

Cumberworth Church of England Voluntary Aided First School

Cumberworth Lane, Upper Cumberworth, Huddersfield, West Yorkshire, HD8 8NU

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress across the school and consistently reach standards that are well above those expected for their age in reading and writing and more recently in mathematics.
- Pupils' achievement in writing is a particular strength. There are many opportunities for pupils to use their reading and writing skills across other areas of the curriculum, especially in research and topic work.
- Children get off to a flying start in the Early Years Foundation Stage. Well-planned and purposeful activities and the strong teaching of letters and sounds ensure children are happy, inquisitive, thoughtful and extremely well-prepared for Year 1.
- The quality of teaching is outstanding. Teachers have a very good knowledge and understanding of their pupils and the school's collaborative approach to planning ensures pupils consistently build on their prior learning.
- Teachers regularly share ideas, but have fewer opportunities to observe the exemplary practice of others across the school. Talented and knowledgeable classroom assistants provide effective support in lessons.
- Pupils' behaviour in lessons and around the school is exemplary. They are delightful. They are open and friendly and welcoming to visitors. They are keen to do well and work diligently in their lessons.
- Parents are unanimous in their praise for the school and overwhelmingly agree that the school cares for their children exceedingly well. Pupils say that they feel very safe and happy in the school, their high attendance paying testament to this.
- The innovative way the school assists its pupils, in providing them with short, sharp, individual, planned support to meet any specific need is instrumental in ensuring all pupils have conviction in their ability to succeed.
- The headteacher provides outstanding leadership. He receives excellent support from a dedicated, buoyant staff and a committed governing body that is not afraid to hold the school to account. As a result, teaching and pupils' achievement have improved since the previous inspection and the school continues to move ever forward.
- The school is a warm and vibrant community where pupils relish the responsibilities they are given in the school and develop as confident individuals.

Information about this inspection

- The inspector observed teaching and learning in seven lessons, one of which was a joint observation with the headteacher.
- She listened to pupils from Year 2 and Year 5 read and observed the teaching of letters and sounds to younger pupils.
- Discussions were held with pupils, members of the governing body, a representative from the local authority and members of staff.
- In addition the 64 parental responses to the on-line (Parent View) questionnaire were considered along with the six questionnaires completed by staff in the school.
- The inspector observed the school's work and looked at a range of documents that recorded pupils' achievement and progress in the school, the school's plans for development, the performance management of staff, the use of additional funding and issues of behaviour and safety.

Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is a much smaller than the average-sized primary school.
- Pupils move on to their next school at the end of Year 5.
- All pupils are of White, British heritage.
- There is currently a smaller than average number of pupils supported by the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported by school action is below the average for schools nationally.
- The proportion of pupils supported at school action plus or with a statement of special educational need is below average.
- There is a breakfast- and after-school club called the Sunshine Club. This is run by the governing body and operated by staff in the school.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in the school by providing more opportunities for teachers to observe the exemplary practice of others in the school.

Inspection judgements

The achievement of pupils

is outstanding

- Children start the school in the Early Years Foundation Stage with skills that are slightly above those typical for their age. They settle quickly into school routines in the warm, nurturing environment, where well-planned purposeful activities at choosing times develop their learning extremely well. Teaching is effective and brings rapid gains in learning and prepares them very well for Year 1.
- The rapid progress children make in the Reception class continues across Years 1 and 2, so that by the end of Year 2 pupils' attainment is well above average and rising year on year. The percentage of pupils reaching the higher Level 3 in reading, writing and mathematics in 2013 was well above average. This represents outstanding progress.
- Achievement continues at a pace in Years 3, 4 and 5 with all year groups and different groups making excellent progress. As a result, by the time they leave the school at the end of Year 5, most pupils are reaching levels that are up to four terms above those expected for their age in reading, writing and mathematics. This means that they have a head start and are especially well-prepared for their next school.
- Pupils' attainment in writing is particularly high because writing is taught exceptionally well. Pupils use a range of colour-coded targets to ensure they include all the necessary elements to improve their writing and they regularly check their own and each other's writing, identifying features they like and how writing could be improved. Consequently, they use their writing skills very successfully across other areas of the curriculum. Pupils in Years 3 and 4, for example, were using technical language to great effect in their writing about 'Superbugs'.
- Pupils' attainment in reading is well above average and pupils develop a fluency and enjoyment in reading. The teaching of phonics (letters and the sounds they make) is very effective and provides pupils with strategies to use to tackle unfamiliar words. Consequently most pupils read with assurance and expression. Year 5 pupils act as librarians, and share 'living book reviews' by talking about books they have read to other pupils in assemblies to engender a love of books and reading.
- The teaching of mathematics promotes pupils' confidence and develops numerical skills exceedingly well. As a result of this, pupils' skills in mental computation are exceptionally sharp. Combined with regular sessions to apply the skills they have learnt to problem-solving, often relating to real life, they develop into extremely able mathematicians.
- Pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, also make excellent progress across the school. Pupils receive very effective support through the provision of personalised plans indicating any individual or small group support. Thorough tracking of the progress they make as a result shows that it at least matches that of other pupils as they move through the school. The very small numbers of pupils eligible for free school meals in any year group mean comparisons between their attainment and that of other pupils as an indication of how well these pupils achieve is not valid. The school places great emphasis on meeting the individual needs of all its pupils and clearly demonstrates the school's very strong commitment to equality of opportunity.
- Disabled pupils and those with special educational needs make progress similar to that of their classmates from their individual starting points. In the Key Stage 1 tests in 2013, pupils made far better progress than similar pupils nationally and were closer to their peers than is typical.
- The more-able pupils in the school also make rapid progress. This is demonstrated by the school's thorough and rigorous tracking of progress and is confirmed by the well above average numbers of pupils attaining the higher Level 3 in the Key Stage 1 tests.

The quality of teaching

is outstanding

- The quality of work in pupils' books, the monitoring of teaching by school and the lessons observed during the inspection confirm that teaching over time is outstanding. A key feature of

the lessons is the extremely positive attitudes to learning demonstrated by pupils, who respond exceptionally well to challenge. The proportion of outstanding teaching, however, needs to be further improved. Teachers regularly share ideas, but do not currently observe stronger teachers teaching exemplary lessons.

- Class teachers are complemented exceptionally well by teaching assistants. This ensures that progress is accurately assessed and tasks adapted, to ensure all pupils remain challenged. One example of this was where pupils were completing a series of mathematical questions. The teacher, seeing they were coping exceptionally well, immediately moved them on to a more challenging activity without completing the easier work.
- Teachers generally create well-planned lessons and use skilful questioning very well to check pupils' understanding and help them to explain their reasoning and develop ideas. In a mathematics lesson the teacher used probing questioning to help pupils explore and develop skills to help them solve mathematics problems.
- A particularly outstanding lesson used a range of teaching strategies that enabled pupils to use team work and personal enquiry in some depth to develop skills more quickly.
- Teachers' marking is systematic and regular across the school, particularly in writing. It provides pupils with clear suggestions as to how they can reach the next level in learning. As a result pupils are left in no doubt as to how they can improve.
- Teachers' subject knowledge and the promotion of correct literary and mathematical vocabulary are outstanding. Through their own enthusiasm teachers promote in pupils a real thirst for knowledge. Resources and attention to detail often make lessons interesting. The use of video clips, hidden items, role-play and even dressing up 'hooks' pupils in their lessons from the start. A very effective mathematics lesson saw the teacher dressed in cloak and scarf for the 'Harry Potter' maths session, to the delight of the pupils.
- Pupils are given many opportunities to work together in pairs and groups, discussing their learning and helping each other. These opportunities promote social and moral development very well.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils around the school and in lessons is outstanding. Pupils are extremely polite and well-mannered and are very welcoming to visitors.
- Pupils say that excellent behaviour is typical and school records over time confirm this view.
- Pupils enjoy coming to school and are keen and enthusiastic in their learning and in their eagerness to please. Relationships between pupils and adults and between pupils themselves are exemplary. This is demonstrated in the way they work together so well in pairs and groups. They listen to each other very well and value contributions made by their classmates. This was particularly evident when the school council did their anti-bullying assembly. Very many pupils put up their hands to answer the questions asked by the presenters.
- Pupils say they feel very safe and all parents agreed. They feel extremely well-cared for by all the adults in school and know they can go to anyone should they need help.
- The school has taken huge steps to ensure that teachers, governors and parents work together to promote pupils' learning and this is a vital factor in producing the very high regard in which parents hold the school. A sophisticated and informative website allows parents to see exactly what their children are doing in school and what they are learning.
- Pupils enjoy playtimes and the opportunities to play with their friends. They are adamant there is no bullying and parents overwhelmingly agree. They have an excellent awareness of how to keep safe, for example e-safety, road safety and 'stranger danger'.
- Pupils thrive on the responsibilities given to them such as school councillors, librarians and class and school monitors. As a consequence they develop excellent social, moral and spiritual understanding, while visits, visitors and programmes of study promote cultural development very well.
- The whole school exudes a warmth and family atmosphere that is tangible.

The leadership and management are outstanding

- The headteacher is dedicated to providing the best for his pupils. He has high expectations of himself and his staff and his close attention to detail is a key factor in the school's success. Together with his teaching staff and the governing body they make a formidable team, with a very clear focus on excellence. As a result the school has improved from good at the time of the previous inspection to being outstanding now. The school has an accurate view of its provision and is extremely well-placed to continue to improve.
- The headteacher has monitored teaching rigorously and initiated training for groups and individual teachers. As a result teaching overall is now outstanding. The school's performance management systems are closely linked to school priorities and teachers' progression along the pay scale are rigorously linked to their contribution to the continued excellent progress of their pupils.
- All staff are valued equally and staff morale is high. One member of staff representing the views of many commented, 'fantastic school with a great staff team who are well-supported by governors, parents and the community. A pleasure to work here.'
- The tracking of pupils' progress is exemplary and covers all groups of pupils in the school. Consequently, should any child fail to meet their expected termly target, they can be swiftly supported. This reflects the very effective promotion of equality of opportunity for all pupils.
- As the school is small, all teaching staff contribute to and take responsibility for all aspects of the curriculum. This collaborative approach means that all staff have full knowledge of pupils' achievements across all subjects. Combined with the collaborative planning opportunities, this makes for a very consistent approach to teaching and the progression of skills. This contributes very well to pupils' overall progress.
- The curriculum offers much more than is typical. A wide range of first-hand experiences are provided for pupils. The curriculum supports quality teaching very effectively to secure pupils' interest and enjoyment in learning. The very wide variety of enrichment activities includes visits, visitors and a variety of sporting and creative activities which add depth and vibrancy to pupils' learning.
- Systems to support and guide pupils are exceptional. For any number of reasons pupils are given their own personal plan, which details support and activities and highlights achievable statements for the child to complete. This promotes self-esteem and a belief in themselves and ensures pupils are equipped to make the same rapid progress as their peers do.
- Indicative of the school's success, the local authority provides light-touch support for the school.
- **The governance of the school:**
 - Governors are highly effective. They have very different skills to which their roles and responsibilities are closely linked. They are extremely proud and supportive of the school, but have a good grasp on pupils' progress through the review of data. They ask extremely searching questions to ensure pupils continue to make excellent progress. The headteacher provides comprehensive information for governors, including on the quality of teaching, following a round of lesson observations and they feel fully involved with the school. They are regular visitors, often helping in classes. They have high expectations of themselves as governors and undertake regular training when they feel there is a need. They check that staff meet their individual targets and that these are linked to salary progression. They also check on the support given to pupils eligible for the pupil premium and the progress these pupils make as a result. They feel that the Primary Schools Sports funding to support physical education is increasing pupils' participation in sport and is promoting more active lifestyles through the competitions and many clubs on offer. Governors ensure safeguarding meets requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107741
Local authority	Kirklees
Inspection number	425921

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Claire Minogue
Headteacher	Simon Sloan
Date of previous school inspection	21 October 2008
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