

Inspection of Anthony Curton CofE Primary School

The Chase, Walpole St Peter, Wisbech, Cambridgeshire PE14 7NG

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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The headteacher of this school is Dawn Liddle. The school is part of The Diocese of Ely Multi-Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Adrian Ball and overseen by a board of trustees, chaired by Helen Jackson.

What is it like to attend this school?

Pupils enjoy coming to school. They feel happy and safe at playtimes. They know the school values, such as patience, self-control and forgiveness. Pupils are kind to each other and care for one another.

The school has high expectations for its pupils. Children in the Reception class quickly learn how to behave as expected. They show this in class and in whole-school assemblies, where they listen well. Older pupils understand the school routines. They show respect to their teachers by listening attentively and completing the activities they are given. Pupils ask for help confidently when they need it.

Pupils benefit from a curriculum which is rich in knowledge. This includes pupils with special educational needs and/or disabilities (SEND). Pupils enjoy their learning and remember important points. They try their best to do well. Most pupils present the work in their books neatly, showing pride in its presentation.

Pupils have access to a wide range of clubs. These include football, dance and arts and crafts. They are well attended and are open to all. Pupils can learn to play an instrument or join the school choir. They relish these opportunities to improve their talents and interests.

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

The school, with the support of the trust, has designed an ambitious curriculum. This sets out clearly the knowledge and skills that pupils will learn and when they will learn them. The curriculum is well planned from the early years through to Year 6. Teachers have strong subject knowledge. They are well trained. The work that teachers give pupils usually supports successful learning. The knowledge that children gain in the Reception class prepares them well for learning in the later years.

Occasionally, in some classes, tasks are not well designed to meet the needs of all pupils. Some pupils can become confused or distracted. This means that they do not always make the progress they should.

Pupils with SEND are identified promptly. Teachers and support staff are well trained. They know how to adapt their teaching. This ensures that pupils with SEND successfully access the full curriculum.

Pupils enjoy reading. The school ensures that pupils at the early stages of learning to read are given books matched to the sounds that they are learning. This helps them to practise and master important skills. Teachers identify those pupils who fall behind. Pupils get effective support to help them to catch up. Therefore, pupils gain confidence and fluency. Pupils read a wide range of literature. The school emphasises the link between reading and writing. Teachers in the Reception class help children to correctly form their letters. In other year groups, teachers have

increased the amount and quality of writing they expect pupils to produce. This ensures that many pupils become skilled, independent writers by the time they go to secondary school.

The school's systems for checking how well pupils are learning are well established in most subjects. In some subjects, where curriculum plans have recently been revised, these checking systems are still developing. Teachers sometimes identify pupils' errors but do not always provide effective guidance to ensure they are not repeated. Pupils make the same errors again, and this slows their progress.

Pupils understand the school rules and behave well. Most attend school regularly. However, a minority still miss too much school. Leaders have identified reasons for this. Their actions to encourage those who struggle to maintain regular attendance are working.

The trust and the school provide a wide range of opportunities to improve pupils' personal development. For example, pupils serve on the school council and act as monitors in the school library. They support charities and the local food bank. Pupils learn how to keep themselves safe both in the community and when online. All pupils have access to a wide range of clubs. Pupils reflect on ways of helping and being kind to one another. Pupils have opportunities to join other schools for various activities. These include science lectures or visits to art galleries.

Trustees and the governing body offer effective challenge and support. They take account of staff well-being. For example, when scheduling meetings or introducing changes to the curriculum.

Parents and the wider community are welcome in school, for example, to visit the new community library. Many parents speak highly of the work of the school. However, a minority believe that communication is poor and that some concerns could be handled better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teachers do not provide work or activities that helps pupils learn effectively. Activities are not always well matched to pupils' needs. As a result, pupils can become confused or distracted. The school should ensure that teachers plan activities that are designed to meet all pupils' needs. This will help pupils to learn and remember more.

- Teachers do not always check whether pupils correct basic errors that have been identified. As a result, pupils can repeat these errors. The school should ensure that teachers use checks on pupils' learning to address misconceptions.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141758
Local authority	Norfolk
Inspection number	10287127
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	Board of trustees
Chair of trust	Helen Jackson
CEO of trust	Adrian Ball
Headteacher	Dawn Liddle
Website	anthonycurton.demat.org.uk
Dates of previous inspection	8 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Ely Multi Academy Trust.
- The school is part of the Diocese of Ely. Its previous section 48 inspection took place in June 2016. The next section 48 inspection will be scheduled to take place by the end of 2024.
- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in early reading, mathematics, geography, science and English. For each deep dive, inspectors held discussions with subject leaders about the curriculum; visited a sample of lessons; spoke with teachers; spoke with some pupils about their learning and looked at a sample of pupils' work.
- Inspectors listened to pupils read to a familiar adult.
- The lead inspector spoke with representatives of the trust, the chief executive officer and members of the board of trustees and local governing board.
- Inspectors observed behaviour in lessons and around the school at break and lunchtimes, as well as in assembly.
- Inspectors reviewed a range of documents, including those relating to behaviour and attendance. Inspectors reviewed the school's self-evaluation document and school improvement plan.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke to parents at the school gate.
- Inspectors considered the responses to Ofsted's online survey for staff and spoke to teachers in early stages of their career.

Inspection team

Linda Allison, lead inspector

Ofsted Inspector

Imran Khan

Ofsted Inspector

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