

# Bury CofE Primary School

Owls End, Bury, Huntingdon, PE26 2NJ

**Inspection dates** 8–9 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work, and encourages all pupils to become caring and thoughtful young citizens.
- Pupils' behaviour is good and they know how to keep themselves and others safe. Pupils of all ages get on well together and have a clear sense of being part of the school family.
- Pupils make good progress in English and mathematics. Most achieve well from their different starting points, especially in reading.
- The school has responded well to a dip in 2012, and current standards in Year 6 are once again above national averages in English and mathematics.
- Teaching is typically good. Staff have strong working relationships with the pupils and give them lots of encouragement.
- Senior leaders and governors have a good awareness of the school's strengths and are tackling its areas for improvement. As a result, the quality of teaching and learning is improving.

### It is not yet an outstanding school because

- Not enough teaching is outstanding and a small amount requires improvement.
- The work planned in lessons is not always well matched to pupils' different ability levels.
- At times staff spend too long explaining things to pupils. This limits the time available for them to discuss their ideas or produce work in depth and detail, including in writing.
- Although senior staff and subject leaders regularly check the quality of planning, teaching, marking and pupils' work, they do not always do this rigorously enough to ensure that pupils make consistently good progress.

## Information about this inspection

- The inspectors observed teaching in all seven classes and saw parts of 14 lessons. Several of these were carried out jointly with the headteacher. Inspectors also listened to individual pupils reading and looked at the work in pupils' books to get a view of progress over time.
- Meetings were held with the headteacher and the leaders in charge of the Early Years Foundation Stage, special educational needs, and literacy and numeracy. Discussions took place with groups of pupils, as well as with representatives of the governing body and the local authority.
- The inspectors took account of the views of 39 parents and carers from the online questionnaire (Parent View). They also spoke to several parents and reviewed the 17 responses to the staff questionnaire.
- Inspectors observed the work of the school and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring information, and records relating to governance, attendance and safeguarding.

## Inspection team

Sue Hall, Lead inspector

Additional Inspector

Lynda Beale

Additional Inspector

## Full report

### Information about this school

- This school is slightly smaller than the average-sized primary school.
- The very large majority of pupils are from White British backgrounds. No pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium is well below the national average. In this school this additional funding applies to a small number of pupils who are known to be eligible for free school meals or from families in the armed services.
- The proportion of disabled pupils and those who have special educational needs identified at school action is well below average, as is the proportion supported at school action plus or through a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Make all teaching at least good, with more that is outstanding, by:
  - ensuring that tasks challenge pupils of all abilities, particularly the more-able pupils
  - limiting the amount of time teachers spend explaining things, so they involve pupils more in lessons
  - checking that the marking of pupils' work regularly identifies exactly what needs to be improved
  - providing tasks that build pupils' writing skills to a higher level, so that they can write in greater depth and detail.
- Improve the impact of leadership and management by:
  - ensuring that senior staff rigorously check planning, teaching and work in pupils' books to be sure they are making consistently good progress
  - providing more opportunities for subject leaders to work with colleagues to improve pupils' achievement.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with skills that vary from year to year but are often slightly above those expected for their age. They make good overall progress and during this year many have made excellent progress in building their self-confidence and enthusiasm for learning. For example, when acting as 'maths magicians' they worked very enthusiastically together to solve number problems, including doubling a given amount.
- During the current year many changes have been made across the school to raise standards, including more emphasis on the use of assessment information by senior leaders. This is now effective and ensuring a more concerted focus on improving the rate of progress. Achievement is currently good overall.
- Last year in Year 1, the checks of pupils' knowledge of letters and sounds showed that standards were no more than average, but this has been tackled well. Pupils across the school do well in their reading and clearly enjoy a wide range of materials, including a new computer-related range of books aimed specifically at boys. An impressive feature of encouraging pupils to read widely is that the oldest pupils arrive before the start of school every day and read with their reading 'buddies' in the Reception class. This has numerous benefits to all concerned and promotes strong relationships and a love of reading.
- In recent years pupils have often done well in mathematics, and several said how much they enjoy the subject. This was seen, for example, in Year 2 when pupils investigated how to find a half and quarter of a range of numbers. Pupils found out that if they put items on two or four plates, they needed to do this fairly and equally.
- Recently standards in writing have not been as high as in other areas. The school has tried various initiatives to tackle this, but with mixed success. The sample of current work shows that pupils write competently and accurately, but sometimes struggle to reach the higher levels and do not always develop their writing at length and in depth.
- Disabled pupils and those who have special educational needs make good progress. Through the recently improved tracking of progress, issues of underperformance have been identified and pupils receive well-targeted additional individual and small group support.
- Pupil premium funding is used to provide extra support where appropriate. There were not enough eligible pupils in 2012 to comment on their attainment in English and mathematics at the end of Year 6 without identifying individuals. This year an additional teacher has been employed to work with groups of pupils and the sample of recent work shows good progress, including in writing. Thanks to good-quality support this year, it is clear that the gap between their attainment and that of other groups is narrowing.

### The quality of teaching is good

- Teaching is typically good. In Reception there is a very good balance of adult-led and child-chosen activities. Staff have a lively and enthusiastic approach which ensures learning is fun for all. Adults have high expectations of the children and provide plenty of practical activities that motivate the children to learn and result in rapid progress. This was seen in children's happy enjoyment of trying out the playhouses of the 'Three Little Pigs' with animated discussions about which would survive in the blustery wind.

- Staff ask pupils questions well to check what they know and can do. For example, when Year 6 pupils wrote about the motives and feelings evoked in a story about environmental matters, the teacher skilfully introduced another dimension by questioning what good the human characters did. The pupils then considered more than just the negative impact on the animal characters.
- Teaching assistants work to support individuals and small groups, including disabled pupils and those who have special educational needs. These pupils and those known to be eligible for pupil premium funding are also well supported by an additional teacher to ensure that they make better progress, particularly in writing.
- Occasionally in some lessons, especially in Key Stage 2, staff try to explain things in too much detail. At times this is confusing for the pupils. Lengthy introductions lead to pupils quietly losing concentration, so few then offer answers to questions and several do not produce their best work.
- Lesson planning is particularly good in Reception and Key Stage 1, where tasks are linked but slightly different for groups of pupils of varying abilities. In some years in Key Stage 2 activities are sometimes the same or very similar for all ability groups, and do not always challenge the most able pupils.
- The marking of pupils' work is completed regularly and targets are displayed in pupils' books. However, it does not always clearly show pupils what level they have reached or what they specifically need to do to reach the next level.
- The school has a continuing focus on improving teaching. Staff attend training activities and visit other schools to identify the features of better teaching. The impact of such work has however been mixed.

### **The behaviour and safety of pupils are good**

- Pupils say they like school and think this is a happy and safe place to be. They are almost always polite and helpful to one another and the adults they work with. Many develop into very mature young people and are a pleasure to talk to.
- Pupils' behaviour at playtime is often excellent. Pupils of different ages play happily together. They care for one another very well. After a minor accident to a younger pupil, for example, two older ones spontaneously went to the younger one's assistance.
- The clear social and moral code of the school successfully encourages pupils to take responsibility for their own actions. Pupils share equipment happily. The dining hall is a pleasant place to be because pupils enjoy one another's company. Parents and carers say they think their children are well looked after and feel safe.
- Pupils have a good understanding of what bullying is, and recognise the different types that may occur. They understand that using mobile phones and computers have both positive and negative aspects. A few say there is some name-calling in school, but they are confident that if concerns are raised the teaching staff will deal with them.
- Disabled pupils and those who have special educational needs are well supported, which helps them grow in confidence and achieve more academically. The school has improved the ways in which it tracks everyone's progress and this ensures support is provided where needed.

- Attendance and punctuality are good, and the school works with families should there be any concern regarding absence.
- Pupils' behaviour is not outstanding because at times, and especially where teaching is least effective, some do not take a very active part in their learning and offer few ideas to discussions. While they do not disrupt the learning of others, they are sometimes too passive and do not try their hardest with their work at all times.

### **The leadership and management** are good

- Senior leaders have made considerable changes and improvements in many areas during the current year. This was largely because staff recognised they had to respond to the dip in standards. For example, most staff changed the year groups that they taught. This ensured that they looked carefully at what was appropriate for the age of the pupils.
- A key factor in recent improvements has been the way in which the school has considerably improved the ways in which it collects and uses data through regular checks of pupils' progress. Senior leaders now identify more readily whether individuals or groups of pupils require additional support.
- The school recognises it is now a good rather than an outstanding school. It knows what it does well and where improvement is needed. Joint lesson observations show that leaders recognise good teaching, although evaluations during the inspection were at times a little generous.
- Teachers' performance is checked regularly, and senior leaders use information from data about pupils' progress and from lesson observations to decide whether teachers should be paid more. This is linked appropriately to a programme of staff training, supported by some external training and visits to other schools.
- Some staff are currently in new or temporary roles before the appointment of a new deputy headteacher. The effective work of the Early Years Foundation Stage leader has given children a stimulating range of learning experiences. The headteacher has recently been trained as the special educational needs coordinator, and the leadership team has been strengthened by two staff sharing the role of English leader.
- The school has a suitable programme for monitoring and evaluating the quality of planning, teaching and samples of pupils' recent work. It is now in the process of organising more opportunities for subject leaders to work with colleagues to demonstrate and share good practice.
- The school has looked carefully at how it uses pupil premium funding, as it was aware that last year these pupils, as well as disabled pupils and those who had special educational needs, did not always make the progress anticipated. In addition, some pupils who had done well in Key Stage 1 did not make the progress expected in Key Stage 2. Funds are now used well to support different groups who may be at risk of underachieving. The gap between what these pupils achieve and others in the school has narrowed this year.
- The school is identified as a 'light touch' school for support from the local authority. It is working closely with the diocese in preparation for becoming a diocesan sponsored academy.
- The promotion of pupils' spiritual, moral, social and cultural development is a strong feature of

the school and at the heart of its work. It is clear that the school fosters good relationships and tackles discrimination effectively. Acts of collective worship strongly feature opportunities for prayer and reflection. The high quality of pupils' singing reflects their enjoyment of music and brings a spiritual element to assemblies.

- Staff ensure that all pupils have equal access to learning opportunities. Procedures to safeguard pupils meet current national requirements. Overall, the improvements made this year show that the school has the capacity to continue to improve.

■ **The governance of the school:**

- The school has a nucleus of long-serving governors who, together with more recent appointments, support the school very well. They have an accurate understanding of pupils' achievement and know what performance data tell them about standards and progress. They support the headteacher well in managing teachers' performance and pay-related issues, and they know what is done to reward good teaching and tackle underperformance. They recognise that because some staff and governors are longstanding they need to ensure that the school does not become complacent and live on past successes. Records of recent meetings show that governors receive a good range of information and readily challenge the decisions made. They are very keen to extend their programme of focused visits in order to understand at first hand the priorities for improvement, and to ensure they do not depend on staff for information. They manage the budget effectively and recognise their responsibility to make sure that pupil premium funding is used to raise the achievement of the pupils for whom it is allocated. Governors have worked closely with school leaders on preparing for conversion to an academy.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	110846
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	413224

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>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Hayes
<b>Headteacher</b>	Peter Allen
<b>Date of previous school inspection</b>	24 January 2008
<b>Telephone number</b>	01487 813784
<b>Fax number</b>	01487 710194
<b>Email address</b>	office@bury.cambs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 information 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'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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 2013

