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8 March 2016

Miss Emma Heanes  
Headteacher  
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Dear Miss Heanes

### **Short inspection of Bury CofE Primary School**

Following my visit to the school on 23 February 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in May 2013.

#### **This school continues to be good.**

Many things continue to make Bury CofE Primary School a good school. Pupils spoke about their school with pride and confidence, commenting that teachers are 'very kind and make lessons interesting'. Pupils are overwhelmingly enthusiastic about what they are learning and are unable to suggest anything that needs to improve. They cited the many exciting opportunities they have to develop their skills, such as competitive games in physical education, the extra sessions for those who are most able in mathematics and the new exciting reading areas set up this year in all classrooms. Pupils also love the singing in music and the Christian assemblies that, they say, 'make them feel warm inside'. They are thrilled about the numerous residential trips and clubs they can take part in.

Parents and carers are very happy with the way you lead the school. Many parents reported that, as you only started in September 2015, they were amazed at how quickly you got to know them and their children. They also find that you are very approachable and highly committed to making the school even better. One parent said that, despite living some distance away, the school was 'so fantastic' that it was really worth driving their child to it each morning. Over 34 parents expressed their views of the school through Parent View (Ofsted's online questionnaire for parents) and a further 35 sent additional comments. Almost all parents were overwhelmingly positive about the school, particularly about the kindness, skills and expertise of the teachers and about the good progress their children are making. This visit confirms

that, in a short space of time, you have created a strong team of highly committed staff. Pupils make good progress at the school, although more needs to be done to check that the progress of pupils who have special educational needs or disability is rapid enough. In addition, the school's website requires modification because some information is either missing or not sufficiently helpful for parents and carers.

A few parents are concerned about low-level bullying. Pupils say that bad behaviour is not tolerated and that any issues are dealt with quickly. They explained that they have no hesitation in telling an adult if they are worried about anything. I checked the school's records and observed behaviour at break and lunchtime. I found that pupils are well supervised and play together sensibly. Pupils explained that they are always encouraged to be kind to others and that the 'buddy bench' was helpful for those who wanted to find someone to play with. The council members were bursting with pride as they told me how important their work is in helping others, for example Year 6 welcoming children in Reception each morning. Pupils explained very clearly how their school's Christian values ensure that everyone is encouraged to do their best, is respected and gets on with one another. Promoting the well-being of all pupils is at the heart of everything you and your staff do.

Very soon after your appointment, with the help of your experienced deputy headteacher, other leaders and governors, and the support of the Diocese of Ely Multi-Academy Trust, you quickly identified the strengths of the school and where further improvement might be achieved. You are successfully addressing the key issues for action identified at the school's previous Ofsted inspection in May 2013. Staff apply the marking policy effectively and are gradually understanding new assessment procedures. There are good examples of pupils improving their work as a result. Following some staff changes this year, you are rightly consolidating the role of subject leaders so that they can contribute to improving the quality of teaching and learning further.

You are providing strong leadership and a clear vision to ensure that the school quickly becomes outstanding. The best features of your leadership are:

- the full inclusion of all pupils in all aspects of school life
- the accurate evaluation of the quality of teaching and learning
- the well-targeted training of staff
- the tracking of pupils' progress to raise standards further.

### **Safeguarding is effective.**

The strong sense of community, the commitment to supporting others and the staff's understanding of the school's policies ensure that pupils are safe. Senior leaders are approachable and highly visible around the school. Parents and pupils know that any concerns they have will be addressed promptly.

Safeguarding arrangements are robust. You ensure that all staff and governors undertake frequent and relevant training. The special educational needs coordinator is new to the school. She is quickly setting up effective links with external agencies

to provide support for pupils. She knows the families well and ensures that the very small number of children in need of intensive support are helped so that their education does not suffer at times of crisis. Your staff are fully aware of what to do if there is a safeguarding concern.

### **Inspection findings**

- Your ambition to make the school outstanding requires that all teachers develop their expertise further to ensure that teaching and learning are of the highest quality across all subjects and classes. The positive impact of your leadership is particularly visible in your excellent focus on improving reading and the quality of writing across subjects. Mathematics is a strength of the school and pupils achieve very well in this subject.
- The governors bring a wealth of expertise to the school. The clear analysis of teaching, learning and assessment that you provide to the governing body enables them to hold the school to account. They use this information well to improve outcomes, although they are not yet checking closely enough the value they get from the additional support for pupils who have special educational needs or disability. For example, in the past reporting year, they did not investigate why the attendance of these pupils was not as good as others in the school.
- Your development plan is fit for purpose and supports your aims for the school well. Considering children's good levels of development at the end of the Reception Year, you are setting clear actions to make sure that pupils' outcomes are above national expectations as soon as possible and across all subjects. Children in Reception get off to a flying start and you rightly want to consolidate the progress of boys in the early years so that they are even better prepared for Year 1.
- Results in the phonics (the link between sounds and letters) checks are above average at the end of Year 1 and pupils achieve well over the whole key stage. Pupils then continue to make rapid progress and, by the end of Year 6, they are well prepared for transition to the secondary schools. Their confidence in oral skills is a particular strength as shown in a Year 6 drama activity.
- Pupils respond very positively to the high expectations for conduct around the school and for learning in class. Bullying is rare and taken very seriously. Pupils want to attend school. They are very keen to take on responsibilities. Their spiritual, moral, social and cultural development is a strength.
- You participate in, and benefit from, a wide range of networks. The Diocese of Ely Multi-Academy Trust is rightly complimentary about your leadership and about the way you quickly settled in your new role as headteacher of the school. You are very open to advice and encourage staff to work alongside each other and staff from other schools. One example of this is the senior leader for early years sharing her expertise of the teaching of phonics with other schools. These external initiatives help staff to improve their own work and to raise their expectations of what pupils can achieve at Bury CoE Primary School.

## **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the effectiveness of additional support and intervention for pupils who have special educational needs or disability is evaluated fully
- the school's website contains all the essential information for parents and carers.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of Ely, the Regional Schools Commissioner and the Director of Children's Services for Cambridgeshire County Council. This letter will be published on the Ofsted website.

Yours sincerely

Marianick Ellender-Gelé  
**Her Majesty's Inspector**

## **Information about the inspection**

During the inspection, I met with you, your senior leaders, the Chair and Vice-Chair of the Governing Body. I also met the Deputy Director of Education for the Diocese of Ely Multi-Academy Trust. I met a group of pupils and spoke with many during break time and in class. We visited all year groups together and I checked your evaluation of teaching and learning. I looked at pupils' work and talked to them about their learning. I analysed recent assessment information about pupils' progress. I reviewed records and procedures about keeping pupils safe and about attendance. I considered the views of 34 parents from Parent View and took account of 35 additional comments from parents and carers. I also spoke to many parents at the beginning of the school day.