



Statutory Inspection of Anglican Schools Report

Cumberworth Church of England Voluntary Aided First School
Cumberworth Lane
Upper Cumberworth
Huddersfield
HD8 8NU
Wakefield Diocese
Kirklees LEA
SIAS inspection: 28th February 2006.
Date of last inspection: 8th – 11th November 1999.
School's Unique reference number: 107741
Name of Headteacher: Mrs. L. Rutter
SIAS Inspector: Mrs. L. Alvy.

School Context

Cumberworth C of E (VA) School is smaller than average. It provides full-time education for 101 children between the ages of four to 10. Foundation Stage children are taught in a class with Year 1 children. When children start school attainment is generally what might be expected nationally although this can vary considerably year-on-year. There are no pupils from minority ethnic groups. The number of pupils eligible for free school meals and the proportion with special educational needs are both below the national average. The Headteacher has been in post since January 2005. The school has recently gained the Activemark Award.

Summary Judgement

The school's distinctiveness and effectiveness as a church school is good with some outstanding features.

Established Strengths

The Headteachers' effective leadership ably supported by the senior leadership team and governors in promoting the school's strong Christian ethos.
The harmonious Christian community based on mutual respect and a strong team approach.
Fostering excellent attitudes to learning from religion.

Focus for development

Establish strategies and procedures for evaluating Collective Worship.
Extend assessment in Religious Education to ensure that all learners achieve as well as they can.
Develop a policy for spiritual development that incorporates the successful practise within the school.

The school, through its distinctive Christian character, meet the needs of all learners effectively.

All learners are highly valued within a culture of achievement rooted in the expectation that all will achieve their best. Every aspect of school life is based on Christian principles and values intrinsically linked to the personal development, care, guidance and support of the learners. This begins with a solid foundation in the reception class and results in learners who are excellent ambassadors for the school. Successful partnership with parents through the effective communication of the school's Christian mission is reflected in their positive comments about the school. In the words of the children, 'we are brought up to be kind at home and at school'. Strong relationships with mutual trust and support from excellent adult role models enable learners to flourish into responsible and caring individuals. Prayer and worship have a high profile giving learners a clear understanding of their school as a Christian community, its care for their individual needs and opportunities to celebrate success. A vibrant and inclusive school environment creatively planned within a Christian ethos supports the spiritual, moral, social and cultural development of all learners very well.

The impact of collective worship on the school community is good.

The daily act of Collective Worship is central to the life of the school. It is effectively planned using themes, music and 'quiet times' so that learners understand what is special about belonging to a church school. Planning is skilfully matched and sensitive to the different age, ability and experience of learners. As a result they listen willingly, express themselves confidently, sing joyously and reflect prayerfully during worship. Prayer plays an important part in the life of the school, for instance learners can choose to say grace at lunch-time or take part in class prayers at the end of the day. Effective links between the local clergy and the school broaden learners experience and understanding of Anglican traditions. Staff, parents and visitors speak positively about worship. Recent parental questionnaires affirm that their children's spiritual and emotional needs are effectively nurtured. Learners speak positively about their involvement in school and church worship. The school recognises that plans to evaluate and monitor the quality and impact of worship are embryonic however.

Religious Education is good.

It is effectively planned and taught and so standards are well within the level expected by the end of Year 5. Learners' attitudes are often excellent and consequently they achieve well, show interest and develop their ideas in lessons. Teaching is good, relationships are excellent and teacher's probing questions help learners to increase their understanding about Christianity and other religions. Work is well presented and shows a developing use of religious vocabulary as well as reflective writing in response to what has been learnt about religion. High quality display and effective links to other subjects such as literacy, drama, dance and information and communication technology support for instance spiritual and cultural development well. Assessment is in place although currently under review within a comprehensive action plan.

The leadership and management of the school as a church school are good.

The headteacher and governors share a vision that incorporates a strong commitment to the highest achievement for all learners within an expectation and culture of Christian governance. Key policies are linked to strategic objectives with a collective responsibility to engage in developing the spiritual ethos of the school. Foundation governors provide an effective link between church and school. Good relationships with the church and the community provide an effective tool for witnessing the school's distinctive Christian status. There is a good partnership and active involvement between the school and its governors creating a positive ethos in which effective systems promote the development of the Christian foundation.