

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

Bursledon Church of England Infant School	
Address	Long Lane, Bursledon, Southampton, SO31 8BZ
School vision	
<p>To see God's love thrive in our Bursledon community; where no-one is lonely, isolated or unsupported. Where we respect diverse beliefs and we all speak well of each other; and where we all aspire towards a fulfilling future of lifelong learning, built on strong relationships.</p> <p>Love - 'Let us love one another, for love comes from God.' 1 John 4:7</p> <p>Respect - 'So in everything you do to others what you would have them do to you.' Matthew 7:12</p> <p>Aspire - Jesus said 'I have come that you may have life - life in all its fullness.' John 10:10</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The theological vision is deeply rooted so that the school is enriched by the values of love, respect and aspiration. Because of this young children experience a foundation where they feel secure.</li> <li>• All leaders are committed to the vision, which guides their strategic thinking and daily responses to the needs of all. Supporting wellbeing has a high priority which enables people to flourish.</li> <li>• The Christian values are woven through the curriculum, offering spiritual experiences for every child. Consequently, all feel cherished for their uniqueness and supported to live well.</li> <li>• Inclusive collective worship is enriched by joyful singing and child led prayers. Thoughtfully led worship enables children to develop an understanding of Jesus' teaching and how to live out the vision by caring for others.</li> <li>• The well planned religious education (RE) curriculum is enriched by training and monitoring. As a result of creative activities, children are developing how people live with religious beliefs or worldviews.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Broaden children's understanding of the diversity within major world faiths or worldviews to enrich children's responses.</li> <li>• Further develop established partnerships within the community so that the vision of the school promotes ethical change, enabling all to live well.</li> <li>• Deepen the understanding of global citizenship that challenges racism and injustice, enabling children to apply their Christian values.</li> </ul>	
Inspection findings	
<p>The strongly embedded vision is woven through all aspects of school life, which is noticeable when entering Bursledon Infants School. Tangible reminders in the form of cushions with printed values alongside reflections written by the children illustrate this for visitors. The result is a strong visual reminder of the vision and values of the school. The federation with the junior school enriches strategic decision making whilst nurturing children as they grow older. As a result of their shared vision, the two schools are dedicated to serving families within the community.</p>	

Vision-inspired, respectful relationships underpin daily routines which enable all to feel happy and safe. Children behave well, demonstrating respect for others when learning together. They are proud to belong to the school and they say that it is a fun and safe place to be. Leaders consider the vision inspired holistic development of children recording all experiences within a Bursledon Passport. This enables the children to recall their cherished memories such as a visit to the local windmill.

Due to their established monitoring, all leaders are able to evaluate the impact of the vision within the curriculum.

Consequently, children are offered rich creative opportunities enabling them to flourish. Values are expertly threaded through activities so that children articulate love and respect when speaking about each other. The vision underpins the values so that all are cherished for their uniqueness and supported accordingly. The varied programme of wellbeing interventions also enables children to express their concerns or develop self-esteem. Farm and equine therapy are creative links that the school utilises to support those requiring extra care.

The spiritual garden provides spaces for children to engage with others or reflect on their own. Their enthusiasm when using these outdoor sensory elements enriches playtimes and the curriculum. Collective worship monitors support their peers to ensure that the areas are used appropriately. The diocesan training has encouraged the school to provide children with meaningful spiritual opportunities. Leaders are beginning to extend the use of the Mirror, Window, Door and Candle programme within the curriculum. They anticipate that the spiritual doors will deepen children's knowledge about diversity within the world.

As a result of the priority given to wellbeing adults share that they feel valued. The formal wellbeing group and informal drop ins provides all adults with opportunities to be listened to. The vision led values are clearly a strength of the school resulting in the flourishing of all. Governors also work sensitively with leaders ensuring the vision guides challenging decisions. Relationships between the school and wider community are enriched by the Christian roots of love. The school and parish church share a similar vision. This ensures that 'young people are supported into fulfilling careers and strong relationships'. Projects such as the holiday lunch club and after school church drop ins are rooted in the vision of service. The newly awarded Global Neighbours Bronze Award is testament to the school living out a vision of loving your neighbour.

Children share that they enjoy opportunities for leadership because their ideas help shape decisions. A recent visit to the Houses of Parliament demonstrates the vision of inspiring children to use their values to improve local roads. The school council proudly promotes projects to serve the community through their chosen charitable events. As a result individual children are inspired to live out the vision of love for others. For example donating their hair to charity. Challenging environmental topics within the curriculum lead the children to think about improvements for their community. The vision clearly drives children to consider how they can utilise their passion to improve the lives of others. Eco warriors enthuse their peers to consider how eco bricks can enhance the spiritual garden.

Children engage with worship because it is rooted in the vision and values. As a result of the well known songs, children join in enthusiastically. Collective worship monitors confidently share the invitation and prayers. This ensures a moving and reflective experience for those gathered. Children are provided with opportunities to share their own prayers and to evaluate the worship. This informs leaders and children responsible for guiding worship with feedback. Training from the diocese means the school provides high quality class reflection spaces. Consequently the children can enjoy moments of reflection during the day, writing prayers or holding objects. Leaders collaborate with local clergy to plan a sequence of stories from the Bible. This helps the children develop a knowledge of parables and the life of Jesus. Families benefit from visiting two churches within the immediate community. Times to come together in response to national events provide children with opportunities to contribute prayers or poems. The annual act of remembrance provides all families with time to reflect in an inclusive way.

The skilful leadership and monitoring of RE ensures that children are experiencing meaningful and exciting activities. The curriculum follows the diocesan supported Understanding Christianity resource and has a sharp focus on the Statement for Entitlement for RE. As a result children's understanding of a range of Bible stories is developing. Children retell the story of the lost sheep comparing themselves to someone needing to be cared for. Opportunities to learn from members of the community practising their beliefs, is encouraged by the school. This supports the children to enrich their understanding of religious festivals. However, leaders recognise that children require a deeper understanding of the diverse nature of Christianity, major faiths and worldviews. Floor books capture children's responses enabling teachers and leaders to measure the impact of the curriculum. The responses show that children are encouraged to consider their own feelings and opinions. Leaders recognise that older children benefit from an individual RE book which transitions with them to the junior school. This demonstrates the thoughtful commitment to ensuring RE stands alongside other curriculum areas in importance. Teachers feel confident to teach RE as a result of the support they receive. Leaders benefit from strong links with diocesan advisors and attend training regularly. This demonstrates the outward facing culture of the school enabling all to thrive.

Information			
Inspection date	13 September 2023	URN	116277
VC/VA/Academy	Voluntary controlled	Pupils on roll	241
Diocese	Portsmouth; Winchester		
MAT/Federation			
Headteacher	Gemma Elsworthy		
Chair	Hilary Bax		
Inspector	Helen Crolla	No.	918