

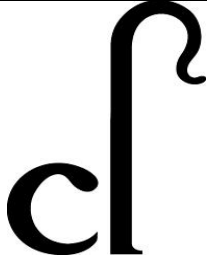


CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

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| <p>Maryport CE (Controlled) Junior School</p> <p>Camp Road Maryport CA15 6JN</p> <p>Diocese: Carlisle</p> | |  <p>Diocese of Carlisle Growing Disciples</p> |
| Local authority: | Cumbria | |
| Dates of inspection: | 22.10.2014 | |
| Date of last inspection: | 13.05.2010 | |
| School's unique reference number: | 112274 | |
| Headteacher: | Hilda Beggs | |
| Inspector's name and number: | S F Miller 790 | |
| School context | | |
| <p>Maryport CE Junior School is a smaller than average voluntary controlled school with 125 pupils on roll. The majority of pupils are admitted from the feeder Infant school which shares adjacent premises and some facilities. Nearly all pupils are white British. A below average proportion of pupils are supported through the pupil premium. The proportion of pupils with a special educational need is well above average.</p> | | |
| The distinctiveness and effectiveness of Maryport Junior as a Church of England school are good | | |
| <ul style="list-style-type: none"> • The very effective headteacher, senior leaders and supportive governing body promote a clear Christian vision based intrinsically on Christian values. • Christian values, especially the school's core values, permeate all aspects of school life. They make an impact on many aspects of curriculum and on children's understanding and behaviour. • The strong and mutually supportive partnership with the local church and its congregation makes an impact on pupils' spiritual development. • The vibrant school environment, both inside and in the generous outdoor space, nourishes and challenges all stakeholders to explore their feelings. It has a very positive effect on the spirituality of the whole school community. | | |
| Areas to improve | | |
| <ul style="list-style-type: none"> • Implement a variety of collaborative evaluation strategies to support the learners in confidently sharing and developing their ideas about collective worship and the school | | |

as a Christian school. This is to ensure that the learners' views make an effective and creative contribution to development planning.

- Ensure all staff and governors benefit from personal and professional development as leaders in a church school in order that leadership responsibilities are more widely distributed.
- Increase the opportunities for learners to improve their understanding of the world wide church.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Maryport Church of England Junior School is an inclusive community which nurtures and nourishes all stakeholders. It challenges both children and adults to live by Christian values. The school values are exemplified in all relationships within the school community and are, as a governor articulated, 'like our foundation stone'. The values are exemplified in the excellent behaviour of children and the relationships within the school community. One child, describing the special needs room called 'The Rainbow Room,' said, 'Teachers nurture children in here to be better. It's important to be the best you can be.' Children are usually able to relate their learning and living to Biblical references and recounted Paul's journey to Rome and the storm he encountered to illustrate the Christian value of courage. Learning in religious education (RE) contributes well to Christian distinctiveness. In a Year 3 class children were engaged in using a variety of skills, including making use of iPads to record their reflections on Creation. In Year 6, pupils played a 'values game' and discussed which Christian value Jesus would prioritise. They were encouraged to empathise with peers who may have different ideas. Relationships are very good. Pupils and adults support each other well. Children understand other faiths and speak of Hinduism and the Divali display as 'important to know about because we all live in one world and we need to get along with everyone'. However children have limited opportunities to meet with members of other local Christian communities or that of the world wide church. This is a point of development in the school action plan. The school environment strongly supports its Christian foundation. Outdoor learning, in particular related to Forest School learning, makes a positive impact on pupils' understanding of creation.

The impact of collective worship on the school community is good

Collective worship is an integral part of the life of the school. Both pupils and staff feel affirmed by worship. Well monitored and lively planning is focussed on one of twelve Christian values which rotate over a period of two years. Planning ensures a balance of themes including the Christian year. Themes link with some aspects of the curriculum and an after school club run by the local vicar and a member of staff. Collective worship makes a good contribution to spiritual development and helps children to relate Christian values and Biblical teaching to their own lives. The worship observed was based on courage and included a presentation by Year 4 children to celebrate work done on the Romans. Children read prayers written about their own need for courage in life. The atmosphere was one of reverence and invited parents articulated their support of a daily act of worship. The children are taught Christian responses and use appropriate artefacts to support the worship. Children enjoy contributing and increasingly take responsibility for particular aspects. Singing is enthusiastic. Partnership with the local church enriches pupils' experiences of worship. Special occasions in the Christian calendar are celebrated in church, sometimes in the form of an experience or trail of prayer stations supported by members of the congregation. Parents support these services well. Self-evaluation takes place regularly and includes all stakeholders. However, monitoring and evaluation of collective worship does not always make a good contribution to planning because the evaluation strategies used do not effectively support children in sharing and developing their ideas.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher has worked tirelessly with all stakeholders to form a clear vision for the school based on Christian values. This is shared effectively with the whole school and promotes the well being of learners. As a result, achievement and distinctiveness have improved and been consolidated. Christian values inform core policy and practice and run through many areas of the curriculum. The headteacher articulates that when they face issues of conflict, 'We and the children go back to the vision and the core values and unpick where things went wrong.' Many parents speak positively of the school. They comment enthusiastically on the links with the local church and several children have been prepared for confirmation in school. The areas for development from the previous inspection have been fully addressed. Collective worship and RE are well led. Leaders effectively communicate expectations with stakeholders and are given good support in fulfilling their roles. This has enabled them to bring about improvements to achievement. The governors provide good support for the school and challenge the headteacher and staff. As one governor said, 'We ask the awkward questions when it is necessary'. Several governors offer practical help on a regular basis. The governors carry out self evaluation of the impact of learning on the whole child. However, the strategies employed to explore the pupils' ideas do not always enable children to share their views confidently or support them in thinking creatively about new developments. Through succession planning the school has an understanding of its future development needs. These at present form part of a two year action plan outlining opportunities for the development of staff and governors as leaders in a church school. The school has good links with the Diocese and the wider community. These partnerships result in clear benefits for learners including their understanding of the local and wider community.

SIAMS report October 2014 Maryport Church of England Junior School, Maryport.

CA15 6JN