



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 for the academic year 2023/24?

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 progressive, challenging texts within English worked 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, to move from good to outstanding practice throughout the school.

Our learning environments are calmer, more natural and decluttered which aided learning.

The self-regulation stations in every class and two central tents gave children a safe space to go to reflect and regulate themselves.

Our newly created reflection room gave us a safe space to support children struggling with their mental health.

Communication with all stakeholders remained 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 held parents evening meetings twice during the year and pupil profile meetings three times a year. Attendance data was produced and sent home half termly. Communication was 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 led 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 continued to be self-funding and create lots of fun, creative opportunities for the children.

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

We continued to be a member of the Faringdon Learning Trust Alliance for the benefit of secondary transition and staff development.

We gained the Eco Schools Green Flag and obtained a loan to install solar panels on the school building and change our lighting to LED, helping us on our sustainability journey.

We achieved the Artsmark Gold Award, highlighting our commitment to the Arts.

We have trained a further member of staff to be a Forest School leader, which enables Foundation, Year 1 and Year 2 children to have a weekly Forest School session.

What are we trying to improve?

During the year 2024/25 our key priorities are:

- To develop formative assessment methods throughout the school.
- To continue to improve teaching and learning throughout the school.
- Review appraisal process to be more developmental.
- Engage parents in their children's learning.
- To ensure teachers use adaptive teaching methods in all subject areas.
- To drive up standards in writing.
- To drive up standards in reading in KS1 and into Year 3.
- To drive up standards in maths in KS1 and into Year 3.
- To teach children personal, social and emotional skills and plug gaps.
- To move to a Positive Relationships approach rather than a Positive Behaviour approach.
- To improve attendance at the school.
- To drive up standards and increase our Good Level of Development in Foundation.

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

No primary progress measures for 2023-24.

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>	41	61	3
<u>Reading (Test)</u>	66	74	17
<u>Writing (Teacher Assessed)</u>	55	72	7
<u>Maths</u>	55	73	10

<u>Grammar, Punctuation and Spelling (Test)</u>	45	72	10
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The information above relates to the academic year 2023/24.

We achieved below National in all areas due to the numerous needs within this cohort.

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

This data relates to 2023/24.

Our EYFS data shows we are below National results with a 'Good Development' of 58% compared to 68% Nationally in 2024.

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 writing.

In the Year 1 Phonics Screening, 69% passed compared to 80% nationally. This is below national results. We had a number of children join us late in Year 1 with numerous support needs.

In the Year 2 Phonics Screening, 93% passed the re-take compared to 89% nationally. This is above national results.

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.

Adaptive teaching 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 held an 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.

Following an increase in parental concerns and worries we delivered monthly coffee mornings focused on practical support for parents, in alliance with the Family Learning Trust.

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 March 2024, 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 I pads, going swimming, Year 6 enjoyed PGL and they think our vision is good.

As part of Mental Health Week we gathered pupil voice regarding daily life in school and in response to this we introduced Feel Good Fridays.

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 needed additional emotional support we organised sessions with our inhouse ELSA and HSCLW and also through a mentor from New Leaf.

We recognised Children's Mental Health Week by having a whole school assembly and daily activities linked to the theme.

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 CPOMS 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, 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.

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 adaptive teaching methods throughout the whole curriculum.

We have upskilled co-ordinators 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.