

INSPECTION REPORT

BURY CHURCH OF ENGLAND FIRST SCHOOL

Pulborough

LEA area: West Sussex

Unique reference number: 126022

Headteacher: Mr. C. Todd

Lead inspector: Marianne Harris

Dates of inspection: 30th November – 1st December 2004

Inspection number: 266539

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: First
School category: Voluntary Aided
Age range of pupils: 5-10
Gender of pupils: Mixed
Number on roll: 45

School address: Westburton Lane
Bury
Pulborough
West Sussex
Postcode: RH20 1HB

Telephone number: 01798 831502
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Appropriate authority: The governing body
Name of chair of Mr. J. Wotton
governors:

Date of previous 1st March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Bury is a very small village school that caters for pupils up to the age of 10 years. Most of the pupils are from advantaged circumstances and are from a mainly white UK heritage. The proportion of pupils eligible for free school meals is very low, as is the number of pupils who have special educational needs. These needs are for mainly for learning difficulties. There are no pupils who are at an early stage of learning English. The percentage of pupils who leave or join the school other than at the normal times is quite high, although the actual number is quite small. This mobility is caused mainly by pupils who leave at the end of Year 3 to go to other schools. When pupils join the school they are generally of above average attainment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23288	Marianne Harris	Lead inspector	Foundation Stage English Science Geography History
9789	Leigh Barclay	Lay inspector	
22157	Michael Roussel	Team inspector	Mathematics Information and communication technology Art and design Design and technology Physical education Music PSHE and Citizenship Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bury First is a **good** school where standards are above average and pupils achieve well. It is well led and managed by a committed headteacher, staff and a very good governing body, who all place great emphasis on giving pupils a good all-round Christian education. Teaching and learning are good and pupils are very enthusiastic about school. The school provides good value for money.

The school's main strengths and weaknesses are:

- The provision for music is very good and pupils perform very confidently and enthusiastically.
- Standards in English are well above average and pupils achieve well.
- In mathematics, whilst standards are currently average and improving, test results reflect underachievement.
- The school provides well for pupils' personal development and this results in very good behaviour and positive attitudes.
- Staff know the pupils very well and provide very good care for them.
- The school is well led and managed and, as a result, there are many opportunities for pupils to learn beyond normal lessons.

The school was last inspected in 1999, when it was judged to be good. Issues that were identified last time have been tackled effectively and there has been good improvement overall. The most notable improvement is in the provision for information and communication technology. Statutory requirements are now met and pupils reach standards that are expected nationally. The quality of teaching has improved, and the strengths that were identified last time, for example the high standards in English, have been maintained. However, standards in mathematics have fallen and are not as high as they were at the time of the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A	A	A*	A
writing	A	A	A*	A*
mathematics	A	B	D	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; Similar schools are those with similar percentage of pupils eligible for free school meals.

The very small number of pupils who take the national tests means that the performance of just one child can affect overall results significantly. Great care must be taken when comparing Bury with other schools for this very reason. However, when test results are taken in conjunction with work seen during the inspection, reliable judgements can be made. Pupils' overall **achievement is good**, including that of pupils with special

educational needs. In English standards are well above average in the infants, and by the time they are in Year 5, pupils reach standards that are normally seen in Year 6. In science the picture is similar, and pupils make good progress in both subjects. However, in mathematics there has been a decline in standards over the past few years, and, by the end of Year 2, test results in 2004 were below those expected nationally, and pupils underachieved. The school had identified this as an issue, and the strategies that have been put in place have resulted in standards improving; they are now average in both classes, and pupils' achievement is now satisfactory. Standards in singing are very high and pupils achieve very well because there is very good provision for music and pupils are very enthusiastic about performing. In information and communication technology, achievement is satisfactory and standards are now above average.

Pupils' personal qualities are good. The school provides well for pupils' spiritual, moral, social and cultural development, although the programme for helping pupils understand about the wider multi-cultural world concentrates mainly on the pupils' own, and other western culture. Behaviour is very good and pupils are keen to learn and produce neat work. Attendance is satisfactory and pupils arrive at school on time.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall, and are very good in music. Teachers plan work that is appropriate to each child in the class, whatever their ability or age. However there is too much reliance on published schemes in mathematics and pupils do not always have the opportunity to record their work independently. The curriculum is good with much work being carried out with other small schools so that pupils experience a good range of activities beyond normal lessons. This is especially notable in music, where collaboration with other schools resulted in a public performance. Accommodation and resources are good. The school takes very good care of the pupils and they know that there is someone they can go to if they have any worries or concerns. The school has developed very good links with other schools and is at the heart of the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The head is new in post and has continued the good work of the school. He has identified areas for improvement and is beginning to address these issues. The staff, some of whom are relatively new, are committed to including all pupils. The governors are very supportive of the school and are doing a very good job. They fulfil their statutory responsibilities very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the work of the school and fully support its work. They do all they can to support the school and to help their children at home. Pupils are enthusiastic about learning and work hard. They feel safe and secure and take great pride in their achievements.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve teaching, achievement and standards in mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

The school is divided into two classes, infant and junior, and these terms have been used throughout the report.

Standards achieved in areas of learning and subjects

Pupils reach standards that are above average, overall. All pupils achieve well.

Main strengths and weaknesses

- Standards in English are well above average.
- The standard of singing throughout the school is much higher than is usually seen.
- Test results in mathematics are below average for pupils in the infant class.

Commentary

1. Bury is a very small school and, consequently, the performance of just one child can significantly effect the overall results for the school. When children join the school in the reception year, they have skills and knowledge that are above those normally seen, and their ability is generally above average. During their time in the reception year, the children make good progress and most are likely to exceed the expected goals for children's learning, especially in communication, language and literacy, because this area of learning is promoted very well. Only pupils in Year 2 take the national tests, as there is no Year 6 class in the school. Test results in 2004 in both reading and writing were very high compared to all schools nationally. They were also high when compared to schools that have a similar number of pupils known to be eligible for free school meals. Teacher assessments in science were very similar. However, test results in mathematics have fallen over the last two years, so that they were below average in the 2004 test.
2. The work seen during the inspection matched the test results in English. Much emphasis is put on teaching reading and writing and promoting these skills in other subjects, so that, by the time pupils leave the school in Year 5, they reach standards that are normally seen at the end of Year 6. This represents very good achievement because the school adds much to the pupils' personal development and, consequently, pupils are keen to learn and are enthusiastic. Pupils with special educational needs make good progress because they are well supported in lessons, and many reach and exceed the standards that are expected nationally, especially in English. Pupils with special educational needs and those who join the school part-way through their education make good progress and achieve well because they settle into school quickly and work is planned well to meet their particular needs.
3. Standards in mathematics in the infant class are better than test results would suggest. The weaknesses have been identified and strategies have been put in place, but these have been very recent and will take time to have an impact. There is less emphasis on printed workbooks and more on developing pupils' ability to think like a mathematician and, consequently, standards are currently average, with pupils in the

junior class making rapid progress in their learning. Overall, pupils' achievement in mathematics is satisfactory. Standards in singing are very high because the school devotes much time to musical performance, and this, in turn, has a significant positive impact on pupils' personal development as they grow in confidence.

- Standards in information and communication technology are above average, with the school keeping pace with the increased demands that are expected nationally. Standards in art and design are also above average with pupils having many opportunities to explore a wide range of skills that enable them to create their own pictures and sculptures confidently.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes to their work and their behaviour is very good. Pupils' spiritual, moral, social and cultural development is good overall. Attendance is satisfactory and pupils arrive at school on time and ready to learn.

Main strengths and weaknesses

- Pupils' good attitudes to learning and very good behaviour in the classroom help them to achieve well.
- Relationships between pupils and between pupils and staff are very good; in part this is due to the small size of the school community, but it is also a consequence of the caring ethos of the school.
- Pupils are very confident and are keen to learn.
- Pupils' moral, social and spiritual development is very good because the school has consistent and high expectations for behaviour, based firmly on Christian principles.
- Provision for their cultural development is strong in terms of their own cultural and other western traditions, but is not as strong on other cultures.

Commentary

- Pupils have good attitudes to learning in lessons. They generally listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of well planned and paced teaching where teachers maintain a high level of interest and set appropriately challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well. Where the pace or challenge slackens, there is some restiveness.
- Standards of behaviour are very good in the classroom and throughout the school. The mixed-age groupings encourage the older pupils to adopt a protective role towards the younger children. All pupils are fully aware of the high standards expected and required by staff. The strong Christian ethos of the school means that the pupils know right from wrong and show consideration for others. No signs of aggressive behaviour were seen and parents confirmed that bullying is not a problem. There have been no exclusions.
- The pupils are confident and articulate contributors to the school community and they demonstrate good levels of maturity as they progress through the school. They treat their school and resources with respect. Where they are encouraged to develop

independence and take responsibility, they respond very well. They have made significant contributions to the plans for improvements to the school grounds. These personal qualities could be further developed.

8. Pupils play harmoniously together and work very well together in groups. In their musical productions, for example, they collaborate and negotiate very effectively. Staff provide a positive lead in engendering positive relationships by giving frequent praise and encouragement and by recognizing the individual needs of every child.
9. The school exploits a wide range of local opportunities to enrich the pupils' cultural experience. During "Cultural Awareness Week", pupils have the opportunity to research how people in other countries live and work. This has resulted in pupils becoming aware of other cultures, although these are mainly western and do not always reflect life in non-western countries.
10. Attendance has been very good for a number of years but, in the year prior to the inspection, it fell slightly below the national average for similar schools. The small number of pupils in the school means that minor shifts create significant statistical changes.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.7
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are consistently good. There are more opportunities for the pupils to learn beyond lessons than are normally seen in such a small school. There are very good partnerships with parents and the local community and the pupils know and trust all of the adults in school. Pupils are very well looked after and work in a safe and stimulating environment.

Teaching and learning

Teaching and learning are good, and assessment is satisfactory.

Main strengths and weaknesses

- Music is very well taught throughout the school.
- Work is well planned to match the needs of all of the pupils.
- There is too much reliance on printed workbooks in mathematics and this results in standards that are lower than in English.
- Teaching assistants are used well to support pupils' learning.
- Information and communication technology is used effectively to capture the imagination of the pupils.

Commentary

11. The quality of teaching and learning across the school is good. Teachers know the pupils very well and make sure that they make good progress. Work is planned effectively so that it meets the needs of all pupils in each class. This is a notable achievement as each class contains pupils of all abilities and teachers have succeeded in planning work for each age and ability within the class. Children in the reception year make good progress because their work is planned using the national guidance for children in the Foundations Stage. Music is especially well taught because the specialist knowledge of staff is put to good use and pupils achieve very well.
12. Teaching and learning in mathematics are less effective because there is too much reliance on printed workbooks, and this means that pupils do not get the chance to fully explain their mathematical thinking, nor do they have enough opportunities to record for themselves.
13. Teaching assistants are used well to support pupils with special educational needs, so that they can make the same good progress as the rest of the class. Those pupils who

are gifted and talented have work that challenges and interests them and they too make good progress.

14. Teachers make lessons interesting for all pupils. In the junior class information and communication technology is used very effectively so that pupils can show their work on a large screen for all to share. This results in pupils being keen to learn and working hard so that they can finish their work. During lessons, pupils work together effectively and share their ideas so that all are included. In the infant class there are many activities that help pupils work together and discuss what they are doing.
15. Assessment, overall, is satisfactory. Teachers mark work diligently and check that pupils understand what they are doing in class. There are some opportunities for pupils to think about what they have learnt and decide how well they think they have understood their work.

Summary of teaching observed during the inspection in 10 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	2	5	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The curriculum is good. It is planned effectively and is regularly reviewed to ensure it takes account of any new developments and initiatives. There is a good range of enrichment activities, particularly through learning outside the school day and in sports and the arts. Accommodation and resources are good overall.

Main strengths and weaknesses

- There is a good range of extra-curricular activities.
- Accommodation, both inside and outside, is good.
- Opportunities for pupils to take part in school and residential activities are good.
- Regular visitors to the school enrich pupils' learning.

Commentary

16. The curriculum is broad and balanced and meets statutory requirements for all its pupils, and religious education is taught in accordance with the Chichester Agreed Syllabus. Improvement since the last inspection has been good and all key issues have been addressed. The school's personal, social, health education and citizenship programme is good and includes teaching sex education and about the misuse of drugs.
17. The curriculum for children in Foundation Stage is good overall. Plans are in place to incorporate all the areas of learning that should be taught to children before they enter Year 1. Children have access to an interesting range of activities and learning experiences, both in the classroom and in the spacious outdoor area. The classrooms are well resourced and the children are very well supported and encouraged by the

teacher and teaching assistants. The effective deployment and work of the support staff ensures that pupils of all capabilities, including those with special educational needs, receive their full curriculum entitlement.

18. The school is a lively and stimulating environment and there are very good opportunities for pupils to experience an enriched curriculum, with particular strengths in the music and the arts. Pupils get many opportunities to go on visits outside the school, such as the Year 5 residential visit to the Isle of Wight, walking in the locality, school camp, local farm and curriculum visits. Good links are maintained with other institutions, especially the local schools consortium.
19. Teaching staff have the necessary qualifications and experience to meet current curriculum needs. Provision for pupils with special educational needs is good, and for gifted and talented pupils it is also good.
20. Although it is a small school the accommodation is good and is effectively used to support learning. It is very well maintained and has very spacious outside learning and play areas. Classrooms provide adequate teaching space and are well organised, generally providing an attractive learning environment. There are good resources in all subjects to support pupils' learning.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance and involves them well in its work and development.

Main strengths and weaknesses

- Pupils feel secure and work in a healthy and safe environment.
- Teachers know the pupils very well.
- Every pupil's personal development is closely monitored, which enhances their achievement and progress.
- Children are introduced to school life very well.
- The pupils are involved in some aspects of the work and development of the school very well, but this could be extended.

Commentary

21. The school provides a warm, happy environment that is conducive to learning. Exemplary attention is paid to safety issues. Healthy eating is encouraged through provision such as the national Free Fruit initiative. Internet access is filtered and only available under adult supervision. There is considerable First Aid expertise amongst the staff and arrangements for looking after pupils who are unwell or suffer minor accidents are good. Child protection procedures meet all the requirements.
22. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide good support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The assessment

procedures ensure that teachers carefully track the progress and personal development of every pupil. Targets for each child's personal and social development are agreed with pupils and parents and recorded twice a year. This contributes significantly to the pupils' personal development.

23. Induction arrangements are very good and ensure that children settle happily into the reception class. Throughout the school parents are encouraged to come into their child's classroom before the start of the school day, which consolidates the school/family links and provides opportunities to discuss any concerns. Similarly, pupils are very well prepared for transfer to the middle school.
24. Seeking pupils' views and involving them in the work of the school is mostly informal. There are plans to increase their responsibilities. The pupils have been very effectively involved in the development of the school grounds, designing and building an attractive willow withy and submitting proposals for a trail which has been included in the plans. The juniors are encouraged to take responsibility for setting out their learning materials prior to each lesson. When pupils are given responsibility, they exercise it very competently and with sensitivity to the needs of others, particularly towards the needs of the younger pupils.

Partnership with parents, other schools and the community

The school has very good links with parents as well as with the community and other schools.

Main strengths and weaknesses

- Parents are very well informed about the school and their children's standards and progress.
- The very good support parents give to their children's learning makes a positive contribution to their achievement.
- The very good links with the community help to enrich the curriculum and make pupils aware of their own culture.
- The very good links with other schools significantly extend the curriculum and ensure that pupils transfer happily on to their next stage of education.

Commentary

25. Parents are very well informed about the school through the prospectus and regular newsletters. The school's open door policy means that there is an easy dialogue between parents and teachers. Parents are also well informed about their children's progress through consultation evenings, six-monthly progress reports, when targets are jointly agreed, and good annual reports.
26. Parents are highly satisfied with the school. They feel comfortable about approaching it with concerns. They feel that teachers have high expectations and that their children are encouraged to be mature and responsible. Parents praise the induction arrangements to the reception class and the smooth transition to middle school.

27. Parents make a good contribution to their children's learning by attending training sessions offered by the school on topics such as infants' reading and listening skills. Parents support their children with their homework. They also raise significant funds for the school through the Friends of Bury School. People in the village are very supportive of school events. The school's heated swimming pool is open to the pupils in the summer holidays. Other adult education activities, using the school's facilities, are under consideration.
28. The very good links with the community include a strong link with the local church where the children help at the monthly Family Eucharist, reading, leading the prayers and taking the collection. The vicar is a regular visitor to the school and leads a Wacky Wednesday club with a religious theme which the pupils enjoy. Pupils take part in local events such as the Children's Carol Concert in Chichester Cathedral and this year the school has been selected to open the concert. They also make very good use of the local community as an educational resource with an extensive programme of visits, including to a local farm, the Weald and Downland Museum, Bignor Roman Villa, a Chalkpits Museum and an annual residential trip to the Isle of Wight.
29. The school has developed excellent links with other primary schools in the area. This provides valuable staff development opportunities for the teachers and the children meet together once a year for an activity. Last year this took the form of a workshop with Children's Music from Glyndebourne to put on a version of the Marriage of Figaro at a professional theatre. This initiative, which was followed by a production of The Magic Flute, has had a major impact upon the pupils' cultural awareness, their performance skills and their confidence. The very good links with the local middle school mean that the pupils who progress there have a smooth and happy transition.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and key staff is good. Governance is very good.

Main strengths and weaknesses

- The work and support of the governors are very good overall.
- The monitoring of performance data and setting of targets are very good.
- The deployment of support staff in the school is good.
- Financial management procedures are good and monies carried forward are well planned for local initiatives.
- There is a need to implement a programme of monitoring teaching and learning.

Commentary

30. The leadership and management of the school are good. The headteacher is new and has undertaken an initial audit of the school's work and has started to implement initiatives for development, such as individual target setting and a weekly newsletter to parents. There is a commitment to equality of access to the full curriculum and procedures are in place to meet the needs of all pupils.

31. The curriculum leadership and teaching of the headteacher are good. However, the monitoring of teaching and learning is not yet effectively in place. The new headteacher has identified the need to monitor teaching and learning and is addressing this as one of his priority areas. In addition, the school has had a lot of staff changes and the headteacher has recognised the importance of spending valuable time in team building.
32. Governance of the school is very good. The governing body are well informed and maintain a good oversight of school provision. Some governors spend time in the school, although there are few formal procedures for regular focused visits. Their knowledge of strengths and weaknesses is good overall and they are very supportive of the new headteacher in his drive to focus on specific areas of concern and identify strategies to address any weaknesses in provision. There are good procedures in place for governors to check that the school complies with statutory requirements, all of which are met. Budget planning and monitoring are good and the governors have ensured a balanced budget is set, taking careful account of the principles of obtaining best value. The balance carried forward to the next year is higher than usual, but governors are clear about the planned expenditure. This includes using funds provided as a Beacon school to support the initiatives of the local schools partnership.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	210,615
Total expenditure	209,384
Expenditure per pupil	4,653

Balances (£)	
Balance from previous year	32,604
Balance carried forward to the next	33,835

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- The programme for settling children into school is good.
- Children learn basic skills well.
- A good range of activities cover all areas of learning.

Commentary

33. There are very few children in the Foundation Stage, and less than half currently attend full time. Therefore provision for children in their reception year has been sampled and reported below. Teaching is good and helps the children make good progress towards the expected goals for their learning. All pupils achieve well. Most are likely to exceed these goals, because they come into school with above average skills and knowledge and make good progress. Assessment is satisfactory. The leadership of this area of the school's work is well organised and managed so that the children are integrated effectively into the whole school.
34. Children settle into school quickly because the programme for children's **personal, social and emotional development** takes into account the needs of young children and this means that they have work and activities that are appropriate. There is a time set aside for the children to visit the school before joining, and to become used to the environment. This results in children who enjoy coming to school, make friends easily and behave very well. Expectations are clear and children work well together.
35. The programme to help children learn early reading, writing and mathematical skills is good. Activities to promote children's **communication, language and literacy** skills mean that they learn to read confidently and many can write sentences on their own. In class, the children speak confidently and listen attentively to each other. Children's **mathematical development** is good. They learn to count and use mathematical language appropriately.
36. In **creative development**, work is well planned so that the children experience painting and making clay models. They use a variety of tools safely and with increasing control. There are many opportunities for them to dress up and act out their own stories. Well-planned activities mean that children move confidently in **physical development**. In **knowledge and understanding of the world**, they learn about the natural world and use the local area well to discover about small animals and various plants.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve well.
- Teachers have high expectations of pupils making good progress.
- Work is well planned to meet the needs of all pupils.

Commentary

37. Although the number of pupils taking the national tests at the end of Year 2 is very small, the school has consistently achieved well above average results. This is because the pupils are well taught and make good progress in English. By the time they leave the school in Year 5, many reach standards that are normally seen at the end of Year 6, and some exceed these. Pupils read fluently and with expression, and they talk confidently in class. They listen attentively to the views of others and express themselves clearly. In the work seen during the inspection, pupils in Year 2 confidently wrote their own stories and had written poems about snow. Standards for this age group are also well above average. In Year 5, pupils compose their own poems and write good stories, using appropriate punctuation and paragraphs.
38. All pupils achieve well. Those with special educational needs are well supported and make good progress. Those pupils who are gifted and talented have work that challenges them. This means that all are fully included in lessons and achieve well.
39. Teaching and learning are good. Teachers have high expectations and set work that meets the needs of all pupils. Lessons are interesting and activities are different for each group of pupils. So, for example, in a very good English lesson on poetry, younger pupils had good support so that they could suggest alternatives for an already published poem, older pupils wrote their own, and the more able pupils used a computer to compose a poem and used pictures to illustrate it. Pupils in both classes settle to work quickly and work hard. Work is finished to a high standard and pupils take pride in what they write.
40. English is well led and managed in the school. Teachers work very closely together and know the pupils well so that work can be planned to match their needs. This close working partnership has resulted in pupils achieving well and consistently achieving high standards in tests. There has been good improvement since the last inspection. The quality of teaching and learning has been maintained, and so have the high standards reported last time.

Language and literacy across the curriculum

41. The skills that the pupils learn in English are used well in other subjects. The pupils have written about the local church and cathedral and explain their thoughts and feeling well. The older pupils have written accounts of their experiences when participating in the opera, and produce well-written accurate pieces of work. In class they listen attentively to each other and contribute sensibly to class and small group discussions.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy mathematics.
- National test results in mathematics are well below those seen in English.
- There is an overuse of published scheme workbooks and worksheets.

Commentary

42. The number of pupils who take the national tests is very small and this makes comparisons insecure. Nevertheless, test results have fallen over the last few years and work seen in lessons is not of the same standard as that seen in English. The school has identified this as a pressing issue and has begun to put in place strategies to tackle the weaknesses. Although this has been a relatively recent initiative, standards are rising in the junior class, where there are more opportunities for pupils to talk about the strategies they use when tackling mathematical problems. Pupils are now achieving satisfactorily and standards are average in both classes.
43. The quality of teaching overall is satisfactory with some elements of good team teaching. Pupils have a good attitude to their learning and are keen to contribute to the lessons. The teaching assistants are well deployed and work as a coordinated team with the class teachers. Teachers make satisfactory use of assessment to plan lessons and pupil tracking is in place with a comprehensive tracking file for all years. Targets are discussed with pupils, shared with parents and are reviewed termly with the parents. However, there is too much reliance on printed worksheets and books and this means that the pupils do not have enough opportunities to record for themselves. This also limits the opportunities pupils have to talk about their work and to discuss mathematical strategies and ideas.
44. Leadership and management of the subject are satisfactory overall, and the new headteacher is now focusing on mathematics as a key area for development, and, because of this focus and the effective strategies that have been put in place, there has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

45. The use of mathematics across the curriculum is satisfactory. Pupils use their skills appropriately when measuring in science and when thinking about the passing of time.

SCIENCE

There were no science lessons scheduled during the time of the inspection and so the subject has been sampled.

46. Teacher assessments for pupils at the end of Year 2 show that standards in science in 2004 were well above average. All pupils reached the expected standards and many exceeded them. Current standards are at a similar level. Pupils achieve well, especially in their knowledge and understanding of carrying out investigations. For example, in the work seen, pupils in the infant class had discussed the properties of various materials, and knew what they are used for.
47. From looking at the books it is clear that pupils in the junior class learn a lot about the natural world. They know the main parts of a plant and their function so that they understand about

how a plant reproduces. They learn about a variety of small creatures and compare them with each other, investigating the food they eat and what habitat they prefer. There are many opportunities for pupils to carry out scientific investigations and accurately record their findings. They use the skills they have learnt in English to write clear accounts of their investigations, and use their mathematical knowledge to record tables of results. A good example of this is when a group of pupils investigated how long a stag beetle would take to walk the length of a ruler. Pupils understood that one run would not be enough and, after timing the beetle three times, worked out what the average time taken was. However, there is little evidence to suggest that pupils predict what they think will happen and record this before they carry out their experiments.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good attitude to their learning.
- The work of the teaching assistants is good.

Commentary

48. Standards are above average in Year 2, and by Year 5, pupils have made reasonable progress and standards remain above average. Pupils of all abilities achieve at least satisfactorily, overall. However, some pupils are achieving well because they have home computers and are able to continue their learning at home. Improvement since the last inspection has been good because the subject was a key issue for development.
49. Teaching and learning are satisfactory throughout the school and teachers have high expectations of pupils using information and communication technology in other lessons. For example, in an English lesson, pupils in the junior class confidently used a variety of programs to produce a poem.
50. There is a small suite of five computers, and some computers in the corridor as well as those in the classrooms. These are well used and during the inspection most were in constant use. Pupils have a good attitude to their learning and there was evidence of pupils who were secure and competent in their skills. Listening centres are well used and there is evidence of work with digital cameras in the range of photographic displays in the school. However, despite the wide range of computer work seen in the junior folders, and pupils confidently using multimedia through a PowerPoint presentation, there was limited use of control technology. Computer art is used well, and good examples of pupils' work were on display, especially the pictures of animals and insects. An infant group was observed working with a teaching assistant using a drawing package and designing their candle pictures for their Christmas cards and were able to confidently able to explain and demonstrate their skills in using the program.
51. The quality of leadership and management of the subject is satisfactory overall. However, information and communication technology has been correctly identified as an area of focus for development, especially in developing teachers' knowledge, skills and confidence in teaching the subject. Resources are good.

Information and communication technology across the curriculum

52. The use of information and communication technology to support teaching and learning across the curriculum is beginning to develop. It was seen during the inspection in literacy, mathematics, science, art and design, history, geography and religious education.

HUMANITIES

There were no history or geography lessons seen during the inspection and these subjects have been sampled. Religious education is subject to a separate inspection.

53. Work in **geography** shows that, by the end of Year 2, pupils learn about the local area and begin to make simple maps. They make steady progress, and by the time they leave the school they have learnt about countries such as Egypt and Australia. They know about features of various landscapes and use their knowledge when looking at periods in history, such as the Ancient Egyptians and why they lived along the banks of the Nile.
54. In **history** pupils learn about past times. By the end of Year 5 they understand about the customs of the Ancient Egyptians and begin to appreciate the influence the Romans had on life in Britain. Pupils begin to use the internet to research historical topics and can make deductions from pictures and writing from the time. However, there is an over-dependence on printed worksheets, especially for the younger pupils in the junior class, and this restricts the opportunities they have to write and record for themselves.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and music are reported in detail below. **Physical education** and **design and technology** were not inspected.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards in art are above those normally seen because it is well taught in the school.
- Pupils are confident using a wide range of different materials.

Commentary

55. Specialist knowledge is used well within the school so that pupils experience a wide range of art and design activities and, consequently, they reach standards that are above those normally seen. In the infant class, pupils have made wind chimes from clay, using natural materials to enable them to hang in the classroom. Pupils worked hard to make these and were confident when discussing how they made them. In the junior class, pupils have drawn careful sketches of the local church and have used light and tone very well to create the effect of shadows.
56. Teaching and learning are good because art and design is taught systematically throughout the school. Pupils learn skills in the infant class that are developed appropriately in the junior class. This means that they make good progress. Teachers have high expectations of pupils working hard and sharing their ideas in class. Work is well planned so that pupils are interested in the activities and work hard to finish.
57. Art and design is well led and managed in the school. This has led to standards being above average and pupils achieving well. Resources are good and used very effectively to help pupils learn. There has been good improvement since the time of the last inspection. Standards have been maintained and pupils now make good progress.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Music is a strength in the school.
- Pupils have a very good attitude to music.
- The quality of teaching is outstanding.
- Pupils have good opportunities to take part and hear live musical performances.

Commentary

58. Standards in music are well above that of pupils of a similar age. Pupils achieve very well overall. The visiting music teacher is a music specialist and her teaching is outstanding. Assessment is very good.
59. It was possible to see quite a range of music, including the junior pupils rehearsing the school Christmas production, descant and treble recorder groups, choir rehearsal, school hymn practice and singing in a school assembly. In addition, a peripatetic instrumental teacher was in the school to teach the clarinet and flute to individual pupils.
60. The quality of singing is very high and pupils sing with a warm, sensitive tone and excellent diction. All singing activities started with breathing and vocal exercises and very good attention was paid to poise and musical discipline. Pupils demonstrated very high standards in maintaining tempo, rhythm and pitch and although they sang with gusto they fully understood the importance of varying dynamics and responded very sensitively to the dynamic requirements of different songs, especially in the school assembly where they sang with reverence.
61. The routines for learning new songs are well tried and tested and new songs were learned rapidly through the teacher singing a phrase and the pupils singing it back. Pupils have very good attitudes and are stimulated, enthused and thoroughly enjoy their music lessons.
62. The choir will be taking part in the Family Christmas Carol Concert in Chichester Cathedral and will be starting the service by singing 'Silent Night.' In the choir rehearsal 'Silent Night' was rehearsed along with a number of other Christmas carols to be sung in the carol service in Bury Church. The quality of singing was a credit to the school and to the work of the music teacher. In the autumn term the school took part in the Glyndebourne Experience and attended the final rehearsal of 'The Magic Flute.' A music workshop was held for pupils to rehearse and engage in their own performance at the Minerva Theatre in Chichester.
63. The leadership and management of the subject are very good and resources are good overall. This is an improvement on the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

64. The school has a good policy for personal, social and health education and this is reflected in its work. Pupils are given opportunities to develop their confidence, take on responsibilities and identify their own talents and skills and use them to the full. They have opportunities to participate in discussions and be able to put their own point of view, but also accept the opinions of others. They are encouraged to respect the school and local environment, and engage in developing a healthy life style through keeping themselves safe, fit and eating healthy food. They are taught to know the difference between medicines and drugs that cure illness and those that are dangerous. Pupils are introduced to sex education that is relevant to their understanding during their time in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).