

Inspection of a good school: Bury C of E Primary School

Westburton Lane, Bury, Pulborough, West Sussex RH20 1HB

Inspection date:

19 June 2024

Outcome

Bury C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive in this friendly and caring school. The school's values of 'courage, humility, wisdom, compassion and perseverance' are embedded into everyday life. Pupils enjoy learning. They are proud of how their teachers link learning with the local environment. Pupils are extremely pleased with their Platinum Green Tree Award and being a West Sussex Ambassador School for the South Downs National Park. The school is ambitious for all pupils, and the curriculum enables them to achieve well. Pupils describe the school as 'incredible', 'fun' and 'amazing'.

Pupils behave well and listen carefully to each other. They are kind to each other and understand why this is important. All staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Relationships between staff and pupils are extremely strong and based on mutual respect. Staff put pupils at the heart of every action they take.

Pupils enjoy the wide range of opportunities that are available. They enjoy clubs such as basketball, arts and crafts and music. They particularly enjoy the trips and experiences that teachers arrange to enhance learning, for example the residential trip to Hindleap and the school camp. They are motivated by the education they receive and develop into well-rounded, respectful individuals.

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

The school has developed a broad and aspirational curriculum for all pupils from the early years through to Year 6. In most subjects, the content is structured so that all pupils, including those with SEND, consolidate learning well over time. For example, in mathematics, teachers design activities that require pupils to revisit and reuse knowledge they have previously learned. This helps pupils to achieve well.

However, in some subjects, the school's curriculum thinking has not been specific enough about what pupils need to know. This means that pupils do not always connect new knowledge to previous learning effectively. In these few subjects, pupils do not learn as well as they could. The school has identified this and there is a clear strategy to develop the whole curriculum in an organised and manageable way.

Reading is at the heart of the curriculum. Learning to read is a priority right from the start in Reception. Pupils get off to a good start because phonics is taught well. The school has ensured that a systematic approach to the teaching of early reading is in place. Phonics is taught by well-trained staff, with carefully considered support in place for those pupils who require extra help. Adults ensure that the books that pupils read are matched carefully to the sounds that they know. Teachers read to their classes daily, selecting texts that bring variety, diversity and high levels of engagement. Teachers and pupils clearly share a love of reading.

The school's work to support pupils' wider development is a real strength. Pupils enjoy a broad range of extra-curricular activities, including pond dipping, caring for the school bees and taking part in outdoor learning as 'Bury Rangers'. Visits from story tellers, local historians and members of the local church enrich the curriculum. Pupils learn skills to help them to navigate the world around them safely, such as road safety awareness, online safety strategies, and how to swim. Diversity awareness days inspire pupils' well-being and understanding of how everyone's mind works differently. Pastoral care is exemplary. The welfare needs of all pupils, including those with SEND, are well identified and catered for. Caring relationships between staff and pupils reflect the positive culture of the school. There is a great sense of working together as a team.

Pupils' behaviour is impressive, in and around the school. They are polite, well mannered and keen to learn. In early years, children settle quickly into routines and understand all expectations of them. Pupils really value the school's rules and rewards. All members of staff use agreed words and actions to remind pupils about what is expected. As a result, the school is calm and orderly. The school promotes high attendance, doing everything it reasonably can to ensure that all pupils attend school regularly. This work is successful.

Leaders, including those responsible for governance, engage well with staff and are committed to their development. There is a caring and collaborative culture and morale is high. All staff are proud to work at the school and appreciate the way leaders consider their well-being and workload.

Parents are overwhelmingly positive about the school. They appreciate the focus on pupils' well-being. One parent said, 'The teachers have a passion for nurturing every pupil, and there is a wonderful sense of community.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not sufficiently well designed to help pupils consistently build on what they already know and can do. This means that pupils do not always gain the depth and range of knowledge that they could. The school must continue the work on curriculum and ensure that it is as effective in all subjects as it is in the strongest.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2018.

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 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	126022
Local authority	West Sussex
Inspection number	10321908
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair of governing body	Lisa Tupper
Headteacher	Thomas Moore
Website	www.bury.w-sussex.sch.uk
Dates of previous inspection	2 and 3 October 2018, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school has increased in size. There are now four classes: a reception class and three mixed-age classes.
- There have been some changes to the governing body since the last inspection.
- This school is a voluntary-aided Church of England school in the Diocese of Chichester. Its last section 48 inspection took place in June 2018.
- The school does not currently use any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher and senior leaders. The lead inspector also met with representatives of the governing body, including the chair

of governors. He talked to a representative from the local authority and a representative of the Diocese of Chichester.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 views of parents and staff were considered through Ofsted's online surveys.

Inspection team

David Harris, lead inspector

Ofsted Inspector

Stephen Long

Ofsted Inspector

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