

Inspection of a good school: Cumwhinton School

School Road, Cumwhinton, Carlisle, Cumbria CA4 8DU

Inspection dates:

4 and 5 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy attending this school. They feel happy and safe. Pupils are polite and friendly to each other, adults and visitors. They like playing with their friends and said they always have someone to talk to. Pupils follow the core values of the school. For example, they treat each other with respect, fairness and care. They are responsible and trustworthy members of the school community.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). However, pupils do not have the chance to achieve as well as they should. This is because leaders have not thought carefully enough about how to organise pupils' learning in some subjects.

Pupils conduct themselves well in lessons and around school. They said that bullying rarely happens. They trust adults to stop any such behaviour quickly, so it does not happen again.

Pupils participate in activities beyond the academic curriculum. They enjoy trips to museums and residential visits. They also take part in sporting competitions. Pupils value the chance to be part of a project at playtime. This could be to help plan and organise activities and equipment for pupils of all ages to join in with.

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

Leaders are in the early stages of constructing an ambitious and carefully ordered curriculum in all subjects. Leaders have prioritised the reading and mathematics curriculums. They have identified the essential knowledge for pupils to learn in these subjects from the early years through to Year 6. Leaders have acted with a sense of urgency to ensure that teachers understand what pupils need to learn and when they

need to learn it. In other subjects, leaders' curriculum thinking is not as advanced. They have not clearly identified what pupils should be learning from the Reception Year to Year 6. In these subjects, teachers have not had the training that they need to deliver the curriculum content as effectively as they could.

Pupils enjoy their lessons. They listen respectfully to their teachers and each other. Pupils are able to focus on their learning as any disruption to their learning is rare. Teachers have the resources that they need to design a variety of activities to support pupils' learning. Staff know the pupils well and identify any additional needs quickly, including in the early years. Pupils with SEND are supported to access the same curriculum as their friends.

In reading and mathematics, teachers use assessment strategies effectively to check pupils' learning. This helps to inform their future teaching. As a result, any gaps in pupils' knowledge are identified and addressed in these subjects, and pupils achieve well. In other subjects, teachers do not assess the important knowledge they want pupils to acquire. This is because the important knowledge has not been clearly identified in the subject curriculums.

Leaders have prioritised reading across the school. Pupils from the Reception Year to Year 6 enjoy reading every day. They also enjoy listening to their teachers' reading. Leaders encourage a love of reading in pupils, and pupils are rewarded for reading widely and often. This helps pupils to develop into confident and enthusiastic readers. Leaders have ensured that there is a systematic approach to the teaching of phonics. They have provided training and coaching to staff to ensure that the phonics curriculum is delivered consistently well. Pupils read books that match their phonics knowledge. This helps pupils in key stage 1 and children in the early years to become fluent readers. Those pupils who require help with their reading are supported to catch up.

Leaders provide opportunities for pupils to have roles of responsibility. For example, there is a head boy and a head girl. Pupils represent the school in community events and organise fundraising opportunities for local and national charities. They learn about other faiths and beliefs. They also understand the importance of treating everyone equally and with respect.

Leaders and governors understand how to move the school forward and the key issues to address. Leaders are considerate of staff's well-being and have taken steps to reduce workload. Staff feel well supported by leaders.

In discussion with the headteacher, the inspector agreed that English, history and music may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained in safeguarding pupils. Staff are alert to any signs that pupils might be at risk of harm. Leaders have oversight of any

safeguarding concerns and have a clear system for staff to report their concerns. Leaders follow up on these concerns diligently. Leaders engage with professional agencies to secure help for vulnerable pupils and families when required.

Pupils know how to keep themselves safe. This includes when they are online. Pupils also know how to keep themselves safe in different situations. For example, they know how to cycle safely when they are on or near roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, leaders have not clearly identified the essential knowledge that pupils need to learn. Teachers have not received training in how to deliver the curriculum in these subjects. This means that pupils do not learn as well as they should in these subjects. Leaders should clearly identify the key knowledge for pupils to learn and when they need to learn it, from the early years to Year 6, in all subjects. They should also ensure that teachers receive the training they need to deliver the curriculum in these subjects.
- In most subjects, assessment strategies are not used well to check what pupils have learned. Consequently, teachers do not identify the gaps in pupils' knowledge to help inform future teaching. Leaders should ensure that assessment strategies are put in place so that pupils' learning builds on what they already know.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2012.

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	112108
Local authority	Cumbria
Inspection number	10226069
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair of governing body	Mike Routledge
Headteacher	Eleanor Dobson
Website	www.cumwhinton.cumbria.sch.uk
Date of previous inspection	16 November 2016, under section 8 of the Education Act 2005

Information about this school

- A new headteacher and chair of governors have been appointed since the previous inspection. The headteacher took up post in January 2022.
- There have been several changes to staffing since the previous inspection.
- Leaders do not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- During this inspection, the inspector met with the headteacher and other leaders in school. She also spoke with a range of staff.
- The inspector met with two governors, including the chair of the governing body. She also met with a representative of the local authority.
- The inspector spoke with parents and carers at the beginning of the school day.

- The inspector considered the responses to Ofsted Parent View, including the free-text comments. She also considered responses from the staff to the Ofsted survey. There were no responses to Ofsted's pupil survey.
- The inspector examined a range of safeguarding documentation. She checked how leaders ensure that safer recruitment procedures are in place. The inspector checked records of staff's safeguarding training. She spoke with staff to check how well they understood safeguarding procedures.
- The inspector observed pupils' behaviour at playtimes, in lessons and around school. She also spoke with groups of pupils about their experiences at school.
- The inspector carried out deep dives in reading, mathematics and art and design. She met with subject leaders and teachers and visited a sample of lessons. The inspector spoke with pupils and looked at examples of their work. She considered the curriculum across some other subject areas. She also observed pupils reading to trusted adults.

Inspection team

Sally Timmons, lead inspector

Her Majesty's Inspector

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