

# Jericho Primary School

## Inspection report

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<b>Unique Reference Number</b>	112175
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	325546
<b>Inspection date</b>	10 October 2008
<b>Reporting inspector</b>	John Heap

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	369
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Sullivan
<b>Headteacher</b>	Mr Shaun Monaghan
<b>Date of previous school inspection</b>	1 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Windsor Court Whitehaven Cumbria CA28 6UX
<b>Telephone number</b>	01946 852658
<b>Fax number</b>	01946 852658

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: whether pupils are making enough progress in writing; whether some higher attaining pupils are underachieving; if the school's leadership and management are outstanding.

The inspector gathered evidence from: school documentation; interviews with pupils, staff and governors; observing lessons and other activities and analysing parents' questionnaires and comments. Other aspects of the school's work were not investigated but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, are not justified, and these have been included where appropriate in this report.

## Description of the school

This above average sized primary school serves a mainly White British population and a small proportion of pupils from minority ethnic backgrounds. The local area has few signs of social and economic disadvantage. A small number of pupils are entitled to free school meals. The proportion of pupils who have learning difficulties and/or disabilities is broadly average, although the proportion with a statement of special educational needs is above average. The school makes provision for the Early Years Foundation Stage (EYFS) and has several awards including Healthy School and National Support School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which provides good value for money. The inspector's judgement is lower than the school's overall evaluation of outstanding, but there is agreement in several areas. Parents and pupils overwhelmingly support the school and a typical parent view is: 'I believe my daughter sums things up in her comment – I love school.' The school has progressed well on the issues raised at the previous inspection and has made a vast improvement to library facilities. The school now has a comprehensive method to track pupils' achievements according to their age.

Pupils' personal development and well-being, including spiritual, moral, social and cultural development, is outstanding. Moral and social development is particularly strong and with the excellent pastoral care provided by the staff. It is not surprising that attendance is consistently well above average and pupils' behaviour and attitudes to school are exemplary. Pupils participate eagerly in assemblies and community events. These opportunities, and links with other schools, demonstrate and enrich their awareness and understanding of the beliefs and customs of others, including those from different cultures. Pupils sustain their concentration and constantly strive to do their best. They share their ideas and views without reservation. Pupils learn happily from, and with, each other. Staff provide very fine role models and this encourages pupils to adopt exceptionally healthy, safe and considerate lifestyles. The pupils cheerfully and dutifully undertake daily responsibilities in a mature and conscientious manner. Pupils make excellent contributions to the school and their community. Members of the school council, for example, represent the pupils' views very confidently in the knowledge that these are valued by staff. Pupils are well prepared for future learning, both in school and beyond.

Pupils enter Year 1 with a range of skills that are broadly average being slightly better in literacy and social development. By the end of Year 6, standards are above average and pupils achieve well. In Key Stage 1, pupils make good progress and, reach standards in reading, writing and mathematics which are above average. In Years 3 to 6, pupils continue to make good progress and sustain high standards. Results in national tests have been variable, particularly in writing. In recent years, more able pupils have achieved much less in writing than they do in reading because not enough pupils are exceeding the level expected for their age. There are too few opportunities to write in other subjects. As a result, pupils do not always improve at the rate they do in other subjects, such as reading and science. Changes, such as an increased focus on basic writing skills and providing more opportunities to write longer pieces, are already having a positive impact on standards. The school is aware more needs to be done especially to remove inconsistencies in setting pupils' targets and the marking of writing to ensure pupils have sufficiently clear guidance about the targets reached and what they need to do to improve. The school tracks pupils' achievements well and promptly spots those who need extra help. This ensures pupils from minority ethnic backgrounds perform as well as other pupils. Those pupils with learning difficulties and/or disabilities make good progress and often achieve well above their targets because of the effective extra support they receive.

The education provided is good. A happy and industrious atmosphere permeates the school. This is fostered by the skilful staff who work hard to provide interesting, challenging and supportive lessons. Teaching and learning are effective and teachers always explain to pupils what they are going to learn in the lesson. As a result, learning is purposeful and pupils know precisely what is expected of them. Strong class management means that there are few interruptions to learning and pupils are able to contribute fully. Where the teaching and learning

are particularly good, marking regularly informs pupils about the quality of their work and what they need to do to improve further. The effective curriculum promotes pupils' academic development well and the wide range of activities are much appreciated by pupils and their parents. The school successfully modifies the curriculum to meet the needs of pupils with extra learning difficulties and this enables them to have full access to all the school offers. The headteacher and staff take very seriously their responsibilities to keep the pupils safe and secure. All requirements are met relating to child protection, safeguarding and risk assessment. Monitoring procedures are robust, such as those for attendance and behaviour. Consequently, these are strengths of the school. Good links with outside agencies, parents and other partners enable a wide range of professionals and volunteers to make a good contribution to pupils' skills, knowledge and understanding.

Leadership and management are good. Although not as strong as the school's judgement there are several very effective features. The senior leadership team gives a firm steer to the school and have established a united team spirit all working to raise standards. Subject leaders know their subjects well and are keen to take on more responsibility. Self-evaluation is mostly accurate because systems for gathering information are good, such as the tracking of pupils' progress. Consequently, the school has high expectations for pupils' achievement and sets itself challenging targets. For the majority of pupils these targets are met and sometimes exceeded. The exception is writing which is correctly identified as a key priority in the current school's improvement plan. Some changes are already reaping rewards and the school recognises more needs to be done especially in making more effective use of the good information from academic tracking to evaluate and measure success.

The school plays an active role in the community and offers valuable links to the elderly, for example through invitations to visit school and by going out to them at Christmas. The feedback given to the school is that the community appreciates what is being done and the pupils say that they value and have great respect for these local people. Good use is made of funds to improve provision for pupils, such as the recent redevelopment of the Reception class. Governors fulfil their role well. They have a good understanding of the school's successes and its needs and they provide it with the right balance of support and increasing challenge. The clarity about the future combined with a focus on professional development for staff ensure the school has good capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children's skills on entry are a little below what is typical for their age but there is often some variation in different year groups. Children's abilities are assessed accurately to ensure that they are challenged and supported as necessary. As a result, children of all abilities make good progress and attain the level expected for their age with some reaching beyond this. by the time they enter Year 1. Provision is well led and good teaching ensures that learning activities are planned with precision, so that children are stimulated by interesting and mainly practical learning opportunities. There is an excellent balance of adult-led activity and those chosen by the children. Enjoyment is evident and the children showed great with enthusiasm when they had to guess the objects hidden by the teacher. This is just one example of the teacher's skill in developing the children's speaking and listening skills. Experienced and capable adults safeguard the children's welfare most effectively. Highly effective communication with parents facilitates the children's confident start to school. Parents appreciate the opportunity to feed

back on their impressions of the induction process. This good piece of management is rewarded with good parental relationships and positive responses.

### **What the school should do to improve further**

- Raise standards in writing through improving the quality and consistency of target-setting and marking so that pupils know how well they are doing and what they need to do next to progress well.
- Make better use of the information from academic tracking to evaluate and measure success in the school's improvement plan.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

13 October 2008

Dear Pupils

Inspection of Jericho Primary School, Cumbria, CA28 6UX

It was a privilege and pleasure to inspect your good school recently. Thank you very much for the welcome, hospitality and assistance. It will remain long in my memory just how polite, helpful and friendly you all were. Special thanks to the members of the school council who provided interesting thoughts and analysis about the many activities you are involved with.

These are some of the main things I found.

You make good progress in your learning and excellent gains in your personal development.

You benefit from good teaching, effective support and the caring atmosphere in the school.

You thoroughly enjoy school and this is reflected in your excellent attendance and behaviour.

Relationships are very good and this means that you feel confident in school.

I was impressed by the effort you put into your learning; the way you willingly share ideas, help each other and take part wholeheartedly in the good range of activities provided for you.

Your parents clearly appreciate the hard work and endeavour that all the adults put into the school, so that you can get a good start to your schooling.

Your good work in the community has rightly received praise, particularly the links you have forged with the elderly: well done.

Your school is well led and managed.

Even good schools can improve and I have asked your teachers to:

help you to become better writers

all mark your work in a similar way, so that you have a clear picture of how well you are doing and what you need to do next to make good progress

use the records of your achievements to measure the success of the school's planned improvements.

Best wishes for the future and, please, keep on enjoying school.

Yours sincerely

John Heap

Lead inspector