

# Anthony Curton CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	121138
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358938
<b>Inspection dates</b>	23–24 June 2011
<b>Reporting inspector</b>	June Woolhouse

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Scott
<b>Headteacher</b>	Anne Senior
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	The Chase Wisbech PE14 7NG
<b>Telephone number</b>	01945 780121
<b>Fax number</b>	01945 780872
<b>Email address</b>	office@anthonycurton.norfolk.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	23–24 June 2011
<b>Inspection number</b>	358938

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed all seven teachers and held meetings with the headteacher, the senior leadership team, teaching staff, representatives of the governing body and pupils. They observed the school's work and looked at: the school development plan; safeguarding documents; school policies; school assessment information; pupils' work in their exercise books; and displays. They analysed information from 95 parent and carer questionnaires in addition to those from staff and pupils

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are planning, teaching and assessment consistently good enough to improve pupil achievement for all groups, especially girls and the more-able?
- How much do pupils know and understand about different cultures within a multicultural society?
- How effective are leaders at all levels in improving provision and pupil achievement?
- How accurately are children assessed and planned for in the Early Years Foundation Stage and is their achievement consolidated in Key Stage 1?

## Information about the school

Anthony Curton is a smaller-than-average primary school set in a small rural community in West Norfolk. It serves the local villages. The proportion of pupils known to be eligible for free school meals is average. The proportion of children with special educational needs and/or disabilities is above average, their needs including: specific learning difficulties; autistic spectrum disorder; speech, language and communication difficulties; and emotional, social and behavioural difficulties. Almost all pupils are of White British heritage. The school holds the Activemark and Healthy Schools awards. It was awarded the Norfolk Charter for Sport in 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Anthony Curton is a good school. It has improved since the last inspection and consolidated important aspects of provision that have resulted in increasing rates of progress and rising standards. Pupils' achievement is good and attainment in English and mathematics is now close to the expected national standards at the end of Year 6. This includes pupils with special educational needs and/or disabilities and the very small proportion who speak English as an additional language. The way in which pupils are cared for, supported and guided during their time in school is now outstanding. This in turn is reflected in their high attendance rates and the significant reduction in persistent absence.

Pupils approach their learning with confidence and enthusiasm, behave well, feel very safe and have adopted very healthy lifestyles. These continuing improvements are the result of the headteacher's outstanding commitment and drive to forge and lead an equally committed team, including the governing body, which collectively shares her vision and contribute well to the school's relentless drive to improve the life chances of all pupils. She has succeeded. A very large majority of parents and carers agree that their children are happy at school. One parent reflected the views of many by writing, 'I am very happy with this wonderful, bright and happy establishment.' Another parent wrote, 'The staff do a wonderful job and I am very proud to say my daughter is a pupil at this school.' The pupils also enthuse about their school and recognise the contribution their teachers make to their well-being and progress. One said: 'This school is the best. The teachers are funny and friendly. Also the school has a caring and friendly atmosphere. Each year I feel I have improved so that is a sign that the teachers are doing a good job at teaching.' And indeed this evaluation is spot on.

Teaching has improved and is consistently good because it is monitored regularly and any weaknesses are tackled swiftly through focused professional development. The school's self-evaluation is accurate and the headteacher, ably supported by the senior leadership team, rigorously monitors teaching, assessment and pupil progress each half term. Together, these features mean that the school has a good capacity to sustain its improvements. Pupils enjoy their learning because the curriculum is broader now and is planned through themes that make more sense to these young learners. Staff realise that key skills need to be mapped out across the key stages to ensure that good progress is maintained and attainment is raised further. The school has been successful in planning lessons that cover the customs and culture of countries and communities different from their own. Good provision in the Early Years Foundation Stage, leading to good progress, continues into Years 1 and 2 where pupils make better than expected progress by the end of the key stage. At present, all school leaders are increasing their involvement in the analysis of pupil progress but as yet have not used national standards against which they can compare and quantify these results. This means that rates of progress slow down

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

somewhat in Key Stage 2 because expectations are not sufficiently aspirational which would lead to raising attainment even further.

This is an inclusive school where all pupils are given equal opportunities to thrive and succeed. Regular monitoring to check all pupils have an equal opportunity to learn results in prompt intervention and good progress, especially for those with specific learning needs. Safeguarding procedures are good. Pupils say they feel very safe in school and know who they can talk to when they need further support.

## **What does the school need to do to improve further?**

- Ensure all leaders and managers use their knowledge and understanding of assessment information to quantify attainment and progress in comparison with national standards and expectations.
- Identify the learning skills that should be planned for and taught across the curriculum in each year in order to improve progression in learning and rates of progress.

## **Outcomes for individuals and groups of pupils**

**2**

Children enter the Reception class with skills and experiences that are broadly in line with expectations for their ages. Their skills on entry to school have improved over the past three years because of effective liaison with prospective parents and carers and the headteacher's drive to raise attainment as early as possible.

Pupils make good progress in lessons and take an active part in their learning. Older pupils worked diligently by themselves and in pairs as they developed their thoughts and feelings about their imminent transfer to the secondary school. They discussed and then set out questions they needed to answer to allay their uncertainties. They also made good use of talking in pairs to get a second opinion and, in some cases, this was enough to convince them they would be able to cope with their new surroundings. This well-chosen topic enabled them to practise and further develop their key literacy skills in a meaningful context. Younger pupils made good progress in a numeracy lesson when they succeeded in calculating the total value of coins in their purses. The more able also understood that coins have different values and this might change the number of coins they use to get a particular total.

Pupils have well-developed social skills which contribute to good cooperative learning and behaviour. This enables them to work independently and at their own pace in lessons. Work is well-presented in exercise books because teachers have high expectations of good handwriting, spelling and punctuation. Pupils make good progress from below average starting points in English and mathematics by the time they leave in Year 6 and the gap between national standards continues to close because of improved teaching and planning. There is no significant difference between girls' and boys' achievements. Girls participate in and contribute to lessons with equal enthusiasm to the boys and now achieve equally well.

The school council is influential in gathering and presenting pupils' views on how to improve the school, for example on the quality of food, school uniform and safety. Pupils participate in charity fund-raising events and take part in local community activities, such as singing at church and preparing services. They are increasingly involved in enterprise

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

activities and their regular and effective use of information and communication technology (ICT), together with improved literacy and numeracy skills, means that they are well-prepared for secondary school. Pupils are respectful of each other, show kindness and support when appropriate, and have a good understanding of other cultures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching is consistently good and lessons are well planned with sufficient practical tasks and time to work independently. Planning takes account of pupils' different abilities and in the best lessons good questioning enables pupils to build on their understanding and make further progress. Work is carefully marked and pupils understand how to improve. Learning targets are displayed prominently in classrooms. Regular assessments enable all groups to make good progress because the results inform future planning and target those pupils who need extra support to understand their learning. At present, assessments are not sufficiently quantified so that they can be compared with national averages or age-related expectations. This means that some pupils, in particular the more able, achieve their targets before the end of the year and could achieve more, leading to higher levels of attainment. The school has just identified this as an area for development.

The curriculum has been overhauled and subjects brought together into themes. Visits and visitors to school enrich it further and a three-day residential trip for Year 6 makes a significant impact on pupils' personal development as well as their academic learning.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

There is a high take-up of a range of after-school clubs and pupils benefit from the Early Birds breakfast club and the very popular Walpole Wallabies after-school club which are greatly appreciated by working parents and carers. There are notable strengths in art, physical education, science and modern foreign languages, clearly demonstrated in some high quality displays around the school and national awards, such as Activemark and Healthy Schools.

Care, guidance and support are outstanding and vulnerable pupils and those with special educational needs and/or disabilities are particularly well supported, resulting in these pupils making good progress in class and in their general well-being. There are very good links with a range of specialist agencies, providing further support for both pupils and their families. Transition arrangements into school and when pupils leave to go to secondary school are well managed, enabling pupils to get on with the business of learning. School policies for child protection and safeguarding are in place and all staff receive regular training.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school is well led and managed by the headteacher and senior leadership team. They have worked tirelessly to improve the learning environment, improve teaching and assessment and increase pupils' rates of progress especially in English and mathematics. Subject leaders are taking more responsibility for managing their subject areas and enthusiastically contribute through individual action plans. At present, they do not analyse pupil progress data in detail but this is planned for the future. The school development plan identifies a clear set of relevant priorities based on the senior leadership's careful analysis of pupil performance together with the evaluation of the quality of teaching and assessment. Intervention is done effectively and promptly and has a good impact on those pupils who make less than expected progress.

The governing body is effective and well informed through first-hand visits to school and regular information from the headteacher. Governors understand the school's strengths and areas for development and challenge the senior leadership team when necessary. They have dedicated curriculum links, budget and safeguarding responsibilities. Equality of opportunity is promoted well through careful analysis of individual needs and systematic monitoring of progress. Safeguarding procedures are good and this is confirmed by parents, carers and pupils. The governing body receives appropriate training, including that for safer recruitment. There is regular monitoring of safeguarding checks and site security.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Community cohesion is promoted well in school, resulting in a harmonious ethos where all pupils are valued and respect each other. The school has good links with parents and carers and involves them in school activities to support their children's education. A newly-formed Friends' Association provides further opportunity for their involvement and support of school events in the community. Links with national and global communities, for example with an African school, are good and the curriculum contains explicit themes to increase pupils' knowledge and understanding of other countries, cultures and religions. This is evident in displays of work and pupils' comments. The school provides good value for money and funds are used wisely to improve the environment and ensure all pupils achieve well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start in the Reception class and achieve well by the end of the year, developing above average skills and knowledge in all areas of learning. They settle quickly because of effective transition arrangements, attending weekly taster sessions during the summer term ending with a whole day in school at the end of that term to get used to school. They learn and play in well-equipped and attractive accommodation. There is a good range of activities carefully prepared to meet their needs and interests with a commendable focus on developing practical skills through appropriate direct teaching from skilled adults. This was evident in an excellent session on printing where children took impressions to capture an object's shape and texture. They learned a great deal besides how to print because of the excellent dialogue promoted by their teacher. This included discussing how a fish breathes, locating its gills and examining it at close range. They used speaking and listening skills effectively to explain their impressions. Children enjoy the opportunities they have to explore, investigate and increase their understanding of the

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

world around them. This shows in their good behaviour, levels of perseverance and their considerate attitudes towards one another.

Welfare arrangements are good and all necessary health and safety systems are in place. Children learn how to be very healthy through access to fruit, water and lots of fresh air during outdoor activities. The setting is well led and managed. Ongoing assessments are recorded with appropriate evidence after systematic observation of each child's learning. There is rapid intervention when it is clear that a child is not making sufficient progress. This means that no one falls behind, including those with special educational needs and/or disabilities or the very few who speak English as an additional language. Good links exist between parents and carers and the school work effectively in partnership with them. Good partnerships with a range of providers enhance children's well-being, especially those who may be vulnerable.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who responded to the Ofsted questionnaire was above average for a primary school and their views were very positive. The vast majority of parents and carers agree that their children enjoy school and felt that the school keeps their children safe. Inspectors investigated some individual concerns raised by a very small number of parents and carers about how the school took account of their views and suggestions, pupils' behaviour and how well the school is led and managed. They judged all these aspects of provision to be good during this inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anthony Curton CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	62	31	33	5	5	0	0
The school keeps my child safe	70	74	23	24	2	2	0	0
My school informs me about my child's progress	38	40	53	56	4	4	0	0
My child is making enough progress at this school	46	48	44	46	5	5	0	0
The teaching is good at this school	54	57	38	40	2	2	0	0
The school helps me to support my child's learning	40	42	47	49	8	8	0	0
The school helps my child to have a healthy lifestyle	44	46	49	52	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	53	35	37	5	5	0	0
The school meets my child's particular needs	43	45	41	43	7	7	1	1
The school deals effectively with unacceptable behaviour	36	38	44	46	6	6	7	7
The school takes account of my suggestions and concerns	35	37	43	45	14	15	2	2
The school is led and managed effectively	43	45	36	38	10	11	1	1
Overall, I am happy with my child's experience at this school	54	57	31	33	5	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 June 2011

Dear Pupils

**Inspection of Anthony Curton CofE Primary School, Wisbech, PE14 7NG**

Thank you so much for helping us with the inspection of your school recently. We enjoyed our visit and were really impressed with how well you behave and help each other in lessons. Everyone was so polite and considerate towards each other and all the adults. Being polite is an important aspect of behaviour that will stand you in good stead now and when you are older.

We think you attend a good school and, in fact, some of you wrote those exact words in your questionnaires. The way your teachers care for and support you is really special and this helps everyone to make lots of progress. However, we think that with a closer look at your work each term the teachers will be able to raise attainment a bit more. Eventually you will be above the national average and be flying when you go to the secondary school - we are confident that you can do it. We have also asked the teachers to improve their plans so that you can increase your literacy and numeracy skills as you move up the school. We saw some fabulous work on display which showed what interesting lessons you have and also the care you take when you do your work. Keep it up! We were particularly impressed when the school council interviewed us and told us how well we had conducted the inspection. It was a privilege to meet and talk to them and hear their views. And we will remember to smile in assemblies in future.

We hope that the rest of the year goes well and, for those who are leaving, wish you well in the big step you are about to take into secondary school. You told us you are ready for it and know what to do if you need some help. Your friends back at Anthony Curton will be anxious for you to return to this school and tell them all your news.

Have a great summer and all the best for the next school year.

Yours sincerely

June Woolhouse

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**