



Stanford in the Vale CE Primary School Profile



Stanford in the Vale Church of England Primary
High Street, Stanford in the Vale
Faringdon, Oxfordshire, SN7 8LH
Telephone: 01367 710474
www.stanford.oxon.sch.uk
Children's Service Authority: Oxfordshire
Age range: 3-11
Number of pupils: 202
Head teacher: Mrs Amanda Willis
Chair of governors: Mrs Claire Lewis

Inspections

We had a successful OFSTED Inspection in December 2022 where we were graded as good and a superb SIAMS Inspection in June 2018 where we were graded outstanding.

What have been our successes this year?

Our adapted curriculum with six units of enquiry across each year group has worked well. All subject objectives are progressive across the school and focus with the child and their locality and gradually expand out to international.

Our new progressive, challenging texts within English are working well to teach the English curriculum.

The Senior Leadership Team and Subject Co-ordinators have been involved in monitoring, evaluating and disseminating good practice. Our primary focus is to move from good to outstanding practice throughout the school.

At the end of the year we changed our learning environments so that they are calmer, more natural and decluttered to aid learning.

We also introduced self-regulation stations in every class and two central tents at the end of the year to give children a safe space to go to reflect and regulate themselves.

Communication with all stakeholders has continued to remain a priority through a comprehensive website, fortnightly newsletters, use of Class Dojo across the whole school for updating and quick messages and parentmail as an email/text facility. We also have parents evening meetings twice a year and pupil profile meetings three times a year. Attendance data is produced and sent home half termly. Communication is also offered via the Governors' and Parish newsletters and also through Friends of Stanford School.

Church services took place at St Denys for Harvest, Remembrance, Christmas, Mother's Day, Easter, Father's Day and the Leavers Service. Open the Book came in once a week to act out Bible stories and Rev. Paul Eddy returned to lead weekly collective worships.

Use of the White Rose materials and the mastery approach have continued, ensuring challenge and engagement of pupils in maths throughout the school.

Topic based homework projects continue to be used, which promote independent learning and help parents gain a better understanding of their child's development.

Pupil Profiles and Communication Passports continue to be used to support learning needs, which promote greater discussion with parents and children about achievements and next steps.

Our Governors continued to support the school, working with subject leaders to carry out book checks, discussions with children, learning walks and discuss impact of action plans. They attended various governor training sessions throughout the year and are a critical friend to the school.

Our Breakfast and After School Club continue to be self-funding and create lots of fun, creative opportunities for the children.

The Springline Partnership of Schools (SPS) continue to work together to create a supportive network for school improvement and staff development.

We joined the Faringdon Learning Trust Alliance to work together for the benefit of secondary transition and staff development.

What are we trying to improve?

During the year 2023/24 our key priorities are:

- Reflect on and refine our curriculum after completing a full year.
- Reflect on and improve our assessment procedures.
- To empower all co-ordinators to monitor and develop their subject area(s) across the school.
- To improve teaching and learning throughout the school.
- To become more sustainable as a school.
- To understand the new SIAMS Inspection Framework and produce key documents.
- To ensure teachers use adaptive teaching methods in all subject areas.
- To drive up standards in writing with a big emphasis on handwriting.
- To drive up standards in phonics.
- To drive up standards in reading.
- To drive up standards in maths.
- To deepen the teaching of Religious Education within all children.
- To support the mental health and well being of children and staff.
- To improve children's behaviours for learning.
- To improve attendance at the school - with a focus on FSM and SEND children.
- To drive up standards and increase our Good Level of Development in Foundation.

How much progress do pupils make between age 7 and 11?

The following information relates to the academic year 2022/23.

Our children have achieved above the national average for progress made between the ages of 7 and 11 in Maths and Reading and in line within Writing. The progress measure came out at 0.0 for Writing (compared to 0 nationally), 1.4 for Reading (compared to 0 nationally), 1.7 for Mathematics (compared to 0 nationally).

This indicates we still need to plug gaps created by COVID in writing to ensure children reach expectations.

We continuously look at ways to improve children's enjoyment and learning experiences whilst at our school.

As a school we offer a broad and balanced curriculum and enhance the children's learning with different themed days and weeks during each year.

How well do pupils achieve at age 11?

Subject	% WORKING AT EXPECTED STANDARD		% WORKING ABOVE EXPECTED STANDARD
	Stanford School	National	Stanford School
<u>Reading, Writing and Maths</u>	64	59	7
<u>Reading (Test)</u>	79	73	32

<u>Writing (Teacher Assessed)</u>	68	72	11
<u>Maths</u>	79	73	18
<u>Grammar, Punctuation and Spelling (Test)</u>	82	72	36

The information above relates to the academic year 2022/23.

We achieved roughly in line or above National in all areas at the expected standard.

How well do pupils achieve in Foundation, Years 1 and 2?

This data relates to 2022/23.

Our EYFS data shows we are below National results with a 'Good Development' of 60% compared to 67% Nationally in 2023.

Progress has been made by all children from their individual starting points. There are certain areas that we need to focus on and try to make more opportunities for in Literacy.

In the Year 1 Phonics Screening, 83% passed compared to 79% nationally. This is above national results.

In the Year 2 Phonics Screening, 97% passed the re-take compared to 87% nationally. This is above national results.

Subject	% WORKING AT EXPECTED STANDARD		% WORKING ABOVE EXPECTED STANDARD
	Stanford School	National	Stanford School
<u>Reading</u>	67	68	13
<u>Writing</u>	50	60	3
<u>Maths</u>	67	70	3

The information above relates to the end of Key Stage One 2022/23. Our results are below National in all areas at the expected standard although we are very close in reading and maths at expected.

How are we making sure that every child gets teaching to meet their individual needs?

All children at Stanford in the Vale School are valued and we monitor their progress and attainment by tracking our children's achievements from entry to transfer, at three key points throughout a year.

Our monitoring, evaluation and assessment procedures allow us to identify children's needs on a regular basis. Targets are set in Writing, Reading, Mathematics and Grammar (at KS2) for individual children at the start of the academic year. These are monitored during the year to see whether the children are on track. Children and parents are aware of what they need to work on to improve their learning, through end of year reports, marking, parents' evenings and conversations.

Challenge and scaffolding is incorporated into teachers' planning to ensure pupils can progress at their own level. They also apply different learning styles to encourage all the pupils to engage with the varied curriculum.

We recognise the importance of extra adult support within the classrooms and have a large number of teaching assistants within the school.

Our Inclusion Manager ensures that vulnerable children and children with special educational needs and disabilities have access to interventions to enable them to progress effectively.

How are we working with parents and the community?

This is a strength of the school, as highlighted through our inspections, many verbal comments, emails, questionnaires and letters.

Parents' evenings were held in person in the Autumn and virtually in the Spring term. A full written report on all the curriculum subjects was produced in the Summer term.

We held three virtual Pupil Profile meetings during the year for parents of children with additional support needs.

Members of the church community ran weekly 'Open the Book' Collective Worship. Rev. Paul Eddy carried out weekly Collective Worship. We used St Denys as a venue for our Harvest, Christmas, Mother's Day, Easter, Father's Day and Leaver's Services.

We have an active School Association (known as Friends of Stanford School), who raise funds through a variety of events.

We held two community lunches during the year and invited in grandparents and members of the community for a tour of the school, afternoon tea and some entertainment.

We re-established our Open Morning, Open Evening and come and share afternoons to allow the parents to see the school in action and some of the children's work.

Forest School for Foundation, Year One and Two children took place in a local wooded area.

We invited in supporters of the school for a thank you lunch at the end of the academic year, where they were served and entertained by the children.

What have pupils told us about the school, and what have we done as a result?

Monthly reports were written for the Parish Newsletter by the School Council, giving the community an insight into the different activities they enjoyed. Many villagers have enjoyed reading these reports.

Regular themed days / weeks highlighted the creativity throughout the school.

Through our annual questionnaire in April 2022, the children told us they enjoy being outside, playing with their friends and the older children, trying new things, coming to school to learn and have fun, taking part in after school clubs and sports. They also like using the Ipads, going swimming, Year 6 enjoyed PGL and they think our vision is good.

How do we make sure our pupils are healthy, safe and well supported?

All pupils thrived in our friendly, caring and secure learning environment.

Children were encouraged to walk, scoot or cycle to school. The children in Year Six had access to cycle training.

We acknowledged the importance of PE for all children and continued to upskill all members of staff through high quality training and team teaching. Daily Wake Up, Shake Up and Mindfulness sessions occur at relevant points throughout the school day.

Children took part in a sports day, where they experienced a variety of athletic skills.

Children were taught about healthy eating, the importance of drinking water at regular intervals and personal hygiene. Morning break snacks had to be healthy and water bottles were made available to all children at all times, to promote healthy lifestyles.

For those children who need additional support we organised play therapy sessions and used our inhouse ELSA and HSCLW.

School lunches continue to be cooked on site and children were encouraged to eat a balanced and varied diet.

The site continues to be secure, with locks on all external gates. The Single Central Record (SCR) is held on StaffSafe, an online system, it is regularly checked and all staff are committed to safeguarding our children with an ongoing culture of vigilance.

What activities and options are available to pupils?

All children had full access to a broad and balanced curriculum and were offered a wide range of extra curricular activities. The County Music Service offered violin and guitar lessons and all Year 5 pupils took part in the First Access Music scheme run by the Service. We also had external peripatetic music teachers for Brass, Drumming, Piano and band (Rocksteady). We held a Harvest Service, two amazing Christmas Productions, Easter Service, Mother's Day, Father's Day and a Carol Service. The whole school attended a Remembrance Service at the War Memorial.

We went to the Christmas Pantomime at the Wyvern and watched a travelling theatre performance during the Summer term.

Book Day, Safer Internet Day & Mental Health Week and our Christmas Art Day were very successful.

What do our pupils do after leaving this school?

The school is situated between King Alfred's Academy and Faringdon Community College, giving parents and children the opportunity to attend either school. We work closely with both secondary schools to ensure a smooth transition. Our children do well at KS3 and KS4 and many stay on to the sixth form at both colleges or attend local Further Education Colleges. At our feeder secondary school, in a recent end of Key Stage 4 ceremony many children from Stanford School were recipients of a large majority of the awards.

Tutors from both secondary schools attended our school to aid in the smooth transition of pupils.

What have we done in response to Ofsted?

Our last OFSTED was in December 2022.

Our tracking systems ensure that progress is monitored throughout and between the years. Target setting also ensures that children are on track to achieve their end of KS2 predictions.

All Year groups use Fischer Family Trust to track all subject areas. EYFS use the Early Years Outcomes at four points during the year to track outcomes and barriers to learning.

We adapted our daily feedback and use the start of the next lesson to address strengths, misconceptions and common spelling mistakes etc.

We have identified children who have the potential to exceed the expected standard at the end Key Stage Two and create opportunities to enable them to do so.

We continue to spend many staff meetings and INSET Days focusing on understanding, promoting and developing scaffolding and challenge throughout the whole curriculum.

We have upskilled co-ordinators alongside the curriculum lead to monitor their subject areas and identify areas to work on.

We have worked hard to include different methods of retrieval in all our lessons so that children understand their learning journey.

More Information

If you would like more information about school policies, including our policies on special

educational needs, single equality, admissions, finance, school food and our complaints procedure.
Please contact us: headteacher.3240@stanford.oxon.sch.uk or see our website.