



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 September 2017 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?

We reviewed our curriculum and created six units of enquiry across each year group. We have ensured all subject objectives are progressive across the school and that focuses start with the child and their locality and gradually expand out to international.

We have worked closely with an English specialist to refine our approach to the teaching of writing and to ensure we use progressive, challenging texts.

We continued to develop scaffolding and challenge within all lessons through the mastery approach. 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.

We embedded our school vision by creating teams across the school, to further enhance 'Working together, Achieving together' and rewriting the school prayer to include Nehemiah, our Vision and 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 Class Dojo for Foundation and Key Stage One pupils. Parents evening meetings take place twice a year.

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.

With COVID restrictions lifted we started to work with the community more. Our services resumed at St Denys and visits to and from Pre School recommenced.

All year groups follow a creative, topic based curriculum which covers the objectives of the National Curriculum 2014.

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 lesson observations, action plans and learning walks. 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.

What are we trying to improve?

During the year 2022/23 our key priorities are:

- To support the mental health and well-being of children and staff.
- To embed our reviewed progressive, sequential enquiry based curriculum.
- To use our new approach to feedback to support children, identify successes and ensure progress.
- 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 embed and promote the school vision within the school and wider community.
- To ensure all children are appropriately scaffolded / challenged to reach their full potential in all subject areas.
- To drive up standards in writing.
- To drive up standards in phonics.
- To drive up standards in reading.
- To drive up standards in maths.
- To improve our PE lessons and teaching.
- To deepen the teaching of Religious Education within all children.
- To improve children's behaviours for learning.
- To improve attendance at the school - all children to achieve 95% or more.
- To drive up standards and increase our Good Level of Development in Foundation.
- To develop the use of floor books in Foundation.

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

The following information relates to the academic year 2021/22.

Our children have achieved above the national average for progress made between the ages of 7 and 11 in Maths but below in Writing and Reading. The progress measure came out at -0.6 for Writing (compared to 0 nationally), -1.1 for Reading (compared to 0 nationally), 0.1 for Mathematics (compared to 0 nationally).

This indicates we still need to plug gaps created by COVID and challenge the children more to ensure they 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>	63	59	7
<u>Reading (Test)</u>	73	74	30
<u>Writing (Teacher Assessed)</u>	70	69	13
<u>Maths</u>	70	71	23
<u>Grammar, Punctuation and Spelling (Test)</u>	80	72	37

The information above relates to the academic year 2021/22.

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 2021/22.

Our EYFS data shows we are below National results with a 'Good Development' of 56% compared to 72% Nationally in 2019.

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, and Word Reading.

In the Year 1 Phonics Screening, 67% passed compared to 75% nationally. This is below national results.

In the Year 2 Phonics Screening, 93% 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>	43	67	3
<u>Writing</u>	30	58	3
<u>Maths</u>	57	68	10

The information above relates to the end of Key Stage One 2021/22. Our results are below National in all areas at the expected standard.

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.

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 virtually in the Autumn and in person in the Spring term. 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.

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. We were able to use St Denys as a venue for our Harvest, Christmas, Mother's Day, Easter and Father's Day Services. We have an active School Association (known as Friends of Stanford School), which raises funds through a variety of events.

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 I pads, 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 now 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 on the Millennium Green in our class bubbles.

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

Book Day, Safer Internet Day 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.

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 September 2017.

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 National Curriculum tracking system in Classroom Monitor. EYFS use the Early Years Outcomes at four points during the year to track outcomes and barriers to learning.

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

SLT monitor teaching and learning through deep dives into subject areas.

We identify children who are gifted and/or talented by coverage of National Curriculum objectives and co-ordinator or expert nominations.

We continued to work with the BBO Hub to develop a mastery approach to the teaching of maths across the school with a focus on challenge and support.

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.