

Inspection of a good school: Copythorne Church of England Infant School

Romsey Road, Copythorne, Southampton, Hampshire, SO40 2PB

Inspection dates:

10 June 2021

Outcome

Copythorne CofE Infant School continues to be a good school.

What is it like to attend this school?

Everyone knows and cares for each other in this small, nurturing school. Pupils are dedicated to making sure that their local environment remains litter free. They talk knowledgeably about the impact of plastic waste on climate change and different habitats. Pupils told an inspector that they are proud 'custodians' of their 'school in the forest'. One pupil said, 'We look after our forest so that everyone can benefit from it'.

Pupils feel safe and happy. The school's values of love, compassion and respect are an integral part of daily life. Pupils are quick to offer each other a helping hand. Staff have high expectations of behaviour. Pupils told inspectors that bullying is extremely rare. They spoke about how staff always help them with any worries they may have.

Playtimes are harmonious. Pupils enjoy the many different areas where they can play with their friends. This includes the thatched seating area where they can sit quietly, spend time reflecting and enjoy their surroundings.

Pupils enjoy their lessons. They know that teachers want them to do well. Pupils strive to meet staff's expectations of their work and their behaviour.

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

Leaders have put in place a well-sequenced and interesting curriculum. They make sure that pupils benefit from a range of exciting experiences that bring learning to life in a range of subjects. Leaders have rightly identified the important knowledge they want pupils to learn in each subject. However, they have not made sure that all pupils learn this important knowledge well. For example, sometimes the work that teachers plan and deliver for pupils with special educational needs and/or disabilities (SEND) is too hard in history and geography. As a result, these pupils do not do as well as they should. Leaders have plans in place to address this.

Leaders make reading a top priority. Staff are well trained and work effectively with pupils to help them develop their phonics knowledge. Pupils who fall behind get the support they need to catch up quickly. Consequently, they become confident and fluent readers. Pupils are provided with a rich and diverse range of books to read at home. They talk animatedly about the characters and settings in the stories they read. One pupil said, 'We are like bookworms, we just love to learn new words'.

Pupils' mathematical knowledge is strong. This is because teachers clearly explain mathematical concepts. They have checked the content pupils may have missed due to COVID-19 (coronavirus) carefully and adjusted plans accordingly. Teachers help pupils revise and practise number and calculation skills, so that pupils can solve problems accurately.

Children thrive in Reception class. They are happy and inquisitive. Staff plan and provide well-considered learning activities. These encourage children to explore and discover new things. Consequently, children develop a good understanding of the world around them. An inspector observed children discuss and act out the different roles required to run a 'coffee and ice-cream shop'. Children confidently worked out the cost of items in their shop. Children are passionate about reading. They enthusiastically read books with their friends.

Most pupils behave well and work hard. They are keen to do their best and please their teachers. Nevertheless, in some lessons, pupils with SEND lose focus because the work that teachers set is too hard for them. When this happens, these pupils struggle to communicate their ideas and cannot access the tasks set.

Pupils consider thoughtfully how they can help others. During lockdown, they raised funds for schools in some of the most deprived parts of the world. Pupils understand and appreciate the differences between cultures and communities. One pupil said, 'What matters most is who we are on the inside'.

Governors are skilled and knowledgeable. They challenge leaders about the impact of their actions. Leaders and governors make sure that staff are well supported. Staff feel valued and say that leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that there are effective systems to keep pupils safe. Staff are well trained in safeguarding procedures. They know what to do if they have a concern. School records show that leaders respond swiftly if staff identify a problem.

Staff teach pupils about risks they may face in their everyday lives. Pupils know how to keep safe when online. They know that they should speak to a trusted adult if they are worried or upset.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils with SEND are not supported to learn as well as they should in the wider curriculum. This is because the work teachers plan and provide is often too hard. Leaders need to make sure that the work is matched carefully to these pupils' individual starting points. This will help pupils with SEND achieve consistently well.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on November 2011.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116282
Local authority	Hampshire
Inspection number	10192868
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair of governing body	Mrs Jenny Wright
Executive headteacher	Mr Mathew Bowen
Website	http://www.copythorne.hants.sch.uk
Date of previous inspection	6 July 2016, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher was appointed in September 2019.
- The school is a member of the Diocese of Winchester and has a Christian character.
- A section 48 inspection was carried out in March 2017. The school was graded outstanding.

Information about this inspection

- Inspectors held meetings with the executive headteacher and the head of school. Inspectors also met with a range of teaching and support staff.
- Inspectors evaluated the quality of education by looking in detail at the teaching of early reading, mathematics and geography. Inspectors discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited.
- Inspectors evaluated the effectiveness of safeguarding. They reviewed the school's single central record. Inspectors met with the designated safeguarding lead and spoke to pupils, staff and parents.

- The lead inspector had a virtual meeting with four governors, including the chair of governors.
- The lead inspector made telephone calls to representatives from the Diocese of Winchester and from the local authority.
- Inspectors considered the views of eight members of staff who responded to Ofsted's online staff survey.
- Inspectors took account of the 48 responses to the Ofsted Parent View survey and the 33 free-text comments. Inspectors met with several parents during the inspection.
- Inspectors met with pupils to discuss their views about the school and talked to them informally about the school. Inspectors considered the 31 responses to Ofsted's online pupil survey.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

Linda Jacobs

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021