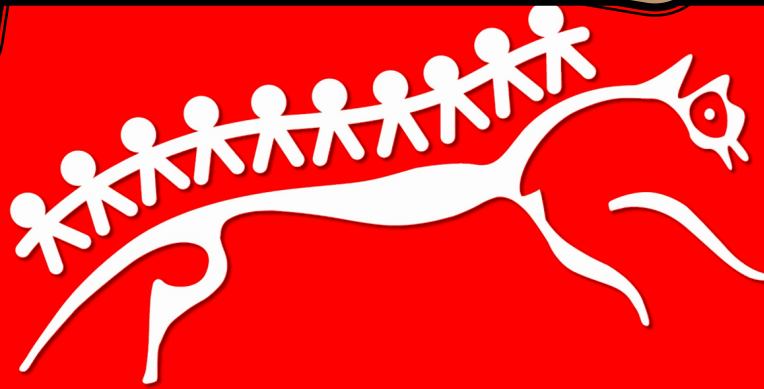


Stanford in the Vale CE Primary School



Love, Hope, Community



Prospectus 2024-2025



General Information

Headteacher:	Mrs Amanda Willis
Chair of Governors:	Claire Lewis Hawthorn House, 12 Mawkes Close, Stanford in the Vale Telephone: 07710 760894
Address:	Stanford in the Vale CE Primary School Stanford in the Vale Faringdon Oxfordshire SN7 8LH
Telephone:	01367 710474 (Office hours 8:00am - 4:30pm)
Fax:	01367 718429
e-mail:	headteacher.3240@stanford.oxon.sch.uk
Website:	www.stanford.oxon.sch.uk
School Hours	8:45am - 12:00pm 1:00pm - 3:15pm 15 minute break in the morning Teaching time 32.5 hours
	Children may arrive at school no earlier than 8:30am. Gates are locked at 8.40am
School size:	At present there are 199 pupils on roll (Sep. 24)





Love, Hope, Community

Staff

Headteacher:	Mrs Amanda Willis
Teaching Learning Leaders:	Mrs Clare Webb Mrs Fay Warner-King
Class Teachers:	Mrs Fay Warner-King - Foundation Mrs Lisa Scanlon - Year 1 Mrs Emma Dickinson - Year 2 Miss Samantha Rogers - Year 3 Miss Emma Stott/ Mrs Clare Webb - Year 4 Miss Lucy Bowden- Year 5 Mrs Hannah Smith - Year 6
Inclusion Manager	Miss Laura Jamison
Teaching Assistants	
Foundation	Mrs Sarah Woodyer-Ward and Mrs Steph Goddard
Year 1	Mrs Sarah Roberts
Year 2	Miss Lucy Conder and Mrs Sue Finney
Year 3	Miss Leanne McArdle
Year 4	Miss Nicki Rogers
Year 5	Ms Jess Clark
Year 6	Mrs Aleksandra Miozga
Support Staff	
Finance Officer	Ms Wendy Jeffs
Administrative Officer	Ms Emma Payne
Caretaker	Mr Dave Rhodes
Cleaners	Miss Sarah Hetherington & Mr Adam Clatworthy
Catering Manager	Mrs Heather West
Catering Assistant	Mrs Zoe Jones
Midday Supervisors	Mrs Aleksandra Miozga Miss Leanne McArdle Mrs Steph Goddard Ms Emma Payne Mrs Sarah Woodyer-Ward Miss Jess Clark Miss Lucy Conder



Staff

Breakfast & After School Club Staff:

Mrs Sue Finney
Miss Lucy Conder
Mrs Zoe Jones
Mrs Julie Moore

Home School Community Link Worker:

Mrs Suzanne Clarke

Subject Leaders:

Mrs Amanda Willis

Assessment, Attendance, Child Protection, Behaviour, Outside Development, Health & Safety, Educational, Visits, Continuing Professional Development, Designated Safeguarding Lead, Senior Mental Health Lead

Mrs Lisa Scanlon

Geography & Eco

Miss Emma Stott

Maths, Music, Collective Worship & Artsmark

Miss Hannah Smith

Art & Design, PSHE, British Values & School Council

Mrs Clare Webb

English & Religious Education

Mrs Fay Warner-King

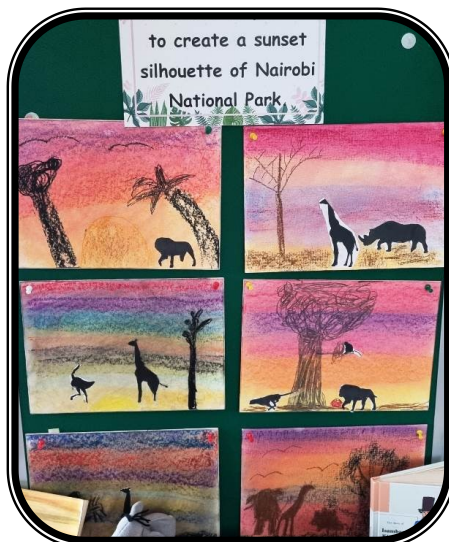
Foundation Stage, Deputy Designated Safeguarding Lead, Physical Education, Design Technology & Sports Leaders

Mrs Emma Dickinson

History & Computing

Miss Lucy Bowden

Science & Languages (French)





Welcome to Stanford...

The children, staff and governors of Stanford-in-the-Vale would like to welcome you and your family to our school.

Stanford in the Vale School is a Church of England Voluntary Controlled Primary School. The school was established in the early 1870s and continues to be part of the local Church community. The school serves the villages of Stanford, Goosey, Hatford and Challow Station.

We currently have 199 children taught in seven classes from Foundation through to Year 6, all children in each class are in the same age group.

We build on the early learning experiences that children have had at home, Pre-school and in Nursery settings. Our local secondary schools are Faringdon Community College and King Alfred's Academy, where we aim for our pupils to arrive well-prepared to continue their education.

We place a strong emphasis on using a mastery curriculum and look to develop enquiring minds that enjoy learning and enable achievement. We want children to become independent learners who take ownership of their learning and develop a thirst for life long knowledge. Academic standards continue to be good and we continue to work hard to maximise the exciting potential we have within the school.

There is an extremely talented and dedicated group of staff and governors who work hard to ensure the opportunities we provide are varied and allow opportunity for all.

The school receives a great deal of support from parents and the community, with fund raising and help in school. We are very aware of our role within the village and try to give the children an appreciation of their privileges and responsibilities as part of this community.

Visits to the school are always welcome, where you will see for yourself a school which values the whole child, and promotes a learning culture which all stakeholders can embrace.





Our Christian Vision

Our Vision

Working together, Achieving together

At Stanford in the Vale CE Primary School, we aim for everybody to flourish in a loving community by 'working together to achieve together', with all achieving their individual potential to be the best they can be through the values of love, hope and community.

Our vision is linked to the story of Nehemiah and the Building of the Wall (Nehemiah 3:1-32), and was picked because it clearly shows the significance of our key values of Love, Hope and Community.

Community

We are all members of the same family and if we combine our strength, work will be achieved and problems shared, celebrating the value of every individual in achieving our aims, regardless of gender, race, ability and beliefs. This is just like Nehemiah and the people who rebuilt the walls and gates in just 52 days. We are all needed and valued and each person is important to the whole.

Love

We love each other and all people of the world. We are patient, kind, helpful and trusting and never fail each other, valuing learning in a safe, happy, stimulating environment. This is just like Nehemiah when he heard his people were in trouble and rushed to their aid.

Hope

Hope gives us energy and helps us through difficult times, just like Nehemiah when he wanted to help his people but didn't know how to. He never gave up hope and eventually solved the problem. We believe we can make the world a better place by working together, supporting one another with our Christian ethos, whilst respecting spiritual beliefs of others.





Our Aims

Our Four Key Drivers are:

Personal, Social and Emotional Well-being
Spiritual Diversity
Community and Environment
Life Skills

Aims

- We aim to enable each child to reach their full potential and believe in themselves.
- We aim to nurture each child to become a confident, independent learner, who is willing to take risks.
- We aim to promote respect and acceptance of others through our Christian values and beliefs.
- We aim to provide opportunities to develop life skills in a fun and enjoyable way.
- We aim to make a positive contribution to the church, village and develop a sense of belonging to the wider world.
- We aim to prepare our children for life beyond our school.
- We aim to encourage our children to create a sustainable environment for the future.
- We aim to be an exceptional school.





Governors

The *Governors* of this school, in conjunction with the Local Education Authority, are responsible for the management of the school under the 1986 Education Act.

The full *Governing Body* meets once a term to discuss all matters relating to the school. The *Governors* issue a formal written 'School Profile' each year in term 2; a link is available on the school website.

At present the *Governing Body* is organised into two sub-committees:-

- Curriculum and Communication (C & C)
- Resources, Pay & Personnel (R,P & P)

Chair of Governors: Mrs Claire Lewis

Co-Opted Governors: Mrs Claire Lewis
Mrs Mary Vizoso
Mrs Jane Lawson-Smith
Mrs Caroline Smith
TBC

Parent Governors: Mr Jonathan Davis
Miss Lisa James
Mrs Craig Goulding
Mr Keith Stutchbury

Local Authority Governor: Mrs Amanda Bellerby

Foundation Governors: Mrs Janet Warren
Mrs Yvette Upton
Mrs Elizabeth Ward

Staff Governors: Miss Laura Jamison
Mrs Amanda Willis

Clerk to Governors: Mrs Kate McConaghy

Anyone wishing to contact a *Governor* should do so, care of the school.





Admissions

Oxfordshire County Council organise our admissions, please visit their website at <https://www.oxfordshire.gov.uk/residents/schools/apply-school-place> or if you have any further questions about admission contact: Emma Payne on 01367 710474 or email: office.3240@stanford.oxon.sch.uk

Our current intake number is 30 and we do have spaces in some classes.

Children in the Foundation Stage start school at the beginning of the academic year of their fifth birthday. You must register with Oxfordshire County Council which school you would like them to attend during the Autumn Term, the year before they start school.

New Children

Parents of new children are welcome to visit the school, please make an appointment for this. We have an induction procedure developed with the local Pre-School so that 'School Risers' have a real feel for the school before they begin in September.

Preparing You and Your Child for School!

In order for you to prepare your child for school we have opportunities for your child to spend time in the Foundation Class, with Staff, during the Summer Term.

All parents are invited to a meeting with the Headteacher and the Foundation Staff to discuss ways in which the children can be prepared for starting school, their induction dates and any queries.

To get your child ready for school and their new environment, you could:

- Allow your child to become familiar with the school by walking past it. If you visit the school for any reason bring your child along with you
- Teach your child to try to dress and undress themselves without help
- Help them to use a knife and fork
- Teach them to independently use the toilet and wash their hands
- Allow them to be apart from you for short periods of time with relatives and neighbours and at playgroup
- Talk to them, listen to them and play with them
- Read/share books together
- Sing number and nursery rhymes





School Uniform

Appropriate school wear is available from high street stores. School sweatshirts, fleeces, cardigans and book bags can be ordered online through the web link on the school website, very limited stock can be obtained from the school office. We ask for your co-operation in maintaining our high standards of uniform. All school clothing should be clearly named. The only jewellery children are allowed to wear are plain stud earrings and sensible watches. Hair styles must be sensible and long hair should be tied up to ensure it is kept out of your child's face whilst they are at work and play.

Winter

- Black/grey pinafore, skirt, culottes or trousers
- White or red polo shirt
- Red school sweatshirt or cardigan
- Sensible flat black shoes

Summer

- Red and white checked dress, black/grey pinafore, skirt, culottes, tailored shorts or trousers
- White or red polo shirt
- Red school sweatshirt or cardigan
- Sensible flat black shoes or sandals

PE Kit

- Black shorts
- Team coloured t-shirt (either red, yellow, green or blue)
- Plimsolls or trainers
- School jumper for outside use (no hoodies)
- For swimming children will need swimming trunks/costume, goggles and a hat.
No bikinis or long shorts.

Forest School

- Black joggers or leggings
- School polo shirt
- School jumper
- Wellington boots
- School provides overalls when they are needed

Hair

All children with longer hair need to make sure it is tied back neatly and securely. Please ensure children have sensible hair styles.

Jewellery

Should not be worn except for watches and small stud earrings. Children must be responsible for these. During PE lessons these need to be removed or taped over for Health and Safety reasons.

Additional items

A school book-bag (can be obtainable from Price and Buckland), a pair of wellington boots for outdoor activities in Foundation, Years 1 and 2, a water bottle, a waterproof coat and a sun-hat (can be obtainable from Price and Buckland).





Parent Partnership

Parents and School in Partnership

At Stanford Primary School we believe that a strong partnership between school and home, staff and parents is vital to children's progression and development. We aim to provide communication in various ways keeping parents informed of their pupil's progress, key dates and events.

Newsletters and Website

Fortnightly newsletters, outing events, key dates and information are sent home. The website provides a wealth of information on school policies, lunchtime menus, class pages, procedures and much more.

Coffee Mornings

On occasion you may be invited to a coffee morning by staff. These may include for example: meetings on current initiatives, subjects, S.A.T.s, behaviour or induction meetings for parents of new children.



Home School and Acceptable Use Agreement

This outlines the school's aims and values and its responsibility to its pupils. In turn it also outlines what parental responsibilities are and what the school expects of its pupils. These Agreement forms are sent out at the beginning of the academic year and parents / children are expected to consent to abide by them.

Sharing Assemblies

Three times a year, we hold sharing assemblies, in the school hall. This is an opportunity for you to see what the children have been doing in class.

Church Services

We are very proud of our strong links with St. Denys Church. At significant times in the church calendar we hold services / celebrations up at the church. Members of St. Denys church also lead us in a weekly collective worship within school.

Monitoring and Reporting

We monitor progress in a variety of ways: through written work, observations, photographs and discussions. Progression is monitored by the Headteacher through the school. Each Subject Co-ordinator monitors the standards in their subjects. We recognise that carefully planned and detailed monitoring and assessment provides key information to staff to plan for progression.





Parent Partnership

Parents' Evening

Evenings in terms 1 and 3 are set aside for parents to discuss their child's development and progress with staff. In addition to formal consultations, please feel free to make an appointment to see your child's class teacher at any time during the school year.

Reports

School reports are sent out annually in July. These provide you with a record of your child's progress and the work covered during the school year.

Homework

All children are expected to carry out some work at home. Tasks will always include reading, which is a vital skill even for the most fluent readers, maths work and spelling. Homework tasks / projects are linked to the curriculum being studied in class, please refer to our homework policy (kept in the school office and on the school website).

Parental Help in School

We welcome any help that parents are able to give us in the classroom by supporting a range of curriculum activities including P.E., Forest School, cookery, computer work, science activities, hearing children read, helping with Art & Crafts and music. However, all volunteers must be prepared for us to receive full D.B.S (Disclosure and Barring Service Check) clearance before they can help in school and attend safeguard training within school. If you are interested in helping please speak to the Headteacher.

Parental Complaints

We accept that sometimes there maybe a need to complain and we have a procedure in place to make this as transparent a process as possible. Initially any complaints should be taken to the class teacher or relevant member of staff. Following that, the Headteacher should be involved and the complaint will form the basis of discussion between the Parents, Head and any other relevant Staff. If parents remain unhappy that the issue has not been resolved, they have the right to make a formal complaint, in writing, to the Governing Body.





Personalised Learning

Special Educational Needs and Disabilities

The term Special Educational Needs and Disabilities (SEND) is used to describe children who have additional support needs. These may fall into the following four categories: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Physical and Sensory. We aim to provide a broad and balanced curriculum with high expectations for all children, enabling them to achieve their full potential. Our children with Special Educational Needs and Disabilities are fully integrated into the school.

Our SEND Policy was written and agreed by the Governing body in November 2022 and is due for review in November 2024. Currently there are 30 children on the SEND Register. 2 children have an Education, Health Care Plan and 28 receive SEND Support (Sept 2024).

The Inclusion Manager and all school staff work to meet the needs of the children in collaboration with parents, children and external agencies, including Advisory Support Teams and the Local Authority. For example: Educational Psychology, Speech, Language and Communication, Occupational Therapy, Hearing Impairment, Visual Impairment, Physiotherapy and the Physical Disabilities Team. People in these services work directly with the children or offer valuable support and advice to staff and parents.

A range of tailored interventions are delivered (alongside quality first teaching in the classroom) in pairs, 1:1 or in small groups. These interventions are detailed on the school's Provision Map.



Gifted and Talented Children

Often it becomes apparent that children have talents and abilities which are exceptional. We aim to identify these children early and offer them a curriculum that is stimulating and challenging to extend their thinking skills.





Personalised Learning

Inclusion and Equality

In addition to the processes implemented to ensure children's individual special learning needs are catered for, we also aim to ensure that all children can access the school curriculum, after school clubs and school visits. Monitoring and evaluating ensure this occurs and support arrangements are implemented, such as provision of IT and deployment of Teaching Assistants, to enhance learning opportunities. Specific targeted strategies may be implemented to ensure increased levels of participation and individual success. We support liaison with external agencies and training of staff to effectively meet the diverse abilities and disabilities of all pupils. The physical environment of the school allows access for all. We are continually looking at ways of improving management and organisation systems, such as lighting, heating etc. Children have good access to computer hardware and software and some auxiliary aids. We can publish materials in other formats if requested. The texts used in school are selected to meet the needs of all children.

The school has a Single Equality Policy and Action Plan that refers to issues and provision for Disability, Equality, Race and Gender, which is available from the website and office, if requested.





The Curriculum

Our Curriculum meets the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It is delivered through high quality sequential, subject specific learning. The themes of our community, global learning and Christian Values weave throughout our curriculum. Each child's unique gifts are recognised and nurtured in order to prepare our children to be educated, successful citizens in a global world.

The principle of our curriculum is to teach all pupils through a mastery approach. This provides them with the opportunity to keep up with the pace of learning and gaps are addressed immediately. Teaching for mastery means that all pupils are taught together as a whole class through a highly tuned teaching approach.

The National Curriculum

- English
- Mathematics
- Science
- Religious Education (RE)
- Art & Design
- Design Technology (DT)
- Music
- Computing
- History
- Geography
- Personal Social, Health Education (PSHE) including Relationships and Sex Education (RSE)
- Physical Education (PE)
- Languages - French



The National Curriculum covers Key Stages 1, 2, 3 and 4. At Stanford in the Vale CE School we cover Key Stages 1 and 2, plus the Foundation Stage. The following shows the ages and year groups covered by these Key Stages.

Age	Year Groups	Key Stage
4/5	Foundation	Early Years Foundation Stage
5/6	Year One	Key Stage One
6/7	Year Two	
7/8	Year Three	Key Stage Two
8/9	Year Four	
9/10	Year Five	
10/11	Year Six	





The Curriculum

The Foundation Class

We follow the 2024 Early Years Foundation Stage (EYFS) which is a statutory framework that sets standards for development, learning and care of children from birth to five.

Four guiding principles shape practice in our early years setting. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through positive relationships.
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

There are seven areas of learning and development, three prime areas and four specific areas:

Three Prime Areas

Personal, Social and Emotional Development

Communication and Language

Physical Development

Four Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



Children engage in a range of 'child initiated activities' (things they have chosen to do) and 'focused practical tasks' (activities undertaken with an adult). During these activities and tasks, children are observed and these inform staff judgements and next steps.

Children always have access to the inside and outside classroom.

The children are assessed against the Early Learning Goals at the end of their time in Sunflower Class.





Caring for your child at school

Child Protection/Safeguarding

The school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. Please see the policy in the school office or on the school website for further details.

Behaviour and Discipline

Good behaviour is essential for successful teaching and learning. Our aim is that our Christian Values create a positive atmosphere where consideration for others, good manners and good behaviour are expected through our 'Stanford Way' approach (full behaviour curriculum can be found on the school website). The school operates an approach of rewarding positive behaviour and dealing with the inappropriate through the early involvement of parents, plus the use of an agreed range of sanctions.

If unacceptable behaviour is of a serious nature involving bullying, discrimination or aggression towards other pupils, this is dealt with by the Headteacher. Parents are always informed if this is the situation and on occasions a child may be excluded from school, if the Headteacher and governors think this is warranted.



Health and Safety

Our Health and Safety Policy, which can be viewed on the School Website, deals with every aspect of your child's wellbeing at school. All members of Staff in conjunction with the Headteacher are responsible for ensuring this is followed at all times.

Site Security

It is very important that all visitors to the school, including parents, report to the school office, sign in electronically, read the Health and Safety advice, hand in their mobile phones and collect a lanyard with photograph. The school gates are locked at 8.40am and are kept locked until school finishes at 3.15pm to ensure our site is safe.

Smoking

There is a policy of non-smoking or vaping on the school site.



School Medicals

Routine height and weight, hearing and vision checks are carried out on all children during their first year at school. The height and weight checks are repeated again in Year 6.

The School Nurse will visit the school to discuss any health problems relating to identified children, and parents can request appointments to discuss any concerns in detail. Following this, the school nurse may liaise with other health care professionals.



Caring for your child at school

Accidents or Illness at School

If a child has an accident or becomes ill at school we will make every effort to contact parents so that the child can be taken home. It is vital, therefore, that a record of emergency contact numbers are kept in the school office.

First aid will always be given where necessary by one of our qualified staff, but clearly where injury is serious we would get appropriate medical assistance as quickly as possible. With less serious accidents, which may require attention, especially bumps on the head, we inform you by phone and with a Class Dojo notification. If a child has vomited or had diarrhoea at school or home they are allowed to return to school 48 hours after the last bout.

Medicines in School

Staff are only permitted to administer medicines to a child who has a long term need for medication or is on a course of prescribed medication. Parents are allowed to come into school to give medication to their child if the need arises.

If parents would like their child to receive medication prescribed by a doctor it is essential they complete Form 3a - 'A Parental Agreement for School to Administer Medicine.' These are available from your child's class teacher or the school office.

Possessions

The school is unable to accept responsibility for the safe keeping of clothing or possessions. Named lost property will be returned to the rightful owner and unnamed lost property is kept in a large box by the office.



Toys

As a general rule toys should not be brought into school except when the Class Teacher has given prior permission. Children are discouraged from bringing mobile phones to school unless it is for security purposes. These would then be kept in the school office.

Money

Money should not be brought into school except for a specific purpose to do with school life, i.e. school dinner money, payment for school trips, etc. Any such money should be brought in a sealed envelope marked with the child's name, class and its purpose, e.g. dinner money.

We encourage parents to use Parentmail PMX to pay for school dinners and trips.





Food and Drink

Lunchtime Arrangements

Children can either order a cooked school dinner or bring a packed lunch. Foundation and Key Stage One are entitled to a free school meal, as part of a Government initiative.

School Dinners

School dinners are cooked on the premises by our talented team. They offer a balanced, nutritional diet and children have a choice of at least two main meals. The aim is to serve meals that are high in fibre and low in fat and sugar to encourage healthy eating. Please let us know if your child has any special dietary needs and we will do our best to help. School lunch menus are available on the school website or from the main office. We would ask that all meals for your child are paid for and ordered on a Thursday for the following week or term. Meals cost £2.55 a day (Price correct—May 2024). We prefer payment via the online Parentmail PMX system but we can accept cash or cheques payable to Oxfordshire County Council.



Packed Lunches

Children having a packed lunch should bring it in a suitable sandwich box, which must be named. These should include a carton or unbreakable flask of cold drink. Nuts, chocolate, sweets, fizzy drinks and hot thermoses are not permitted. We encourage the children to have healthy lunchboxes that provide them with a balanced diet.

Supervision

There are a number of Mid-day Supervisory Assistants who care for the children at lunchtime, both in the playground and in the hall. They are available to help your child with any questions or difficulties they may have.

Free School Dinners

If you are receiving Income Support or Job Seeker's Allowance, your child is entitled to Free School Meals. Application forms and further information are available from the school office.



Snacks

Key Stage Two children should bring a mid-morning snack, which should be of the healthy kind. Foundation and Key Stage One children benefit from the fruit scheme and are able to choose from the choice for that day.



Beyond the Classroom

Educational Visits

Educational trips enthuse the children and give them a thirst for learning. They are organised throughout the school year. In Years 4 and 6 the children undertake residential visits, where a range of outdoor pursuit activities are undertaken. Details of all planned visits will be sent to parents in advance of the visit taking place. A child cannot go on any visit unless parental permission is given in the form of a consent slip or through Parentmail PMX.



Educational Visitors

We sometimes invite educational visitors into the school to bring the curriculum to life. This may include production companies, cultural experts, poets and authors.



Swimming

During the School Year, Years 1 to 6 will have 5 x one hour swimming lessons at Faringdon Swimming Pool.

Breakfast Club & After School Club

The Goodness Gang

The school runs a Breakfast Club every morning from 8.00am to 8.40am, at a cost of £3.00 a session if booked the end of the term before or £3.50 if not. The children will be given a healthy breakfast and can play with a range of resources in a warm, caring environment.

After School Club runs on a Monday, Tuesday, Wednesday and Thursday from 3.15pm to 5.30pm, at a cost of £12.00 a session if booked the end of the term before or £14.00 if not. The children are offered a light tea and undertake a range of activities, including going to the park, playing on the computers, gardening, playing chess, art activities and much more.

More information can be obtained from the School Website or school office.

(Prices correct—July 24')

Charging Policy

For visits/visitors which incur an expense (e.g. coach hire, admission charges) parents will be asked to make a voluntary contribution. No child will be excluded from a visit/visitor for failure to make a contribution, however the visit/visitor would have to be cancelled if there were insufficient monies raised to cover the cost of the experience. In cases of financial difficulty, parents are asked to discuss the matter confidentially with the Headteacher. For more details on charging, a copy of the Charging Policy can be viewed on request at the school office or via the school website.





Beyond the Classroom

Insurance

For off-site activities, the school has insurance cover for injury and illness.

Extra Curricular Activities

We offer a range of after school activities. These take place according to season and staff availability. Club notice boards are located outside the entrance via the footpath and the front of the school, or information can be found on the school website.

Violin, guitar, drum, piano, Rock Steady and gymnastics lessons are available in school, taught by private tutors. There is a charge for these lessons and forms are available from the main office.



Secondary Transfer

Most children on leaving us at the end of Key Stage 2 transfer to Faringdon Community College or King Alfred's Academy in Wantage. Induction arrangements include children and parents' evenings, and days spent by the children at the relevant College. Children living outside of the school's catchment area may not be entitled to a place at these colleges. Please check with the Education Office Admissions Department (at least 1 year in advance of transfer).

Student Teachers

During the school year we have students working alongside our own teaching staff on blocks of teaching practice.





Friends of Stanford School

We have a flourishing Friends of Stanford School (FOSS) committee which meets on a regular basis. All parents are welcome to attend meetings which are a forum for your views and opinions. The FOSS aims to enhance the relationship between parents and school; during the year many events are held- educational, social and fundraising.

Friends of Stanford School (FOSS) Committee 2023-24

Chair - Graham Parker
Vice Chair - Karin Williams-Cuss
Treasurer - Peter Lewis
Secretary - Laura Raggatt
Members:
Nev Williams
Linzi Esplin
Lucy Conder
Amanda Willis
Emma Payne
Wendy Williams
Louise Gregg
Julie Wark
Ed Sanders
Rosie Murby
Andy Smith
Natalie Hudson
Amy Mitty





Term Dates 2024-25

September 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Grey = School Holiday Yellow = TD Day Green = Bank Holidays



2023-24 Results

Foundation Stage

	Stanford School	National
Good Level of Development (%)	58	67

Year One Phonics

	Stanford School	National
Passed the Phonics Test (%)	69	79

Key Stage Two

	% WORKING AT EXPECTED STANDARD	
Subject	Stanford School	National
<u>Reading, Writing and Maths</u>	41	62
<u>Reading (Test)</u>	66	75
<u>Writing (Teacher Assessed)</u>	55	73
<u>Maths</u>	55	75
<u>Spelling, Grammar and Punctuation (Test)</u>	45	73

	% WORKING ABOVE EXPECTED STANDARD	
Subject	Stanford School	National
<u>Reading, Writing and Maths</u>	3	8
<u>Reading (Test)</u>	17	28
<u>Writing (Teacher Assessed)</u>	7	13
<u>Maths</u>	10	25
<u>Spelling, Grammar and Punctuation (Test)</u>	10	33

Average Scaled Score		
	Stanford School	National
<u>Reading</u>	104.4	105.1
<u>Maths</u>	99.9	104.4
<u>Spelling, Grammar and Punctuation</u>	100.6	105.3