

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bury Church of England Primary school

Vision

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and a future.

Jeremiah 29:11

Bury Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The biblically rooted vision is deeply embedded and clearly understood. It provides a secure foundation upon which the school operates. It motivates and inspires the actions of leaders. As a result, pupils and adults flourish.
- Relationships within the school are warm and caring. There is a strong sense that each pupil has individual talents. These are nurtured carefully and therefore pupils, including those with additional needs, thrive.
- The bespoke and innovative curriculum, which is shaped by the vision, uses the school and local environment extensively and to good effect. It encourages pupils to be ambitious for their future lives and develops their sense of responsibility and self-awareness.
- Partnerships are used by the school to great advantage. They provide additional opportunities for pupils to expand their horizons and reflect the Christian vision in action.
- The governing body knows the school exceptionally well. It uses members' expertise to ensure that the vision is lived out. Its strategic decision making is highly effective in developing the school, making creative use of resources to further this goal.

Development Points

- Refine governors' monitoring of religious education (RE). This is to ensure that they are able to influence changes to the RE curriculum with confidence.
- Develop more opportunities for moments of stillness and reflection and personal responses across the curriculum. This is to allow pupils' spiritual development to be enhanced.
- Extend pupils' understanding of the concept of justice and inequality. This is to give them opportunities to appreciate that they can influence change.



Inspection Findings

Vision and Leadership

The biblical vision is at the heart of the school. Leaders use it with conviction as a source of inspiration to direct their planning and actions. They model the associated values of courage, perseverance, humility, wisdom and compassion in their everyday interactions with pupils. The vision is kept under review to ensure that it continues to be relevant and is having an impact. As a result, pupils and adults thrive. Leaders implement the aims of the vision in planning training for staff. This is so that they are enabled to give the pupils the best possible experiences. Pupils refer to the vision frequently, notably when discussing how school helps them to learn. Governors know the school exceptionally well in most respects. They are frequent visitors. They use their expertise wisely and the vision is lived out in their strategic planning. For example, an additional classroom was provided to accommodate additional pupils and to allow them to prosper in a conducive environment. They monitor and evaluate the impact of vision on the whole school very thoroughly.

Vision and Curriculum

The vision shapes the curriculum which is well matched to suit pupils' needs. The curriculum is wide-ranging with a focus not only on academic progress but also broader aspects preparing pupils for the future. It uses its rural environment exceptionally well. For example, in science much of the curriculum is taught outdoors, developing pupils' responsibility for nature. Extra-curricular activities such as a Key Stage 2 camp, develop resilience and self-reliance. Pupils' confidence and creativity are fostered through a wide variety of opportunities such as working with the Arts Society. As a result, pupils are curious, ask searching questions and they flourish. The school is highly inclusive in that pupils who have additional needs are given tailored support. This is having a significant impact upon their confidence and success. The school has developed a bespoke approach to spirituality centred around ideas of hearing, observing, participating and encountering. Within the curriculum there are identified moments for this. However, there is not always enough time given for pupils to reflect and thus the impact on their spiritual development is lessened.

Worship and Spirituality

Collective worship is important to the pupils and adults. It unifies the school as it meets to celebrate, sing, listen to Bible stories, discuss and pray. An atmosphere of reverence and welcome is created. The 'altar cloths', embroidered by pupils to signify the seasons of the church's year, are treasured. The themes for worship are varied. They are planned to enable pupils to reflect on how they choose to live their lives. Their impact can be seen in pupils' attitudes and behaviour towards others. Singing is particularly valued. Ensuring that pupils understand fully the meaning of the words enhances pupils' spiritual development. Worship is fully inclusive and pupils participate with enthusiasm. Prayer is an important part of worship. Many pupils enjoy reading out loud the prayers which they have written. Books containing the individual prayers of each pupil are kept in the library. They are frequently referred to showing their impact in developing spirituality. Pupils experience a variety of Anglican traditions through worship led by visiting clergy. The relationship with the local church is strong and has been sustained effectively through a long period of vacancy. Worship is an uplifting experience which develops spirituality.

Vision and School Culture

The culture of the school is one of hope, joy, enthusiasm and inclusivity. It aligns with the vision message of hope. A carefully created cross made of sticks, added to by pupils who join the school each year, acts as a symbol of togetherness. Staff show genuine care and interest in the pupils and mutual respect is evident throughout. Pupils are very well looked after and parents endorse this strongly. The school works closely with the families of pupils with additional needs to provide the help required. As a result, this impacts positively on their confidence, attendance, behaviour and emotional health. Pupils are thoughtful, kind and considerate to one another and know the importance of tolerance, self-respect and dignity. They work well together, with older and younger



pupils playing happily together during break and lunch times. The recently revised behaviour policy is strongly rooted in the Christian vision. The school is calm. Sharing the vision and values means that staff work as a cohesive team. Leaders are highly supportive of them especially when they face challenges either at work or personally. Mental health support is readily available. Professional development is a high priority. Consequently, the impact of the vision in allowing pupils and adults to prosper is highly evident.

Vision, Justice and Responsibility

The vision of giving hope for the future has had a significant and positive effect on the way pupils consider and take on responsibility. They willingly embrace roles within school. This includes acting as monitors for collective worship or as volunteers to support visits by the youngest pupils to a local farm. They appreciate that the school has a responsibility towards them and listens to them. For example, they asked for playground markings which they then designed. Pupils understand their responsibility to care for others. Following a visit from an author who spoke about children in hospitals, they supported a charity to provide books for them. Pupils sing at the Christmas lunch provided by the church for the residents of the village. They also help with other events in the local community. Aware of their responsibility to care for creation, pupils enthusiastically take action to preserve the surroundings in which they live. The school uses its partnerships well to develop this. It works closely with the South Downs National Park, for whom they are an ambassador school. The pupils have planted cowslips to allow endangered species of butterfly to flourish. However, their understanding of justice and inequality is far less well developed.

Religious Education

RE is well led. It is given high status as an important subject within the school. There is a clear understanding for development as the school moves to adopt the revised local syllabus. The RE curriculum includes studies of a range of world faiths and religious and worldviews. It includes 'big questions' to challenge thinking and stimulate discussion. The RE curriculum is generally well sequenced and planned. Faiths are revisited as pupils move up the school. The study of Christianity is appropriately given priority. Links with the diocese are strong with leaders attending training and the diocese supporting the development of the curriculum. The subject leader assiduously monitors the work in RE.

Pupils enjoy the variety of creative activities and drama and discussions that take place in lessons. They explore their own questions about faith and make personal responses. They make sound progress in RE. In Key Stage 2 they show a growing understanding of RE skills and how they help learning. Pupils enjoy studying faiths as well as Christianity, making thoughtful comparisons about how people live. Videos and visitors to school enhance this. They recognise Christianity as a global faith but are less clear on the diversity of practices within religions. Assessment, while accurate, is less formalised. The school has planned for future changes in RE producing detailed and appropriate documentation. This includes pupils in Key Stage 1 having individual books rather than recording their work in a class book. Governors' monitoring and evaluation of RE is not sufficiently thorough.

Information

Address	Westburton Lane, Bury, Pulborough, West Sussex, RH20 1HB		
Date	06 July 2026	URN	126022
Type of school	Voluntary aided	No. of pupils	83
Diocese	Chichester		
Headteacher	Thomas Moore		
Chair of Governors	Lisa Tupper		
Inspector	Marcia Headon		