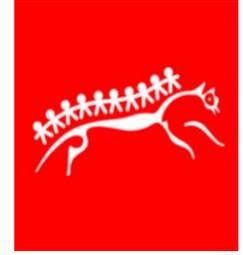




# Stanford in the Vale CE Primary School Profile



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](http://www.stanford.oxon.sch.uk)  
Children's Service Authority: Oxfordshire  
Age range: 3-11  
Number of pupils: 201  
Head teacher: Mrs Amanda Willis  
Chair of governors: Mrs Janet Warren

## **What have been our successes this year?**

Following on from our successful OFSTED Inspection in February 2013 and feedback, we continued utilising open ended activities and purposeful questioning to promote independent learning throughout the school. We consolidated the storytelling approach to our English curriculum and extended it include teaching science through storytelling. The impact of this is that active engagement within lessons has increased. In addition, children now write with a purpose and audience in mind. As a direct result of our successful SIAMS Inspection we have developed our understanding of the seasons of the church year within our collective worship.

The Senior Leadership Team has continued to be involved in monitoring, evaluating and disseminating good practice. Our primary focus is to move from good to outstanding practice throughout the school. Subject co-ordinators are confident in their understanding of the strengths and areas to development within their subjects.

The school's mission statement, values and aims are embedded throughout school life, as are the Christian values.

Communication with all stakeholders has continued to remain a priority. This is achieved by frequently updating our comprehensive website. Parents can use this to communicate with all teaching staff. We also issue fortnightly newsletters. Classroom Monitor interim reports are also issued, as well as an Interactive Learning Diary for Foundation Stage pupils. Attendance data is produced and regular staff and senior leadership meetings are held. The school also uses the 'parentmail' communication system, which provides an email/text facility. Communication is also offered via the *Governors'* and Parish newsletters and also through Friends of Stanford School.

Links with the community, especially *St Denys'*, *The Grange* and our local Pre-School have continued to prosper, with the lunches for the community continuing to be a popular event.

All year groups are now following the Curriculum 2014, which has been fully embedded into the school's curriculum.

CLIC and Mathswizz have continued, ensuring challenge and engagement of pupils throughout the school and a gradual improvement on standards. 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 Pupil Passports continued to be used to support learning needs, which promoted greater discussion with parents and children about achievements and next steps.

Our NQT integrated well into the whole school team, ensuring the school's high standard was maintained.

Our Governors continue to have a greater presence within the school, working with subject leaders to carry out lesson observations, action plans and learning walks. They attended various governor training sessions throughout the year.

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

We achieved Storytelling Schools accreditation.

2016-2017 saw many sporting achievements, with us bringing home trophies in swimming and boccia.

We retained our Gold Kitemark from Sainsbury's School Games.

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

## **What are we trying to improve?**

During the year 2017/18 our key priorities are:

- To ensure children meet the expected standard within their age group stage.
- To ensure children are challenged to reach their full potential through fluency and problem solving activities .
- To continue closing the gap in attainment and progress between different groups of children.
- To improve the teaching of writing throughout the school, with a focus on spelling, grammar and handwriting.
- To spend more time editing and up levelling our writing.
- To develop fluency and understanding of times tables.
- To continue to create positive learning atmospheres using mindfulness approach.
- To work through actions on our sustainability plan.
- To ensure all governors are linked to specific actions on our School Improvement Plan, taking responsibility for monitoring implementation.
- To explore ideas of spirituality in everyday learning.

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

The following information relates to the academic year 2016/17.

Our children have achieved above the national average for progress made between the ages of 7 and 11 in all subject areas. The progress measure came out at -2.8 for Writing (compared to -7 nationally), -0.4 for Reading (compared to -5 nationally), 0.1 for Mathematics (compared to -5 nationally).

This clearly indicates the hard work that has gone into removing barriers to learning. We still need to improve the progress made in Writing.

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	National
<u>Reading, Writing and Maths</u>	59	61	0	9
<u>Reading (Test)</u>	66	71	31	25
<u>Writing (Teacher Assessed)</u>	66	76	7	18
<u>Maths</u>	79	75	21	23
<u>Grammar, Punctuation and Spelling (Test)</u>	76	77	28	31

The information above relates to the academic year 2016/17.

Three children did not sit the Key Stage Two SATs, once they are removed from the percentages above, we achieved inline or above National in all areas except writing at expected and above and combined reading, writing and maths at above expected.

Subject	% WORKING AT EXPECTED STANDARD FOR THOSE WHO SAT THE SATs		% WORKING ABOVE EXPECTED STANDARD FOR THOSE WHO SAT THE SATs	
	Stanford School	National	Stanford School	National
<u>Reading, Writing and Maths</u>	65	61	0	9
<u>Reading (Test)</u>	73	71	35	25
<u>Writing (Teacher Assessed)</u>	73	76	8	18
<u>Maths</u>	88	75	23	23
<u>Grammar, Punctuation and Spelling (Test)</u>	85	77	31	31

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

Our EYFS data shows we are below National results with a 'Good Development' of 63% compared to 71% Nationally and an Average Total Point Score of 33.1, compared to 34.4 Nationally. Although our data is below National, the progress made by all children from their individual starting points shows accelerated progress. There are certain areas that we need to focus on and try to make more opportunities for -writing, understanding of the world and expressive arts and design.

In the Year 1 Phonics Screening, 80% passed compared to 81% nationally. This is the same result as the previous two years.

In the Year 2 Phonics Screening, 90% passed the re-take compared to 92% nationally in 2017.

Subject	% WORKING AT EXPECTED STANDARD		% WORKING ABOVE EXPECTED STANDARD	
	Stanford School	National	Stanford School	National
<u>Reading</u>	43	76	13	25
<u>Writing</u>	37	68	7	16
<u>Maths</u>	57	75	13	21

The information above relates to the end of Key Stage One 2016/17. Our results are below National in all areas although progress from Year One was good.

## 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 Science 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 interim and end of year reports, marking, parents' evenings and conversations.

Differentiation 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. Where need arises and budget allows, we have employed extra support staff for individual children.

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

We provided many opportunities for pupils who are identified as more able or gifted and talented, such as sweet shack, school band, art competitions, enterprise club and many sporting events.

## **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.

At the start of the academic year we held a 'Meet and Greet' with the class teacher, to enable parents to establish a rapport with the class teacher and understand expectations.

Parents' evenings were held in the Autumn and Spring terms. Interim reports were provided to parents at Christmas and Easter to inform them of their child's ongoing progress and areas to work on. A fuller written report on all the curriculum subjects is produced in the Summer term.

Regular sharing assemblies were attended by many parents, as were class Collective Worship. An open morning was held in the Spring term for parents and the wider community to see the school in action and an open evening was held in the Summer term.

Links with St. Denys' continued to improve. Key Christian services and productions take place at the church. Members of the church community continued to carry out 'Open the Book' Collective Worship on a weekly basis and the vicar started taking regular Collective Worship.

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

We continued to develop our Forest Schools practice for the Foundation children. We developed our off-site Forest Schools environment.

The Springline Partnership of Schools is very strong and allows staff and children to meet and develop.

A number of parents and members of the community support the school by volunteering their time.

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

The school council met to discuss issues raised by each class in the school. The main priorities were to replenish playground equipment, to contribute to the interview process of new staff and to carry out surveys to decide which charities to support. Monthly reports were written for the Parish Newsletter giving the community an insight into the different activities they enjoyed. Many villagers have enjoyed reading these reports.

Year 6 children work as play leaders to help the younger children at lunch times and to teach them new games to play. Year 5 children were trained and acted as peer mediators during lunch times. The older children also enjoyed running lunchtime clubs, wake and shake sessions, the school radio and showing visitors around the school.

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

The children reported that they were proud of their happy school.

## **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 or join the 'walking bus' on a Wednesday. 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 sessions occur at relevant points throughout the school day. All children from Years 1 to 6 had swimming lessons, to learn this valuable life skill.

Children took part in our annual sports science week, where they experienced a variety of sports, including disability sports. We also all learned about the human body and the solar system.

Extra Curricular Activities such as cricket, football, netball, dance, basketball, athletics and gymnastics provided further opportunities for children to follow and develop their sporting interests.

These clubs were well attended and very popular with the children and parents. Where possible we

encouraged our children to take part in competitive events against other schools and between our own classes.

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.

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 DBS register 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, drumming 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 and Piano. At St Denys' Church there were Harvest, Easter, Mother's and Father's Day services, two amazing Christmas Productions and a Carol Service plus a Year 6 Leaver's Service. The whole school attended a Remembrance Service at the village war memorial.

Each class went on visits as part of their topics and the whole school attended a Christmas Pantomime at the Wyvern Theatre.

Each child took part in an Environmental Day in May, which included a Big Tidy Up.

Book Day, International Day and our Christmas Art Day were very successful, as was The Big Schools' Birdwatch.

Some inter-school opportunities were participated in, including the Primary Maths Challenge, Choir events throughout the year, Dance at the Oxford Theatre, Big Science Event and an Art Gallery.

Year 3 visited a local mosque linked to their RE curriculum.

Year 4 and 6 children went on residential visits to work on outdoor activities to encourage teamwork.

### **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 worked 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.

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 February 2013.

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 the Rising Stars tracking system in Classroom Monitor. EYFS use the Early Years Outcomes on Classroom Monitor to track outcomes.

We have identified children who have the potential to exceed the expected standard at the end Key Stage Two. To support this, we have engaged specialist Maths and English teachers to aid in the preparation for SATs.

We continue to spend many staff meetings and INSET Days focusing on understanding, promoting and developing independent learning skills throughout the school. Part of this process is encouraging the children to challenge themselves and make the most of every learning opportunity through a variety of opportunities including open ended tasks, targeted questioning, removing barriers to learning...

We have adopted the OFSTED observation protocol and supported staff with these changes to ensure all children make progress within the lesson.

We have reviewed the process of identifying children who are gifted and/or talented by clarifying our definitions in line with the new National Curriculum and the process by which we nominate them. We have introduced the Storytelling approach to our English lessons.

### **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](mailto:headteacher.3240@stanford.oxon.sch.uk) or see our website.