessons is sometimes less rapid than it should be because the activities and tasks set in lessons are not always challenging enough. Teachers regularly assess pupils' work, but do not always use this information as effectively as they could to move pupils forward quickly in their work. Teachers' marking of pupils' written work has improved since the last inspection and gives pupils more guidance on the next steps in their learning, although the quality of this varies between classes. Pupils' standards in writing are lower than they are in reading. While there has been some improvement since the last inspection, more work remains to be done in this area. School leaders know this; they have introduced more opportunities for pupils to write across the curriculum and this is beginning to improve standards.

The school provides good care, guidance and support for its pupils. Pupils know that the adults in the school care for them well and they are unafraid to ask for adults' help and support. As a result, pupils are confident and increasingly independent learners.

Attendance is average. The school's leaders work well with pupils and their families to ensure that pupils attend regularly and are punctual. Those pupils with special educational needs and/or disabilities receive appropriate support and make satisfactory progress in their learning and personal development.

The school makes a satisfactory contribution to community cohesion in respect of links with the local community. Pupils are developing their understanding of their place in the wider community and of other faiths, but national and global links are not developed fully.

The school is developing strategies to evaluate its performance, but these are not sufficiently embedded to give a secure account of pupils' progress or of the quality of teaching and learning. This means that pupils who have not made enough progress are not always identified quickly enough to enable swift and effective supporting action to be taken.

Governors are very supportive, visit regularly and contribute to the school giving satisfactory value for money. Given the improvements in writing and teachers' marking, the school demonstrates satisfactory capacity to sustain the improvements it has already made and to improve further.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Raise standards in English, mathematics and science throughout the school, by July 2011, by:
 - ensuring that teaching is consistently good or better across the school to enable all pupils to make at least good progress
 - ensuring that teachers set appropriately challenging tasks and activities for all groups of pupils.
- Improve the effectiveness of leadership and management in driving improvement and swiftly intervening to support pupils who may not be making as much progress as they should by:
 - systematically and rigorously checking pupils' progress based on accurate assessments using consistently applied measures of success
 - ensuring that assessments are consistently accurate and used to set appropriate targets for individuals and groups of pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils say they enjoy coming to school. This is evident from their positive attitudes to learning and their happy faces when engaging in activities. In lessons observed where learning was good, pupils worked diligently, concentrated well and were purposefully engaged in active learning. Their behaviour was good and they were very supportive of one another. In the less effective lessons when they were required to listen to the teacher for too long, they occasionally became restless. Achievement is satisfactory and pupils make satisfactory progress across the school. More-able pupils in Year 6 make good progress in English and mathematics because they are taught as a separate ability group where they experience consistently good teaching and the teacher has high expectations of their work and progress in lessons. As a result, the attainment of this group of pupils shows a significant improvement on that of the 2009 cohort. The attainment of other groups of pupils remains average and a very small minority of pupils do not make enough progress.

Pupils say they feel safe in school and know to whom to turn if they have a worry or concern. They understand how to lead healthy lifestyles and can make healthy choices for themselves. Pupils are involved in raising money for charities and in eco-friendly activities, such as developing sustainable environments. They take their responsibilities as school councillors seriously and are sometimes involved in making decisions about ways to improve the school. Pupils know the difference between right and wrong and are developing good spiritual awareness through assemblies and religious education lessons. They are developing their cultural awareness through learning about the lives of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

others in geography lessons and topic work. Pupils enjoy activities involving teamwork, such as outdoor activities, and they cooperate well with one another. They are making satisfactory progress in developing their basic skills and are soundly prepared for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory overall. Teachers have good subject knowledge and use their individual skills and experience to enrich pupils' learning. In some lessons, particularly writing, the pace of learning is too slow; pupils spend too long listening to teachers and do not have enough opportunities to practise and improve their skills. The same tasks and activities are frequently set for two year groups in a mixed-age class, with the expectation that the older pupils and more-able pupils will produce a greater volume of work of a higher quality. This means that these pupils sometimes repeat work unnecessarily and do not move forward quickly enough. Conversely, younger pupils and less-able pupils are occasionally unsure of what to do because the tasks set are too difficult for them. Pupils develop as independent learners through being encouraged to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

mark their own work or that of their classmates. Teachers mark work regularly, but the school's policy of giving pupils written guidance on the next steps in their learning is not yet applied consistently in all classes. As a result, pupils do not always have clear information on how to improve their work. Skilled teaching assistants provide effective support for individuals and groups of pupils in small-group activities. They are less well deployed in whole-class lessons where their role sometimes focuses on keeping pupils focused on tasks rather than actively moving them forward in their learning.

The curriculum is satisfactory. Pupils now have more opportunities to practise their skills in literacy and numeracy in other subjects and cross-curricular themes are interesting and motivate pupils. In science lessons there are too few opportunities for pupils to develop their skills in scientific enquiry and this is why their achievement in this subject is satisfactory. Information and communication technology (ICT) is used effectively by teachers, but pupils do not have enough opportunities to use ICT interactively in lessons. Pupils enjoy participating in a wide range of extra-curricular activities which are always well attended. Very good use is made of the outdoor environment and this is particularly effective in giving experience to support pupils who sometimes do not learn best in the classroom environment. Similarly, the school makes good use of local museums and the town's extensive Roman history resources to enrich pupils' learning and develop their cultural awareness. All pupils learn to speak Spanish and have many opportunities to take part in music and the creative arts.

The school's procedures to care for, guide and support pupils are good. All staff care deeply about the pupils and relationships are strong. Pupils whose circumstances make them vulnerable are well supported, and the school works hard to ensure that they can access the full range of opportunities available in after-school clubs and outside visits. Well-established links with a range of external agencies also support pupils whose circumstances make them vulnerable. The school provides pupils with effective support at key points in their lives, such as the transfer into or out of school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has developed systems for self-evaluation and planning for future improvement, but, due to the recent long-term absence of several key members of staff, these are not yet sufficiently embedded to show a measurable impact on raising standards and achievement or improving the quality of teaching. While pupils are

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

regularly assessed, the information gained is not always systematically analysed to give leaders a clear picture on progress and enable them to identify pupils who may be underachieving. As a result, for a few pupils their relatively slower progress goes unrecognised for too long and they have to work very hard to catch up and meet their targets. Further, while pupils are regularly tested, the school uses a variety of different assessment materials which means that judgements on progress are not consistently based on similar measures of success and are not always as accurate as they could be. The governing body is strongly supportive of the school and governors recognise the challenges the school faces, particularly with regard to the falling roll. They carry out their monitoring role effectively with regard to ensuring that the school complies with the statutory requirements for safeguarding children. The school successfully ensures that all groups of pupils, including those with special educational needs and/or disabilities, make similar progress to others. School leaders promote equal opportunities to enable all pupils to be included fully in the life of the school. Racist incidents are extremely rare and discrimination against any group is avoided at all times. The school makes a satisfactory contribution to community cohesion. There is a strong sense of community within the school and effective links with the local area. However, national and global links are not yet fully developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parents and carers are very supportive of the school and typically comment on the wide range of experiences on offer for their children both in the curriculum and after school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

They say that their children enjoy coming to school where they develop life skills and can approach the next phase in education with confidence and self-esteem. Most parents and carers feel welcome in the school and say staff are always willing to listen to any concerns they may have. A few parents and carers feel that they do not have enough information on their children's progress and would like to be more involved when major structural changes, such as the move to mixed-age classes, are taken. Inspection evidence supports all these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maryport CofE Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 169 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	34	76	61	4	3	0	0
The school keeps my child safe	55	44	68	55	1	1	0	0
The school informs me about my child's progress	28	23	86	69	9	7	0	0
My child is making enough progress at this school	40	32	71	57	12	10	0	0
The teaching is good at this school	38	31	80	65	3	2	0	0
The school helps me to support my child's learning	23	19	79	64	20	16	0	0
The school helps my child to have a healthy lifestyle	36	29	80	65	8	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	23	81	65	8	6	0	0
The school meets my child's particular needs	35	28	77	62	9	7	0	0
The school deals effectively with unacceptable behaviour	37	30	69	56	14	11	2	2
The school takes account of my suggestions and concerns	27	22	73	59	18	15	2	2
The school is led and managed effectively	35	28	76	61	8	6	2	2
Overall, I am happy with my child's experience at this school	43	35	72	58	6	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



07 May 2010

Dear Pupils

Inspection of Maryport C of E Junior School, Maryport, CA15 6JN

On behalf of the inspection team, I would like to thank you for the warm welcome you gave us when we visited your school. We enjoyed coming into your lessons and talking to you around the school. You told us that you really enjoy coming to school. You say you feel safe and that you can always go to a member of staff if you have a worry or concern. We thought you were polite and courteous during our visit and you look after each other well. By the time you move on to secondary school, your standards are average, and you make as much progress in your lessons as most pupils do in schools which are similar to yours.

Inspectors have to make some judgements about what they find in school and we have to try to suggest some things which might make it even better for you. We found that your school is satisfactory. This means that there are good things happening, but also some improvements needed to make sure you learn as much as you possibly can. I have asked your teachers to:

- make sure that the work you are set in lessons challenges you all to learn as much as you can and make even faster progress
- check up regularly on how well you are doing with your work so that any of you who may not be making as much progress as you should are given some extra help to reach higher standards.

You can help too. Please continue to look after each other as well as you do now and work hard in all your lessons. Good luck and thank you again for your welcome.

Yours sincerely

Mrs Janette Corlett

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.