

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stanford in the Vale Church of England Primary School

Vision

At Stanford in the Vale CE Primary School, we aim for everybody to flourish in a loving community by ‘working together to achieve together’, 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), which has lessons in leadership and collaboration. It also teaches about ensuring people are treated fairly and that, whatever gifts our children and community members may have individually, we need to share our skills and talents for the common good.

Stanford in the Vale Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The deeply rooted Christian vision is at the heart of school life. Pupils and adults work and achieve together, flourishing in this loving, hopeful community.
- The school’s inclusive curriculum is a reflection of the vision. It promotes curiosity and collaboration, and nurtures pupils’ growth as unique individuals. Adults provide tailored support so that the needs of learners are well met.
- The school’s partnerships, particularly with the local church, are strong and mutually beneficial. Regular visitors from the church community enrich collective worship.
- Wellbeing is prioritised across different aspects of school life. The vision is lived out in the strong culture of caring for each other. As a result, pupils and adults thrive.
- The religious education (RE) curriculum is thoughtfully sequenced and well resourced. Shaped by the vision, it enables pupils to build on prior learning to develop knowledge about, and respect for, different beliefs.

Development Points

- Strengthen the shared understanding of spirituality in collective worship. This is to enhance its effectiveness and nourish the spiritual flourishing of pupils and adults.
- Extend opportunities for pupils to live out the vision by learning about issues of justice. This is so that they recognise how they can take action to challenge injustice.
- Refine the RE curriculum so that pupils can deepen their knowledge of the diverse ways faiths and worldviews are lived out in Britain and across the world.



Inspection Findings

Vision and Leadership

The Christian vision is rooted in biblical teaching and informs policies, decisions and actions. It inspires leaders to prioritise working together and nourishes personal development. This creates a community in which pupils and adults are valued as unique individuals with responsibility for each other. Governors and school leaders work in partnership to make the vision a lived reality. They monitor the impact of the vision and values to evaluate how these help pupils and adults to grow. This leads to improvements, for example provision for spirituality in the curriculum. As a result, strategic decision-making has a positive effect on pupils' learning and flourishing. Staff members support each other through positive relationships and opportunities to develop professionally. They live out the school's Christian values in their determination to ensure that pupils thrive, including those who have additional needs. This work reaches out to families and provides practical help during difficult times that enables them to flourish.

Vision and Curriculum

Leaders have devised a curriculum shaped by the vision that prioritises well-being, spirituality, community and citizenship. Pupils benefit from activities on and off-site that enrich their learning and personal development. For example, regular 'nature school' sessions, an annual talent show and Year 6 residential week, visits to the theatre and after-school clubs including gymnastics and French. These enable pupils to develop skills, experience teamworking and grow in confidence. Leaders provide an inclusive curriculum. Adults know and celebrate pupils as individuals and skilfully support them in different ways. They design and implement carefully tailored flexible programmes to meet specific needs. As a result, pupils are affirmed in their uniqueness and thrive. Opportunities for reflection are embedded across the curriculum and the effectiveness of provision for spiritual development is a focus for governor monitoring visits. Staff members encourage pupils to think deeply about their learning. For example, to wonder at the structure of the human eye, and to consider invasion from different perspectives. Consequently, pupils' spiritual growth and reflective thinking are deepened.

Worship and Spirituality

Daily collective worship enables pupils and adults to grow spiritually through stillness, music, singing and stories. Regular opportunities for class-led worship enable pupils of all ages to plan and lead these. It is intentionally inclusive and pupils who have special educational needs and/or disabilities (SEND) are thoughtfully supported. The strong partnership with the local church enriches pupils' experience of worship through enacting and learning from Bible stories. Pupils are invited to connect lessons from worship to their daily lives. For example, they think about ways to put things right by working together. Regular clergy-led worship in school fosters deep questioning and enhances provision. Special services at school and at the local church bring the wider school community together. They provide space for prayer or contemplation. This enables pupils and adults to flourish spiritually. However, the school has not embedded a shared understanding of spirituality. This limits the power of opportunities in collective worship for pupils and adults to recognise spirituality, and spiritual moments in their own lives.

Vision and School Culture

The embedded vision creates a culture that nourishes wellbeing. Leaders make strategic decisions to maintain a balance of work and home life for staff members. For example, the adoption of a marking policy to help manage workload. Adults are valued and listened to so that their professional lives are nurtured. This is enhanced by strong partnerships with local schools and the diocese. Staff members know pupils and families well and use this knowledge to nurture personal development. They champion the best possible provision for pupils. They also provide vital practical help, for example, school transport and access to clubs. As a result, families understand that they are cherished. Positive relationships at every level and highly skilled school practitioners foster pupils' social and emotional wellbeing. This means that pupils, including those with additional needs, are ready to



access learning. Pupils experience and practice restorative justice, they are encouraged to reflect on the impact of their actions on the feelings of others. Therefore, they live well together.

Vision, Justice and Responsibility

The Christian vision fosters pupils' sense of responsibility and understanding of different points of view. Through a carefully planned behaviour policy, collective worship and the curriculum, pupils develop a good understanding of fairness. This illustrates the power of the vision in the life of the school. Pupils have a positive impact in the wider community. For example, they go to a local care home to sing for residents who benefit from the visits. As a result, they deepen their understanding of being responsible for others. There is a wide range of opportunities for pupils to take on leadership roles, for example as sports leaders and pupil parliament representatives. They willingly take on leading initiatives in school, including choosing charities to support and organising litter-picks. They understand that they can have a positive effect on others. However, the range of opportunities for pupils to engage with issues of injustice is more limited. Thus, pupils' understanding of how they can make ethical choices for change is underdeveloped.

Religious Education

Leaders ensure that RE has a high profile across the school and support teachers' subject knowledge with carefully chosen resources and advice from the diocese. This means that teachers are confident about the accuracy of their lessons. There is a clear plan for teaching about a diverse range of worldviews, including Christianity. The curriculum is well-sequenced. For example, Year 6 lessons about Santana Dharma exploring how beliefs in karma could help people live good lives build on learning in Year 4 about these beliefs. This enables pupils to increase their knowledge over time. The school's Christian values support pupils' respect for different religions and worldviews. For example, they appreciate the importance of some items of clothing as expressions of religious belief. However, opportunities to strengthen understanding of the diversity of practice within faiths and worldviews, and the relevance of this to life in Britain, are less well established. Consequently, the impact of these is not consistently evident.

Information

Address	High Street, Stanford-in-the-Vale, Faringdon, Oxfordshire, SN7 8LH		
Date	30 June 2026	URN	123159
Type of school	Voluntary controlled	No. of pupils	202
Diocese	Oxford		
Headteacher	Amanda Willis		
Chair of Governors	Mary Vizoso		
Inspector	Gillian Scozzafava		