

Inspection of Cummersdale School

Cummersdale, Carlisle, Cumbria CA2 6BD

Inspection dates: 10 and 11 May 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud of their school. They feel safe and are happy. Leaders have high expectations for pupils' behaviour. Pupils behave well in lessons and around the school. They are kind and respectful to one another. They enjoy playing and learning together, particularly when they are outside. Pupils said that staff deal with the rare cases of bullying effectively.

Children in the early years are well prepared for their future learning. Skilled staff entice children to learn with exciting stories and interesting activities. Adults build on children's imaginative play and help them to extend the range of words that they know. They encourage children to become independent and resilient.

Pupils enjoy taking part in adventurous and cultural activities in the local area and further afield. They are curious and keen to explore the world, for example through science investigations and geography field trips. Pupils told inspectors that the teachers believe in them and always expect them to do their best.

Leaders have high expectations for pupils' achievement. They make sure that pupils who find learning difficult, including pupils with special educational needs and/or disabilities (SEND), receive effective support. Consequently, most pupils achieve well.

What does the school do well and what does it need to do better?

Leaders have recently redesigned the curriculum. This means that teachers know precisely what pupils need to learn to achieve well. This begins in the early years. Teachers structure activities so that children learn interesting things about the world around them, such as the life cycles of butterflies and frogs. Children are then ready to move on to learn the science curriculum and other subject curriculums in key stage 1.

In key stages 1 and 2 the revised curriculum has only recently been implemented. In some subjects, pupils are already learning and remembering more. Teachers have good subject knowledge in most subjects. However, some subject leaders have not checked the delivery of the curriculum in their subjects. This means that they do not have a secure enough understanding of how well teachers deliver some aspects of the curriculum. At times, in these subjects, the choice of teaching activities does not support pupils' learning.

Teachers make good use of assessment strategies to identify any gaps in pupils' learning and plan for the next steps.

Leaders and teachers identify the needs of pupils with SEND accurately and at the earliest possible stage. They ensure that these pupils have the right support to learn

the same curriculum as their peers. This means that pupils, including those with SEND, can succeed and be ready for their next stage of education.

Leaders make learning to read a top priority. Children begin learning to read soon after starting in the Reception class. As pupils move into key stage 1, they quickly build on their phonics knowledge and develop a love of reading. Well-trained staff support pupils to practise their reading frequently from books that are carefully selected to match their phonics knowledge. Pupils who may be falling behind receive swift support to catch up. Teachers read to pupils often. Pupils enjoy reading for pleasure at home. Older pupils talk animatedly about their favourite books. Pupils develop into confident and fluent readers. Their secure reading skills help them to learn in other subjects.

Pupils behave well in lessons and around the school. They do not disturb each other's learning. Pupils' enthusiasm for learning and regular attendance contribute further to their success.

Leaders and teachers broaden pupils' experiences through an extensive range of trips, visits and meetings with interesting visitors to the school. Recently, older pupils visited Liverpool and Newcastle. They learned about different faiths, cultures and traditions through visits to museums, places of worship and an art gallery. Weekly assemblies focus on current affairs. This gives pupils the chance to learn about the wider world and prepare for their future in modern British society.

Leaders make sure that pupils have plenty of opportunities to participate in healthy, physical activity, including through taking part in competitive sports with other local schools.

Governors are regular visitors to the school. They frequently talk to pupils about the new things they are learning and check on the well-being of staff. Governors and leaders consider staff's workload and work-life balance when making decisions. Staff feel valued in school. They speak highly of the support that they receive from leaders and governors. Staff participate in opportunities for professional development on a regular basis.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that adults know how to keep pupils safe. All staff understand that safeguarding is everyone's responsibility. Staff have regular and up-to-date training, including in child protection and first aid. This helps them to identify when a pupil may be at risk. Leaders follow up any concerns diligently. Where necessary, they work effectively with other agencies to make sure that pupils receive the support that they need.

The curriculum helps pupils learn about how to manage risk. For example, they learn about how to keep themselves safe when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not had the opportunity to monitor the delivery of the curriculum. This means they do not have a sufficient understanding of how effectively teachers deliver the curriculum. Leaders should ensure that subject leaders receive the support and guidance they need to check that teachers deliver the full curriculum effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112107
Local authority	Cumbria
Inspection number	10226332
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair of the governing body	Sarah Dickinson (Acting Chair)
Headteacher	Gareth Jones
Website	www.cummersdale.cumbria.sch.uk
Date of previous inspection	6 April 2017, under section 8 of the Education Act 2005

Information about this school

- School leaders do not make any use of alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and two members of the governing body.
- The lead inspector held a telephone conversation with a representative of the local authority.
- Inspectors reviewed a range of safeguarding documentation, including the single central record of checks on staff's suitability to work with pupils. Inspectors met with the designated safeguarding leader and checked how leaders record and respond to safeguarding concerns.

- Inspectors carried out deep dives in early reading, mathematics, geography and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils reading to a familiar adult and spoke to pupils informally at breaks.
- The lead inspector spoke with staff about their workload and well-being.
- Inspectors considered the responses to Ofsted Parent View, including free-text comments. The inspector also considered responses to the staff survey. There were no responses to the pupil survey.

Inspection team

Jan Corlett, lead inspector

Ofsted Inspector

Cole Andrew

Ofsted Inspector

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