

# Bury CofE First School

## Inspection report

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<b>Unique Reference Number</b>	126022
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	315399
<b>Inspection date</b>	14 May 2008
<b>Reporting inspector</b>	Eileen Chadwick

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Lock
<b>Headteacher</b>	Christopher Todd
<b>Date of previous school inspection</b>	30 November 2004
<b>School address</b>	Westburton Lane Bury Pulborough RH20 1HB
<b>Telephone number</b>	01798 831502
<b>Fax number</b>	01798 831029

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## Introduction

The inspection was carried out by an Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

attainment on entry to Reception and the progress being made in Reception and Key Stage 1 standards and progress in Key Stage 2; and

the impact of leadership and management on improving achievement.

Evidence was gathered from lesson observations, discussions with pupils and staff, a review of the assessment data the school uses to track children's progress, and analysis of pupils' work. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included, where appropriate, in this report.

## Description of the school

This very small, rural primary school draws its pupils from the local parish as well as from further afield. The area is economically advantaged. Very nearly all pupils are of White British heritage and the proportion of children with learning difficulties is well below average. The school holds Healthy School, Eco Schools Silver, Activemark and Travel Plan awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This school is outstanding. The academic performance of the pupils is exceptional in English, mathematics and science and they also excel in music, including singing, and in art and design. A well-rounded education gives high priority to developing basic skills and also embraces opportunities for pupils to develop their creative, sporting and practical talents to high levels. A key strength of the school is the outstanding quality of relationships and the degree of care and attention given to supporting each child. Consequently, pupils grow in confidence and self-worth and their personal development, including behaviour, is excellent. Parents are delighted with their children's progress and, as one parent says, 'This school is absolutely outstanding, giving my children a brilliant start in life.'

Staff have high expectations and prepare pupils extremely well for future learning and their life ahead. Pupils achieve exceptionally well as they move through the school. Children joining the Reception class usually have above-average attainment and by the time they begin Year 1 they reach well-above-average standards, including in literacy and numeracy. This excellent rate of progress continues through the rest of the school and, by Year 2, standards in reading, writing and mathematics are exceptionally high. By Year 5, pupils' exceptionally high standards in English, mathematics and science are as good as, or exceed, those expected nationally at the end of Year 6.

The headteacher's excellent leadership is at the heart of ensuring that there is a constant focus on high achievement within a warm, purposeful and stimulating environment. He successfully combines his part-time teaching commitment with his managerial role. Staff have been empowered to play a full part in raising achievement and this is important in this small school where staff have many responsibilities. Scrupulous and accurate evaluation of the school's performance has resulted in the school knowing what is working and what is in need of improvement. The rigorous focus on checking teaching and assessing pupils' performance has contributed to rising standards. Teachers and their assistants are given strong professional development opportunities and share their expertise so their subject skills are kept up to date. Governors provide first-class support and challenge.

Consistently high quality teaching is the major reason why pupils' progress is so good. Teachers capture pupils' interest and are very skilled in providing for the very wide age and ability range in their class. Their flexible way of working enables those pupils who need extra challenge to work alongside older pupils, so they are able to work at much higher levels. The school also liaises with middle schools to provide suitably challenging work for gifted and talented pupils. The few pupils with learning difficulties are extremely well supported and make excellent progress. Support staff make a valuable contribution to this. Pupils' targets are challenging and the school takes every step to make sure they are met.

The excellent climate for learning and strong links with the Church and community ensure pupils' spiritual, moral, social and cultural development is outstanding. Children make excellent contributions to the school and wider community. Older pupils know they have an important role in helping younger pupils to feel safe, secure and happy. This fosters a strong sense of family within the school. Along with developing their responsibility within school, of special note is pupils' respect for other cultures and religions. Initiatives such as 'India Week' and assemblies linked to Christian Aid Week enable pupils to develop their understanding of other countries and other people's lives. Pupils enjoy solving problems and develop teamworking

skills. They have some understanding of occupations such as farming but the school recognises that their awareness of a wider range of jobs in business and industry and their enterprise skills are limited. Pupils have a very thorough understanding of the importance of healthy lifestyles, including diet, hygiene and exercise, and they enjoy the many sporting activities offered to them. Their eco work, such as organic gardening and energy conservation, helps pupils to care for their planet.

The curriculum is broad and rich. It includes a modern foreign language and there is an excellent range of exciting visits, visitors and clubs. Provision in information and communication technology (ICT), the creative arts and sport is strong. Specialist teaching in music and many other exceptional musical opportunities are major reasons why standards in music are so high. For example, all pupils from Year 2 to Year 6 belong to the choir and there is a wide range of expert instrumental tuition. The very successful links with other schools to enrich subjects, for example, in science, music and sport, also enhance pupils' social development as well as easing the transfer to their next school.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Most children begin school with skills and understanding that are above average. Excellent provision, based on a thorough knowledge of children's needs, allows them to make excellent progress. By the time they begin Year 1, standards are well above average and many have exceeded their goals in all areas of learning. Children feel safe and very happy. They are eager to learn because of the warm and welcoming atmosphere and the interesting and challenging tasks they are given. Adults are vigilant about children's relationships and establish clear routines which encourage sharing and enjoyment of school. Adult-led activities and tasks to promote the basic skills of speaking, listening, reading, writing and number are taught especially well. This enables all children to make a flying start in learning the basics. Very capable children are quickly identified and given more challenging work. Children have good opportunities to learn through play and there are particularly good opportunities for creative development, for example, through role play and in art and music. Teamwork between staff is excellent. Assessment is thorough and rigorously checked to make sure all children are making the progress of which they are capable.

## **What the school should do to improve further**

- Broaden pupils' awareness of the wider range of opportunities in the world of work and their enterprise skills.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## **Text from letter to pupils explaining the findings of the inspection**

14 May 2008

Dear Children

Inspection of Bury C of E First School, Bury, Pulborough RH20 1HB

As you know, I visited your school recently to find out how well you are learning. Thank you for being so polite, friendly and helpful. You told me that you go to an excellent school. I agree with you and I am now writing to let you know about some of the things that I found out about your school.

- Your hard work is paying off and you reach high standards in reading, writing, mathematics and science.
- Your singing is excellent and you develop your musical and artistic talents really well.
- You have very good opportunities for sport and for developing your practical skills.
- Everyone in the school takes good care of each other and your excellent behaviour helps to make your school a happy one.
- You have excellent opportunities to take part in lots of different activities in school, in the community and with other schools.
- Your headteacher leads you all extremely well and all the staff and governors are working hard to make sure you always have such good opportunities for learning.

Here is what I am asking the school to do now:

- Make sure you have more chances to learn more about what adults do in their work and to develop your own enterprise skills.

I hope you will continue to enjoy school and continue to try hard in all you do. Thank you again for helping to make my time in your school so very enjoyable.

Best wishes

Eileen Chadwick Lead inspector