

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Anthony Curton CofE Primary School	
Address	The Chase, Wisbech, PE14 7NG

School vision
<p>To provide a safe, nurturing environment, where everyone can blossom, being the best version of themselves whilst inspiring and increasing courage, individuality and confidence and motivating all to reach their full potential. Everyone is empowered to make good choices through the spirit of God and the fruits offered.</p> <p>Galatians 5:22-23 “But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.”</p>
School strengths
<ul style="list-style-type: none"> • Adults and pupils flourish at Anthony Curton as a result of its deeply rooted Christian vision. It is aspirational which means that it changes lives and equips people to be the best they can. • The school’s curriculum provides knowledge that is challenging, resulting in pupils becoming critical thinkers. Spirituality is securely understood and thoughtfully articulated, enabling pupils to be curious and reflective learners. • Collective worship is shaped by the Christian vision and positively impacts on school life. It includes everyone, invites participants to hear the teaching of Jesus and is inspirational. • Pupils are celebrated as individuals, and all are encouraged to find their voice in the world. This enables a culture of responsibility where pupils flourish as agents of change. • Religious education (RE) is well planned. It is high profile and underpinned by high quality teaching and learning, enabling pupils to flourish.
Areas for development
<ul style="list-style-type: none"> • Develop the RE curriculum to include the exploration Christianity as a worldwide faith. This is so pupils can understand its diversity beyond their local context. • Provide further opportunities for pupils to lead collective worship. This is so they can enable others to develop their spiritual understanding.
Inspection findings
<p>The Christian vision has been carefully thought through by leaders and governors to ensure that it is right for Anthony Curton. It supported and grown by the vision of the Diocese of Ely Multi Academy Trust (DEMAT). As a result, staff are inspired by the biblical example of Christ’s love and compassion for everyone. They draw on the core value of forgiveness as a way to build strong relationships. Staff speak eloquently of their own vision to serve the pupils and families in their school. They are particularly motivated to champion the needs of pupils who are disadvantaged or who have special</p>

educational needs and / or disabilities (SEND). Leaders are attentive to the needs of all pupils, which leads to them being highly committed to all succeeding. For example, the time that staff spend building trusting and respectful relationships means that the school is exceptionally well regarded in the community. They work above and beyond their designated roles to strive for the best possible provision and support for every pupil and family. Leaders invest in the staff and prioritise their wellbeing to enable them to be effective in their work. Through bespoke coaching of every staff member, a sense of value is felt by all. Committed governors provide support and take pride in being the guardians of the school's Christian character. They regularly evaluate the impact of the vision in detail and systematically check how the vision drives the school's priorities. This strengthens the outworking of the Christian vision and is a key aspect of their delegated duties from the trust.

The curriculum encourages pupils to flourish in their learning and to use knowledge wisely, reflecting on the school's vision of achieving their potential. The ambitious curriculum has been supported in its development by the trust and focuses on growing the talents of each pupil. It grows pupils' spirituality by promoting their critical thinking, curiosity and ability to reflect. As a result, the school's understanding of spirituality encourages pupils to be patient in their learning and seek joy in what they do. It also provides opportunities for pupils to flourish through a wide range of extracurricular clubs. These offer enrichment through sport, music and art. In addition, interests outside of school are celebrated and showcased as ways in which pupils flourish more broadly.

Collective worship has a significant impact on the school's ethos, especially on the positive relationships that arise as a consequence. This is because worship is framed in a stilling and quiet experience, recognising that everyone seeks spiritual growth in their own way. Times of worship provide ideal conditions for the whole school community to develop spiritually. Leaders plan worship carefully to promote the Christian vision and its core values. Regular reference to the Bible and the teachings of Jesus help adults and pupils to understand the vision's roots in Christian teaching. Staff are supported well to lead worship. It is enhanced by the local vicar and lay preacher who offer meaningful ways to encounter biblical teachings. These include holy communion services that the school and local community enjoy together. Nobody is obliged to take part in any religious activity, but everyone is given time to reflect upon and respond to the person of Christ. Personal contemplation is enabled by carefully constructed spaces around the school such as the outdoor reflection space. However, pupils leading worship and being spiritual leaders is less developed. This results in the modelling of spiritual development being left to adults.

The Christian vision ensures that the mental health and wellbeing of pupils, families and staff is a priority in the school. Pupils who have SEND are supported well. Leaders help families to deal with external agencies, and make sure that they benefit from a curriculum that is ambitious for them. Those with responsibility for attendance, SEND and pastoral care work with staff and parents to support the welfare and wellbeing of pupils. Where necessary, individual pupils are well supported to help them to regulate their behaviour. This results in relationships being restored by living out the Christian values of forgiveness and love. The school constantly adapts resources and approaches to meet the growing diversity of pupils' needs. It has responded by creating flexible provision for pupils who find school challenging. It often thinks 'outside of the box' to achieve success. As a result, everyone is valued as individuals and their needs are understood.

Through the curriculum and the study of current world events, pupils have opportunities to live out the vision by serving others. Some of them have had opportunities to serve their local community by befriending the elderly in a local care home. Here, pupils have made cards and invited residents to school events to include them in community life. They regularly organise foodbank collections to support the disadvantaged locally. Others learn to serve their peers in school by being members of the pupil safeguarding committee. This enables them to identify risks around the school, feed back to senior leaders and act to improve their learning environment. The curriculum offers a wide range

of opportunities, to learn about injustice in the world and encourages pupils to become agents of change. These include understanding about homelessness and refugees. By including these opportunities the Christian vision is lived out by pupils serving each other as leaders. This ensures that pupils flourish by using their talents to promote the interests of those less fortunate than themselves.

The RE curriculum is carefully crafted to provide pupils with accurate knowledge about a range of religions including Christianity. Leaders have worked closely with the diocese and the trust to ensure that the curriculum challenges pupils to learn about a range of religions. This results in a good working knowledge that enables them to respond thoughtfully to what they have learned. This leads to pupils developing sophisticated ideas and making meaningful comparisons about different beliefs. Leaders support teachers continuously to improve their knowledge of the subject, enabling them to be confident and enthusiastic about what they teach. Because of well-chosen teaching resources, pupils have a good understanding of important Christian ideas. These include concepts about God being born as a human and God as father, Son and Holy Spirit. Pupils are challenged by 'big questions' such as 'What kind of world did Jesus want?' However, pupils' understanding of Christianity as a worldwide and multicultural faith is less developed. Often their understanding is limited to their local knowledge and experiences.

Pupils progress well in RE. They write and talk about their learning in lessons with a clarity of thought that develops as they get older. They respond thoughtfully and creatively to the different religions they learn about. This encourages them to enthusiastically answer the 'big questions' which they pose. Pupils' work shows the progress that they make from lesson to lesson. Assessment is carefully mapped across each year group as well as through the curriculum itself. This enables staff to know the milestones of learning in RE and respond by shaping their lessons to meet pupils' needs.

The inspection findings indicate that Anthony Curton Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	16 January 2024	URN	141758
VC/VA/Academy	Academy	Pupils on roll	197
Diocese	Ely		
MAT/Federation	Diocese of Ely Multi-Academy Trust		
Executive Head	Dawn Liddle		
Chair	Steve Cozens		
Inspector	Christopher Allen	No.	847