

Inspection of Cawston Church of England Primary Academy

Aylsham Road, Cawston, Norwich, Norfolk NR10 4AY

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher is Rebecca Newman. This school is part of the Diocese of Norwich Education and Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Oliver Burwood, and overseen by a board of trustees, chaired by Beverly Tilman. The headteacher is responsible for this school and three others.

What is it like to attend this school?

The school is a peaceful place for pupils to learn and make friends. Teachers have high expectations. These help all pupils to become more proficient in reading, writing and mathematics. Lessons are interesting. They support pupils to become more knowledgeable about the world and its past. Pupils understand what they learn and can use subject-specific vocabulary accurately.

Relationships between staff and pupils are warm and respectful. As a result, pupils know that the adults will listen to and help them when they need it. Pupils strive to receive rewards for their academic efforts, and for emulating the 'Cawston character traits'. In lessons, pupils focus well. For example, when teachers read stories to them. From an early age, pupils learn important routines such as lining up and how to take turns. This helps pupils to behave, focus and listen well.

The school has strong links with the community. As a result, pupils have plenty of opportunities to spread their wings. For example, by taking part in singing events with the choir, or playing team sports with other schools. The school carefully and creatively chooses activities and trips that bring the curriculum to life. One highlight involved a stargazing event to complement the science curriculum.

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

The curriculum is broad, ambitious and well sequenced. Subjects such as history and geography are built around engaging themes such as 'culture' and 'conservation'. Teachers adapt the curriculum carefully, sequencing lessons so pupils retain and deepen their knowledge over time.

Teachers teach with skill and enthusiasm. They use clear explanations, have strong subject knowledge and plan well-chosen activities to help pupils understand key concepts. In mathematics, teachers focus on arithmetic fluency before moving to problem solving and reasoning. The school has recently implemented a more rigorous approach to teaching writing, including handwriting. However, these improvements are not yet fully embedded. Some older pupils have gaps in their understanding of spelling, punctuation and handwriting. As a result, a small number of pupils' written work contains errors.

Reading is a priority. The school ensures that early reading lessons follow a structured and consistent approach. Staff regularly check pupils' progress. They provide effective, targeted support to help pupils who need to catch up. As a result, pupils quickly learn to read with confidence. Pupils see reading as enjoyable. They benefit from a wide, high-quality literature curriculum. This supports pupils to be interested in books and to read for pleasure.

Staff use a range of useful techniques to support pupils with special educational needs and/or disabilities (SEND) to access the curriculum. Staff receive high-quality training, advice and guidance from experts across the federation. This supports staff to make

careful adaptations in class, so that pupils can overcome their barriers to learning. As a result, pupils with SEND learn the full range of subjects the school offers and progress well. The school provides additional individual and group support to enable pupils with SEND to catch up in basic skills.

In the Reception Year, stories, songs and conversation create a language-rich environment. This supports children's communication and language development. The curriculum successfully introduces children to new words, concepts and skills. Staff know each child well and adapt support to children's individual needs. They carefully select activities that help children to practise key skills. As a result, children become more independent and confident.

Pupils are well behaved and keen to learn. The school promotes positive attitudes and teaches pupils how to be polite, respectful and understanding of others' differences. The school recognises and rewards pupils' kindness and effort. Pupils demonstrate these values in their lessons and around the school. To ensure that pupils attend school as often as possible, the school works closely with parents to make them aware of the importance of education. Consequently, pupils attend frequently.

The school provides a well-rounded and thoughtfully designed personal development programme. This includes opportunities for pupils to take on leadership roles, such as being a 'school ambassador'. The school's personal development programme also includes a focus on conservation and eco-awareness. This gives pupils a sense of purpose beyond the classroom. The school's curriculum ensures that pupils learn about different cultures, families and beliefs.

Leaders are focused on continuously improving pupils' education. Well-established networks of support across the federation and the trust, support staff to share expertise, refine teaching approaches and develop professionally. For example, working together to provide more targeted support for pupils with SEND. Trust leaders and school governors provide effective challenge and support. This enables school leaders to translate the school's priorities into practical and positive actions. For example, through improving communication with parents. Staff feel supported and appreciated.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has made improvements to the way it teaches writing, but this recent work is not yet fully embedded. Some older pupils have gaps in their understanding of spelling, punctuation and handwriting. As a result, a small number of pupils' written work contains errors. The school and the trust should further embed and strengthen

the new approach to teaching writing, ensuring that all pupils develop writing skills with success.

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	142837
Local authority	Norfolk
Inspection number	10345428
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	Board of trustees
Chair of trust	Beverly Tilman
CEO of the trust	Oliver Burwood
Headteacher	Rebecca Newman
Website	www.edenfederation.co.uk/cawston
Date of previous inspection	20 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Eden Federation within the Diocese of Norwich Education and Academies Trust.
- The school runs before- and after- school care.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector held meetings with the chief executive officer, the deputy chief executive officer, the chair of the governing body and another member of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with staff, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour during breaktimes and in lessons.
- 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.
- The lead inspector reviewed a wide range of documents, including leaders' evaluation of the school.
- Inspectors spoke with a range of staff and pupils during the inspection. The lead inspector considered responses made by parents to Ofsted Parent View, including free-text responses.

Inspection team

Hannah Stoten, lead inspector

His Majesty's Inspector

Glenn Russell

Ofsted Inspector

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