

Cumberworth Church of England Voluntary Aided First School

Inspection report

Unique Reference Number	107741
Local Authority	Kirklees
Inspection number	324641
Inspection dates	21–22 October 2008
Reporting inspector	Kath Halifax

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–10
Gender of pupils	Mixed
Number on roll	
School (total)	82
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
Appropriate authority	The governing body
Chair	Mr Rob Winter
Headteacher	Mrs Maureen Neil
Date of previous school inspection	5 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cumberworth Lane Upper Cumberworth Huddersfield West Yorkshire HD8 8NU

Age group	5–10
Inspection dates	21–22 October 2008
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Telephone number
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school serves a semi-rural area where a high percentage of families are in employment. This is reflected in the low take up of free school meals. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is broadly average. While no pupil has a statement of special educational need, a higher proportion of pupils have coordination difficulties than would normally be expected. A very small number of pupils are in the care of the local authority. Eight children are educated in the Early Years Foundation Stage (EYFS). Two year groups are taught together in all classes. The school has been awarded Investors in People status, the Healthy Schools Gold Standard, the Artsmark Gold, and the Activemark. Following the planned departure of the headteacher for another position, the school is currently being led by an acting headteacher for one term. A new headteacher has been appointed and is due to take up post in the New Year.

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 that provides good value for money. Attendance is above average and pupils enjoy school a great deal. Children start school with skills above those expected for their age. They make good progress in the EYFS so that by the end of their year in the Reception class almost all achieve the standards expected of children this age and many reach higher standards. This good progress continues in Key Stage 1 and by the end of Year 2, standards are significantly above average overall. The school has recognised standards in writing have varied in recent years with higher attaining pupils in this age group not achieving as well as they should have done. Initiatives have been put in place to tackle this issue over the past few weeks and these are already having a positive effect on pupils' achievement. In Years 3 to 5, achievement is good overall. It is outstanding in information and communication technology (ICT), very good in reading and good in writing but no better than satisfactory in mathematics. By the end of Year 5, standards are well above nationally expected levels overall. In reading and writing, standards are high. Standards in mathematics, whilst above the levels expected for pupils this age, are not as high as those in reading and writing. This is because the school has not yet introduced initiatives to address the relative weaknesses it has recently identified in pupils' performance in this subject. Overall, pupils make good progress during their time at the school.

Pupils make good gains in their personal development because of the effective provision for their spiritual, moral, social and cultural development. They achieve a good understanding of the need to adopt healthy lifestyles. Pupils behave well overall. They demonstrate a clear understanding of what it means to be responsible members of their school and the wider community. The good academic progress they make and the personal and social qualities they develop mean that they are well prepared for future life.

Teaching and the curriculum are good. Pupils largely learn at a good rate because teaching motivates and challenges them. Teaching assistants make a strong contribution to pupils' learning. The curriculum has strengths in provision for sport and the creative arts.

Care, guidance and support are satisfactory overall, with strengths in some aspects. The school meets the requirements to safeguard children and generally carries out good risk assessments. However, it has not conducted regular fire drills each term or assessed some of the possible risks related to the proximity of the playground to the main road. Links with other schools in the locality are good, and are used well to ensure, for example, that pupils develop a good understanding of keeping fit and healthy through 'multi-skills' activities with neighbouring schools. The support and provision for the high proportion of pupils with coordination difficulties is excellent. Through daily exercises, pupils improve their coordination, confidence and range of movements. This has benefited pupils with similar needs in a number of other primary schools through the training provided by the skilled teaching assistants.

Leadership and management are satisfactory overall. The school is in a period of transition being between headteachers, amongst other recent staffing changes, and is currently being led effectively by an acting headteacher. However, until very recently, school leaders had not recognised a downturn in progress in mathematics. Whilst a wealth of information is collected about pupils' progress, procedures for checking improvement are difficult to follow and the information gained has only recently been shared with subject leaders. This has hampered their work and led to achievement in mathematics not being as good as in other subjects. In contrast,

the school has acted effectively to address weaknesses it identified in relation to achievement in writing. Overall, it has satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Chuckling with glee as they raced around the outdoor area, investigating the wind blowing their colourful scarves, is just one example of the enjoyment children gain from the EYFS provision. They are eager to learn and settle quickly into classroom routines. They make excellent progress in their personal, social and emotional development, which stands them in good stead for the transfer to Year 1. Children make at least good progress in all other areas of learning because of the good quality teaching. Following the last inspection, teachers now plan good opportunities for children to learn independently. Assessment is good. In addition to celebrating achievement, it is used effectively to plan the next stage of learning. Joint planning by the two part-time teachers ensures continuity in children's learning. Classroom support is outstanding as was demonstrated in the progress children made in reading and writing words incorporating the letter 'u' as they jumped up and down in the imaginary rain under their imaginary umbrellas. Management of the EYFS is good. An ambitious plan to improve the limited outdoor facilities is in hand, with children being included in the discussions to choose a shelter. Legal requirements are met, other than the need to assess potential risks associated with the outside area. Links with the feeder nurseries and with parents and carers are good.

What the school should do to improve further

- Ensure achievement in mathematics in Years 3 to 5 matches that in other subjects.
- Ensure teachers have access to, and make good use of accurate and reliable information to track pupils' progress and identify gaps in learning.
- Ensure that all health and safety requirements are met.

Achievement and standards

Grade: 2

Standards in reading are well above average throughout the school because teachers and teaching assistants are very knowledgeable when teaching pupils to recognise new words and to understand the meaning of texts. Pupils who have difficulties with their reading are given skilled additional help and quickly catch up through daily reading activities in school and additional homework. Achievement in writing is good. Initiatives to advance the writing skills of younger higher-attaining pupils are already reaping benefits with pupils producing pieces of more imaginative work using a wider range of punctuation and improved spelling. A check of pupils' achievement in mathematics has identified a number of relatively weaker areas in Years 3 to 5 but no initiatives have yet been introduced to make it possible for pupils to catch up. To date, pupils have had too few opportunities to explain and reason their working out so that, although they find the correct answer, they do not fully understand the process. Furthermore, pupils do not progress as quickly in mental mathematics as would be expected. Achievement in science is good and standards are above average. Progress in ICT is excellent because pupils are taught specific skills and computers are readily available in each classroom, being used very effectively for research, multi-media presentations and to support learning in all subjects. Overall, standards are well above expected levels when pupils leave school at the end of Year 5.

Personal development and well-being

Grade: 2

Pupils make good gains in their personal development. They understand the need to keep safe and healthy, talking enthusiastically about home and travel safety, their work towards the Healthy School Award and winning the West Yorkshire casualty reduction competition. The behaviour of the majority of pupils is good; they are polite, courteous and care for each other well. They are generous fundraisers and show their awareness of the needs of others and give a considerable amount of time and effort to the church and local community. They do not, however, benefit from opportunities to work with others from different ethnic, religious and socio-economic backgrounds. Overall, pupils are acquiring academic skills and developing qualities that stand them in good stead for life after school at a very good rate. They are articulate, confident speakers but sometimes not so attentive when listening to adults and other pupils. Pupils understand the importance of sustaining the earth's resources, speaking earnestly about their work as 'Eco warriors'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers plan their lessons conscientiously providing tasks for pupils of different ages and different abilities. Work is mostly tailored well to individual needs so pupils gain knowledge and skills at a good rate. Occasionally, however, activities are not sufficiently challenging to stretch the most able and gifted pupils so their rate of progress slows. Nevertheless, overall, pupils learn at a good rate because teaching is brisk, demanding and interesting. Classrooms are well organised and pupils' behaviour is mostly managed well, but occasionally, the behaviour of a few lively boys is not so well managed and this affects the learning of others for a short time. Talented teaching assistants make a substantial contribution to the learning of individual pupils and small groups.

Curriculum and other activities

Grade: 2

The curriculum is good overall, having distinct strengths in sport, the creative arts and links with other schools. This is recognised in the national awards the school has achieved. Pupils say they especially enjoy 'creative curriculum' afternoons and are proud of their cooking and the colourful T-shirts they have produced. The focus on English, mathematics and science is reflected in overall achievement but whilst initiatives to bridge gaps in learning in English are in place, this is not so for mathematics. A number of pupils are high achievers, and are registered on websites designed to stretch them and improve their performance. However, school leaders recognise that the identification of, and provision for, pupils with a gift or talent is an area for further development.

Care, guidance and support

Grade: 3

Procedures are in place to safeguard pupils, including the most vulnerable. However, there are a small number of weaknesses in the management of health and safety. Most aspects of this are good but, whilst health and safety is considered by the governing body, emergency

evacuation practices in case of fire have not taken place each term and the assessment of potential hazards presented by the school playground have not been fully considered. Close links with other professionals contribute to the good support for pupils in the care of the local authority. While teachers have taken advice from other professionals to help pupils with behavioural needs, response to expertise available within the school has been inconsistent. Pupils are becoming more familiar with their targets, but some are unsure what they need to do to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Despite being appointed at extremely short notice, the acting headteacher has quickly got to grips with managing the school and ensuring it continues to run smoothly on a day-to-day basis, whilst awaiting the arrival of the newly appointed headteacher. In addition, she has brought considerable skills to the school in relation to managing pupils with behavioural, social and emotional needs. Governors are willing, giving their support and encouragement to all aspects of school life. They bring a number of skills to the school and have formed useful links with each class. However, they have not been able to fulfil their role in holding the school to account as well as they could because they have not had the necessary management information to help them do so. Nevertheless, alongside school leaders, they have been very successful in forging strong links with the local community and furthering achievement in sport and the creative arts. In the light of recent requirements, they recognise they need to check the school is providing adequately for pupils to have a good understanding of other communities, especially the beliefs and traditions of other faiths and cultures.

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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	3

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?	3
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

¹Grade 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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	3
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**

Inspection of Cumberworth Church of England Voluntary Aided First School, Huddersfield, HD8 8NU

As you are aware, a little while ago I inspected your school. I had a lovely time and really enjoyed your company. Thank you for taking time to talk to me about your work and the colourful displays, and for giving me your views of school. It was clear from our discussions and the questionnaire replies we received from your parents that you enjoy school and think that you are safe and well cared for.

I believe that your school is providing you with a good education. As well as working hard, you enjoy lessons, clubs (especially singing!), and visits out of school. You are mostly well behaved and your attendance is good. You make good progress because you have good teachers and support staff, and a good curriculum. As well as helping those of you who attend the movement club, your school provides very good training for pupils in other primary schools with similar needs.

These are the areas I have asked to be improved to make your school even more successful.

- You make really good progress in most subjects but pupils in Years 3 to 5 need to make better progress in mathematics.
- A lot of information has been collected about your progress; your teachers need to see this regularly so they can use it to help them speed up your learning even more.
- School leaders need to make sure all health and safety requirements are met.

I know you will do all you can to help your teachers and wish you every success in your future.