

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Copythorne Church of England Infant School

#### Vision

Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

“Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go” Joshua 1:9

Copythorne Church of England Infant 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.

#### Strengths

- Courageous leadership, inspired by the school’s Christian vision, enables adults and pupils to flourish. A strategic approach from leaders, drawing on strengths within The Oaks Church of England Learning Federation, ensures that the school is thriving.
- The Christian vision is deeply embedded and firmly rooted in biblical teaching. This guides the consistency of decision-making across the federation, bringing strength and continuity to Copythorne. Leaders ensure that all decisions link back to the vision.
- Positive relationships and partnerships are at the heart of the school community. This nurtures and supports staff, pupils, and parents.
- Collective worship enriches individual spiritual development. Worship impacts thoughts and actions because there are many opportunities to contribute and reflect. Therefore, pupils and adults flourish spiritually.
- The vision inspires an inclusive culture as typified by the school’s ‘All are Welcome’ project. This initiative, developed within the federation, positively impacts pupils’ understanding of love, respect and compassion.

#### Development Points

- Ensure pupils have greater clarity and recall about the school’s chosen comparative world faith in religious education (RE). This is to deepen understanding of religious beliefs other than Christianity.
- Strengthen governors’ monitoring and evaluation of spirituality in the curriculum and within collective worship. This is to enrich opportunities for pupil and adult spiritual flourishing.
- Extend pupils’ understanding of justice and responsibility. This is to enable pupils to promote ethical choices and influence positive change both within the school community and beyond.



## Inspection Findings

Copythorne Infant School is a joyful community, living out its deeply embedded Christian vision which is underpinned by biblical text. This empowers pupils and adults to live courageously and to strive to do their best. Leaders confidently articulate the positive impact of the vision. They successfully model and incorporate the school's values of love, respect, and compassion into everyday life. Consequently, pupils relate stories such as the 'Good Samaritan' to how they treat others. Leaders make carefully considered and brave strategic decisions to be true to the guiding vision across the federation. Recent examples of this include staff restructuring and adopting mixed-age classes. This has led to greater clarity over staff roles and has enabled a more collaborative approach towards curriculum planning. As a result, staff feel valued and go above and beyond to ensure pupils flourish. School leaders have effective systems to monitor and evaluate the impact of the Christian vision. As a result, accurate self-evaluation gives clear direction. Governors are actively involved in school life and conduct their roles in a supportive manner. This enhances school improvement. However, they do not evaluate the monitoring of worship, and the advancements in spirituality, with sufficient rigour. The school is strengthened through its relationship with the Winchester Diocesan Board of Education (WDBE). They support successful staff development through relevant training. Consequently, pupils flourish and are future-ready.

The school community expresses the Christian vision through worship. It is engaging and inclusive, providing rich opportunities for spiritual growth. Pupils make purposeful links between the school vision, values, Bible stories, and their actions. The school community benefits from the uplifting and contemplative experiences of services in the church. These enhance the school's Christian tradition. Pupils pray unselfconsciously and spontaneously both within worship and at a dedicated space to facilitate prayer. They speak enthusiastically about a variety of worship styles. Pupils' knowledge of Bible stories is enhanced through 'Open the Book' worship. Consequently, worship lays the foundations for the successful spiritual development of pupils and adults.

Leaders are committed to providing rich and engaging learning experiences across the curriculum that reflect the school's vision. This includes visits, visitors, inter-federation sports and curriculum days. These rich experiences develop courage and resilience, preparing pupils for moving on to junior school. Staff have high expectations for what their pupils can achieve, including those with special educational needs and/or disabilities (SEND). Impactful professional dialogue enhances staff understanding of spirituality. Leaders are in the early stages of identifying rich opportunities for spiritual development across the curriculum. 'Big questions' prompt deep thinking and reflection in pupils. They explore the concept of self, using the metaphor of the mirror for reflection. Consequently, pupils gain valuable insights into their own nature and potential for growth.

Pupils and adults live out the vision to create a culture where people are treated with respect and care. Staff embrace and value each pupil's uniqueness within this welcoming school. Targeted support addresses educational, social, and emotional needs in an inclusive environment. The use of the calming 'Aspire' room supports pupils' ability to be reintegrated into the classroom. The school's 'All are Welcome' project, enables pupils to understand inclusivity. Consequently, pupils demonstrate an understanding of cultural diversity beyond their environment. This project is shared across the diocese, reflecting the school's positive culture into the wider community. Parents praise how staff wholeheartedly focus on care and teaching to provide support. Pupils, including those who have SEND, thrive in this nurturing environment. There is widespread understanding of the clear expectations for behaviour, linked to school values. This establishes positive habits, reinforced by much-appreciated awards for demonstrating shared values. Wellbeing is a priority with a wide range of practical support and services. For



example, the school works closely with a local charity to access support for families. Leaders encourage staff to undertake further study and development. As a result, pupils and adults flourish.

The strong Christian vision inspires a place which is a spiritually nourishing haven. This creates a sense of calm and kindness throughout the school community. For example, pupils stand up for the rights of others to feel safe, accepted and be treated fairly. The headteacher's visit to Rwanda, alongside diocesan colleagues, develops pupils' awareness of justice beyond the school. This purposeful link impacts positively on the pupils' concept of justice. They understand how supporting children in Rwanda is an example of standing up for the rights of others. Consequently, pupils initiate fundraising and explain how their efforts are of benefit. Pupils demonstrate care for the environment by planting hedges and growing produce. Moreover, some relate their actions to looking after God's creation. As a result, they are beginning to be aware of ethical choices and their environmental responsibilities. Pupils demonstrate compassion by supporting the food bank at Harvest. Pupil-initiated letters to veterans, through the Help for Heroes charity, further demonstrate the vision in action. Therefore, they articulate the value of giving to others, including the gift of time. However, most fundraising for charities tends to be adult-initiated. Therefore, although pupils are caring, opportunities for them to independently promote ethical choices and be change-makers are limited.

Effective RE leadership results in a well-planned curriculum covering Christianity and Judaism. Consequently, pupils enjoy the subject and are particularly knowledgeable about Christian concepts. Staff successfully adapt the curriculum to suit the needs of mixed-aged classes. In line with the vision, staff are ambitious for pupils to achieve in RE. As a result, pupils clearly understand key Christian beliefs. They engage in their learning using an enquiry approach. This provides opportunities to embed knowledge. Younger pupils enjoy learning through first-hand experiences such as storytelling with shadow puppets. Annotated floor books capture learning effectively. Consequently, pupils use these to articulate their understanding with confidence. Pupils have a strong recall of both Old and New Testament Bible stories. They explain how Jesus' messages are relevant to their lives. Pupils' understanding of Christianity is secure. However, their understanding of the impact of Judaism on how a Jewish person might live their life is less well developed.

## Information

Address	Romsey Road, Copythorne, Southampton, Hampshire, SO40 2PD		
Date	05 February 2025	URN	116282
Type of school	Voluntary Controlled	No. of pupils	71
Diocese	Winchester		
Headteacher	Mathew Bowen		
Chair of Governors	Jill Cairns		
Inspector	Amanda Brockway		