

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Cumberworth Church of England Voluntary Aided First School</b>			
<b>Address</b>	Cumberworth Lane Upper, Cumberworth, Huddersfield HD8 8NU		
<b>Date of inspection</b>	5 February 2019	<b>Status of school</b>	Voluntary Aided First School
<b>Diocese / Methodist District</b>	Leeds	<b>URN</b>	107741

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

Cumberworth is a first school with 124 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/ or disabilities (SEND) is below national averages. The Head Teacher was new in post January 2016 and one new class teacher joined in September 2016.

### **The school's Christian vision**

At Cumberworth First School we pride ourselves on putting the child and family at the heart of everything we do. We aim to uphold our Christian values so that together we can enjoy our learning, enrich our lives and excel by making the most of our talents and gifts.

### **Key findings**

- School leaders have developed a Christian vision in which the whole school community work together to ensure that all pupils flourish.
- The school works proactively with parents and other agencies to ensure that vulnerable pupils and those with special educational needs and disabilities (SEND) are nurtured and supported.
- The curriculum is broad and balanced and teachers use creative strategies to promote pupils' spiritual development.
- Pupils are confident and talk about how the Christian values inspire them to take care of the world and the people in it.
- Religious education (RE) is taught with skill and imagination and pupils make progress in line with or above other areas of the curriculum.

### **Areas for development**

- Strengthen the spiritual impact of worship on the school community by developing a shared understanding of, and approach to, collective worship by all leaders.
- Further embed systems for moderation, assessment and feedback in RE so that pupils know how to improve their work so that more pupils work at greater depth.
- Strengthen pupils' perception of diversity by extending their understanding of the spiritual, moral, social and cultural strengths of the Kunzuga community

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

School leaders have involved all stakeholders in refining the school's vision statement. This is rooted in Bible teachings based on Christian values of love, self-control, forgiveness, respect, kindness and friendship. The vision to enjoy, enrich and achieve permeates all aspects of school life. Everybody feels that they are valued 'as a child of God' and, consequently, flourish. Links with the diocese are strong and leaders have a clear understanding of what makes a good church school. All staff appreciate how being a church school has an impact on the curriculum and relationships. Governors are thoroughly engaged in school life and make an effective and informed contribution to the school's self-evaluation. Areas for development from the previous inspection have been addressed and they have had a positive impact on pupils' spiritual development. The governors are critical friends who support and challenge school leaders, maintaining the focus on 'enjoy, enrich, excel' for all pupils. School leaders are committed to RE and have worked with the diocese to provide high quality training for all staff. This has had a considerable impact on the quality of teaching and learning in RE, which is consistently good. School Leaders work closely with other schools in the locality and share good practice particularly in RE and provision for vulnerable pupils.

Vulnerable pupils and those with SEND are welcomed and supported in the classroom by their peers and their teachers. 'Rainforest' helps pupils to overcome social and emotional barriers to learning. This well-resourced nurture provision is effectively managed so that pupils receive targeted support, which is carefully monitored. Staff work closely with families so that strategies and expectations are consistent. Pupils are 'happy at home, happy at school' and make progress. Families describe how the school's caring and Christian ethos 'creates a different child' who wants to do well. School leaders ensure that staff are trained and equipped to identify, and make provision for, pupils with specific SEND. The majority of vulnerable and SEND pupils make at least expected progress.

Many pupils enter the school below their expected levels of development. A carefully structured curriculum means that they soon achieve, and many exceed, expected levels of progress. This continues throughout the school with progress and attainment being consistently above national standards. More able pupils are challenged and the proportion of pupils achieving greater depth is above those nationally. Funding is prioritised to support creative and enriching activities for all pupils. These promote spiritual, moral, social and cultural and academic development. Teachers confidently plan for pupils' spiritual development and they recognise the positive outcomes of this on pupils' learning and behaviour. Pupils enjoy their learning, they are curious, ask questions and suggest answers. They make increasingly complex links between cause and consequence. In RE one pupil commented 'if we don't deal with litter, we will turn the world into a dump'. Their sense of social justice is based on their knowledge of the Bible. Pupils are passionate advocates for the environment. They are confident to challenge others and have instigated a rigorous recycling campaign 'because we are looking after God's creation'. One pupil described the story of David and Goliath as showing that 'small people can deal with big things'. The school has recently made links with a school in Tanzania. Pupils are shocked at the inequality between themselves and their 'friends' in Kunzuga and are enthusiastic about helping them. However, pupils have not developed an appreciation of the spiritual, moral, social and cultural strengths of the Kunzuga community.

Pupils talk confidently about how Christian values influence their behaviour, and choices, at home and at school. They appreciate the way that adults provide them with a framework in which they can resolve differences with their peers. Adults are adept at managing conversations so that pupils develop the ability to resolve issues independently. Families welcome the way that the school is accessible and friendly. They are confident to share concerns and know that they will be supported. Levels of absence are low, as are incidents of bullying and exclusion. Staff feel valued and well supported by their colleagues and senior leaders. This leads to high levels of commitment and motivation, which can be seen in the imaginative curriculum they deliver.

Collective worship is structured so that pupils develop an understanding of God as Father, Son and Holy Spirit. Regular monitoring indicates that pupils' value collective worship and enjoy planning and leading worship. Leaders give much thought to the content of collective worship but they are not consistently clear about the purpose of worship. Therefore, the opportunity for spiritual engagement and the appreciation of faith is sometimes missed. Links between Bible stories and school values help pupils to see Jesus as a role model who influences the way that they behave towards others. They encourage their friends and families to 'do what Jesus would do' and to 'treat others the way that they want to be treated'. Reflection and prayer spaces help pupils to think about God. They describe prayer as 'sharing their concerns with God' and their prayers reflect a sincere trust in God.

The school's RE curriculum is based on the Leeds diocesan syllabus and Understanding Christianity. All teachers

have benefitted from extensive training and they have a very sound understanding of pedagogy. As a result of this, pupils are fully engaged in stimulating RE lessons. Pupils are skilfully led from their own experience to compare, and contrast, the religious beliefs of different faiths. All members of the school recognise the significant role that RE has in developing pupils' understanding of diversity. The self-esteem of minority pupils is raised through being encouraged to talk about their faith and culture. The school has developed systems of assessment based on their new curriculum. Teachers monitor progress and ensure that pupils know how to make the 'next steps'.



**The effectiveness of RE is Good**

RE has been the focus for performance management over the past year. Teachers use their pedagogical skills to develop a coherent curriculum. All pupils, including the most able, are challenged in RE so that they develop knowledge and critical thinking skills. There is a very strong emphasis on the development of vocabulary and pupils describe their learning well. The school has established systems for monitoring pupil progress in RE. This is in line with progress in other subject areas including, more able pupils, vulnerable pupils and those with SEND.

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