



# Jericho Primary School

## Inspection Report

Better  
education  
and care

**Unique Reference Number** 112175

**LEA** Cumbria

**Inspection number** 278869

**Inspection dates** 10 October 2005 to 11 October 2005

**Reporting inspector** Geoffrey Cooper

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

<b>Type of school</b>	Primary	<b>School address</b>	Windsor Court
<b>School category</b>	Community		Whitehaven
<b>Age range of pupils</b>	4 to 11		Cumbria, CA28 6UX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01946 852658
<b>Number on roll</b>	358	<b>Fax number</b>	01946 852659
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jeanette Wright
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mr Shaun Monaghan

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 10 October 2005 - 11 October 2005	<b>Inspection number</b> 278869
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Jericho Primary school is set in a context of mixed private and social housing on the outskirts of Whitehaven, Cumbria. The school is larger than most primary schools. It admits boys and girls from the age of four to eleven. Local and national data indicate that the area is one of comparative but not great prosperity. For example, there is little unemployment and few pupils are entitled to a free school meal. The number of pupils identified as having learning difficulties is lower than the average for other schools, although the number of those with a statement of special educational needs is about average. None of the children is in public care or from a refugee or asylum seeker background. Almost all pupils come from a white British background. Attainment on entry to school is about average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

The school judges its effectiveness as satisfactory. This cautious evaluation was based on disappointing test results in 2004. Inspectors judge effectiveness to be outstanding. The outcomes for pupils and the provision the school makes are at least good and at times exemplary. Senior staff believe the school to be a vibrant and happy place. Inspectors agree with parents, staff and pupils that it is. The school has a comparatively high spend per pupil but, taking standards, provision and context into account, it provides good value for money.

Its main strengths are: standards that are usually above average and results for 2005 that clearly exceed the school's challenging targets; outstanding personal development and well-being, nurtured by outstanding provision for the care, support and guidance of pupils; good learning opportunities created by stimulating teaching, and, finally, robust and very effective leadership and management. Few weaknesses are to be found: library provision is not as good as it should be for pupils of this age, and the school does not track the progress of pupils according to their age within each year group.

Standards and provision in the Reception classes are good, but the school does not yet monitor progress by age. The progress of the younger pupils in classes is a bit slower than that of older pupils up to the end of Year 2.

The school is very well placed to improve further because leadership is vigorous and imaginative, management is consistently good, and all staff share the same vision. Improvement since the last inspection has been good. Old strengths have been maintained and new strengths developed. The one difficult issue that persists is that of library provision. The accommodation makes this difficult to improve. However, pupils make good use of reading research skills.

### What the school should do to improve further

- Improve library provision.
- Add to the already very effective monitoring of progress, the tracking of pupils by age.

## Achievement and standards

### Grade: 2

Children start in the Reception classes with standards that are average. Because of a good range of carefully planned activities, good teaching and thorough assessment, children, including those with learning difficulties and/or disabilities, make good progress. They have a firm basis for achieving the learning goals expected for this age and for working within the early stages of the National Curriculum.

Pupils continue to make good progress in Years 1 and 2. By Year 2, standards in reading, writing and mathematics are above those expected for their ages. The good progress

is maintained in Years 3 to 6. In the current Year 6, standards in English, mathematics, science and information and communications technology (ICT) are higher than expected for pupils' ages.

The school based its judgement that standards are satisfactory on the lower 2004 test results. Inspectors judge standards and achievement to be good. In the most recent tests for which validated information is available (2004), pupils did not maintain the above-average standards of the previous three years. This year group contained a larger number of pupils with special educational needs, and considerable disruption in staffing slowed progress. In the tests for 2005, pupils significantly exceeded the challenging targets set. These results, and the evidence from the inspection, indicate a return to the previous good progress and above-average standards.

Pupils consistently achieve well. Girls generally outperform boys. The school's good strategies to overcome this have succeeded in raising standards for both boys and girls. Pupils with learning difficulties make good progress because they are identified at an early stage and given good support. Pupils develop good skills using computers.

## **Personal development and well-being**

### **Grade: 1**

School grades the personal development of pupils as good. Inspectors find it to be outstanding. This is a fully inclusive school. Spiritual, moral, social and cultural development is outstanding. Pupils enjoy socialising and worshipping together. They are sensitively aware of inequalities and respect each others' views. The school's link with Tanzania reflects a raised awareness of other cultures. Recreational areas are litter and graffiti free and the school is exceptionally orderly. Pupils show maturity beyond their years. The play leader and buddy schemes are excellent examples of this. Pupils have exemplary attitudes towards their teachers and each other. Work is well presented. Pupils value the contribution of all adults both in and beyond the classroom. Behaviour is outstanding. The school deals well with the few incidents, which amount to no more than name-calling.

Attendance is above average. The importance of regular attendance is well understood. No unauthorised absences are recorded. Pupils thoroughly enjoy school. They are polite and courteous. Their informed judgements about staying safe and healthy reflect the school's good provisions for their learning in these areas. Active involvement with the community greatly benefits the pupils and they develop early skills of initiative and enterprise. Strong skills in literacy, numeracy and ICT prepare pupils well for adult life. Every opportunity is taken to extend pupils' understanding, for example through 'local democracy week'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors agree with the school that teaching and learning are good. Good systems ensure that teachers understand the strengths in teaching and the areas for development. Learners achieve good standards in English, mathematics and science and outstanding personal development. Their good attitudes and behaviour and very positive relationships strongly support their learning. Good attendance and the fact that learning is fun are other contributory factors. Learning is good because teaching and the support given to pupils are consistently good at all levels of staffing. The special qualities of teaching are: outstanding relationships, well-used subject knowledge, effective planning for different needs, the sharing of aims and success criteria, and interesting and challenging activities. These factors combine well to promote good achievement. Strategies to support and intervene ensure that all pupils engage well with the learning opportunities provided and make good progress.

### **Curriculum and other activities**

#### **Grade: 2**

The school believes its curriculum is good and inspectors agree. All pupils find that the rich and varied curriculum is both challenging and enjoyable. All have equal opportunity to succeed, and all are valued and have their efforts celebrated. Good provision for literacy, numeracy and ICT is enhanced by thorough assessments and clear targets for improvement.

A wide variety of activities out of school hours includes sports. Learning is enriched by exciting visits out of school, including residential visits, and by stimulating visitors, such as theatre, music and dance groups and local agencies and industries. Opportunities to discuss personal issues together and to engage with drama, class councils and thinking skills also enhance learning well.

Pupils are given, and readily take, many opportunities for accepting responsibility and taking initiative in the school community. 'Playground friends and buddies', together with the school council, make significant contributions to the school's life and ethos. Education for safety and health is good. Pupils are well prepared for their future economic well-being. Education about sex and relationships and the use and misuse of drugs is carefully planned and taught.

### **Care, guidance and support**

#### **Grade: 1**

The school judges this aspect of its work as good, but inspectors believe it to be outstanding. Overall provision for care is exemplary. Staff are acutely aware of the dangers of an open-access site and extra staffing makes play areas secure at break times.

Arrangements for assessing and guiding pupils' progress are outstanding. All pupils know their targets and use them to discuss their work. Older pupils explain their progress towards targets and have many opportunities for self assessment. The system for interpreting data, setting targets and tracking progress is excellent. A new analysis of data has revealed the need to monitor pupils more closely by age. The school welcomes the opportunity to add this small refinement to its already excellent strategies.

Child-protection procedures are secure. All staff have been through national vetting arrangements. Risk assessments are reviewed regularly. The school's policy of meeting parents when they bring their children to school gives parents constant access to teachers and encourages them to discuss any concerns.

## **Leadership and management**

### **Grade: 1**

The school believes that leadership and management are good, but inspectors find them to be exemplary. Parents recognise the outstanding role of the headteacher in leading the school forward in recent years. Pupils' achievement and their outstanding personal development reflect the very high quality of leadership and management. So does the quality of provision, which is good for teaching and learning and outstanding for care, guidance and support.

Collectively, leadership shows vision and imagination. Management has established very effective procedures for the conduct of the school. Self-evaluation is very effective, but perhaps too critical at times. The school is particularly good at involving governors, parents, pupils and staff in its development and decision-making. Plans to further improve the school are incisive and constantly adapted to meet the changing needs of the school. Governance is very effective. Governors rigorously check how well the school is doing and regularly meet with subject leaders to discuss developments. Funding is used very well to the benefit of all pupils. The school is very well placed to build on its strong standards and provision so as to make further improvement.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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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Jericho Primary School

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12 October 2005

Dear boys and girls

Thank you for making the inspectors so welcome to your school. You certainly lived up to your school motto, 'At Jericho a smile is always returned'. We particularly enjoyed our conversations with you. You told us that you go to a good school with enjoyable lessons, and we agree with you. Jericho is a very good school.

Many things in your school are really good and we have listed them below, starting with one of the most important, your behaviour and attitudes.

The main strengths of your school are:

your behaviour and attitudes are outstanding

your work is better than that seen in most schools

all staff provide a very high level of care, support and guidance for learners

your school is outstandingly well led and managed. Your parents told us that – and we absolutely agree with them. Everyone – adults who work in the school, parents and children – appreciates the outstanding qualities Mr Monaghan and his team bring to the life and work of the school

you are good learners because your teachers work really hard to provide interesting and stimulating activities for you

your school is particularly good at keeping a close eye on your progress and making sure that you know what you need to do next to improve.

These things make Jericho a really special place.

You need to work hard to keep all these good things going. We have asked the school to look at two things to improve:

to keep an eye on the progress of the younger children in classes because sometimes they do not get on as well as the older children

to try to improve the library for you.

Yours sincerely

**Geoff Cooper**

**Lead Inspector on behalf of the team of inspectors**

**Annex B**