Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stanton Harcourt Church of England Primary School

Vision

Our inclusive church school aims to fulfil the potential of all; Learning, Living and Growing Together.
We aspire to be excellent learners and leaders, empowered through our partnerships with all. Together we are parts of a body and each person's gifts, skills and qualities are cherished, enabling the whole body to flourish.
In the words of Paul the apostle in Romans 12:4 'Each one of us has a body, and that body has many parts…In Christ we are all one body, and we are all a part of it. Each part belongs to all the other parts. We all have different gifts.'

Stanton Harcourt 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 clearly expressed vision provides a sense of purpose and identity for the school. It underpins actions and creates a welcoming and inclusive environment.
- Through their understanding of the vision, adults and pupils recognise their own value and that of others. As a result of this mutually supportive environment, strong and trusting relationships are formed and the community flourishes.
- Strong partnerships, including with the multi-academy trust (MAT), diocese and church, support the school to live out its vision.
- Pupils enjoy learning. Leaders are committed to removing barriers to learning so that pupils, including those with special educational needs and/or disabilities (SEND) or who are vulnerable, thrive.
- A wide range of pupil roles reflects the vision of working together for the good of all. Pupils make a positive difference through their actions and attitudes.

Development Points

- Integrate and embed explicit opportunities for spiritual development across subject areas and the wider curriculum. This is to enable adults and pupils to recognise and talk about special moments that shape their spiritual life.

Inspection Findings

Vision and Leadership

Stanton Harcourt is a welcoming and inclusive school where strong leadership models a vision that creates a sense of belonging and shared purpose. Driving decisions and actions, ensures that the values the school holds dear are consistently reflected in everyday practice. It encourages pupils to make thoughtful choices in their behaviour towards others. They listen carefully and respond with kindness. Adults and pupils are welcomed and cared for, making the school a safe space where there are no outsiders. This gives them security in their place in the world. Images, such as peacock feathers, support younger pupils in understanding the biblical message that underpins the vision. The vision brings school, church and community together. This is characterised by strong relationships within and beyond the school, and a shared commitment to common goals. The recent partnership with Standlake school opens up new ways to work collaboratively. Events, such as the residential visit, broaden horizons and increase opportunities and enable pupils to experience belonging to a wider local community.

Vision and Curriculum

The inclusive curriculum reflects the vision of working together as parts of one body, empowering each other to flourish. Pupils, including those with SEND or who are vulnerable learners, are nurtured to become successful. Guided by the Christian vision, leaders and staff encourage them to show pride in their achievements. This builds their self-belief, leading to stronger self-esteem. Staff are skilled at using strategies which remove barriers to learning. Timely support is available for those who need it. Pupils enjoy learning as a result. Subjects are purposely planned to deepen pupils' understanding of the wider world. Live links with a school in Uganda, for example. Experiences such as trips to London prepare them for the future where they can flourish. In line with the vision, respect for difference is embedded, fostering tolerance. Books are carefully chosen to reflect diversity. Class spirituality books capture meaningful reflections on experiences which shape spiritual growth. However, opportunities for spiritual development are restricted as they are not explicitly and consistently included across the curriculum. Some pupils recognise and refer to special or happy times as 'wow' moments, for example. However, the use of this language is not consistently embedded across the school.

Worship and Spirituality

Collective worship is valued as a time of peace and calm in a busy day. It is a way to be together as part of something bigger. Pupil worship leaders model behaviour and set the tone of respectful stillness by using familiar welcoming sentences and lighting candles. Worship is inclusive with potentially sensitive and thought-provoking themes carefully managed. Prayer is invitational and a way to 'think your own thoughts' or talk to God. With time for thoughtful discussion and personal reflection, pupils show curiosity and wonderment, contributing to their spiritual development. They learn from the Bible though real-life connections. For example, Hannah's story of perseverance and gratitude is used to encourage pupils to be hopeful in difficult times, and value those around them. Clergy lead worship, deepening understanding of the Christian faith and Church traditions. Following the colours of Church year, for example. This emphasises that adults and pupils are part of the wider family of the Church. Special services are well attended by parents, creating valuable links across the community and fostering a sense of belonging. Gifts and talents are celebrated weekly, reinforcing pride in one's own achievement and that of others.

Vision and School Culture

Policies and practice, based on the vision of responsibility towards self and others, create a culture of dignity and respect. Adults and pupils treat one another with kindness and compassion. The principle that everyone has a chance to do things differently next time underpins the behaviour policy. This enables pupils to reflect and make positive changes if things go wrong. It reinforces school as a place of acceptance where love and

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reconciliation are central to resolving problems. Strong and trusting relationships are formed as a result. Pupil and staff wellbeing has a high priority in school. An open-door policy means support is easily and readily accessible. Staff know they are valued and cared for through clear communication and small acts of appreciation. Modeling thoughtful gestures such as saying thank you encourages pupils to do the same. Staff access training enabling them to flourish as professionals. Families have confidence that the school will support them. They receive practical assistance and pastoral care, including where to find guidance beyond the school, especially in times of difficulty.

Vision, Justice and Responsibility

Pupils are quick to recognise unfair situations. They will step in if someone is not taking turns or playing fairly for example. This is modelled by pupil leaders who show mature leadership and live out the vision by resolving simple situations for their friends. This contributes to a culture of trust which impacts positively on behaviour and attitudes. Through the curriculum, pupils learn about democracy and injustice. Inspirational people help them to understand what courage and conviction look like, so they can speak out for others. Wanting an equality of opportunity, they raise money for a range of causes that matter to them, including items for a school in Uganda. This important link enables them to see how their actions can have a positive influence on the lives of others. Staff listen to pupils and act on what they say. For example, changes made to the curriculum reflect suggestions from pupils and staff, confirming that their contributions are respected. This gives them confidence that they can influence and be part of the change-making process. Strong and mutually beneficial relationships with the church empower the school to live out its vision in the community. Sharing special services actively involves pupils and their families. They build meaningful connections that enrich community life.

Religious Education

The religious education (RE) curriculum is carefully adapted to meet the needs of pupils and reflects the context of the school. Challenged by big questions such as 'who is God?' pupils learn to respect the views of others and form their own worldviews. They understand the importance of knowing about world faiths and beliefs so they can understand and value them. In lessons, pupils share their growing knowledge in a variety of ways. They confidently show what they have learnt through drama and art as well as written work. A focus on learning key vocabulary for each world religion enables pupils to talk knowledgeably, using accurate terminology. Naming holy books, for example. However, their understanding of Christianity as part of a global faith is less well developed. Staff receive training and support from school leaders, and the diocese, ensuring their skills and understanding are up to date. RE networks within the MAT enable leaders to share good practice and develop their role.

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Information

Address	Main Road, Stanton Harcourt, Witney, Oxfordshire, OX29 5RJ		
Date	16 March 2026	URN	140871
Type of school	Academy	No. of pupils	106
Diocese	Oxford		
MAT	Eynsham Partnership Academy Trust (EPA)		
MAT Chair	Julian Soanes		
Headteacher	Faye Tingley		
Co-chairs of Governors	Louise Weldon Mark Barnard		
Inspector	Rachel Beeson		

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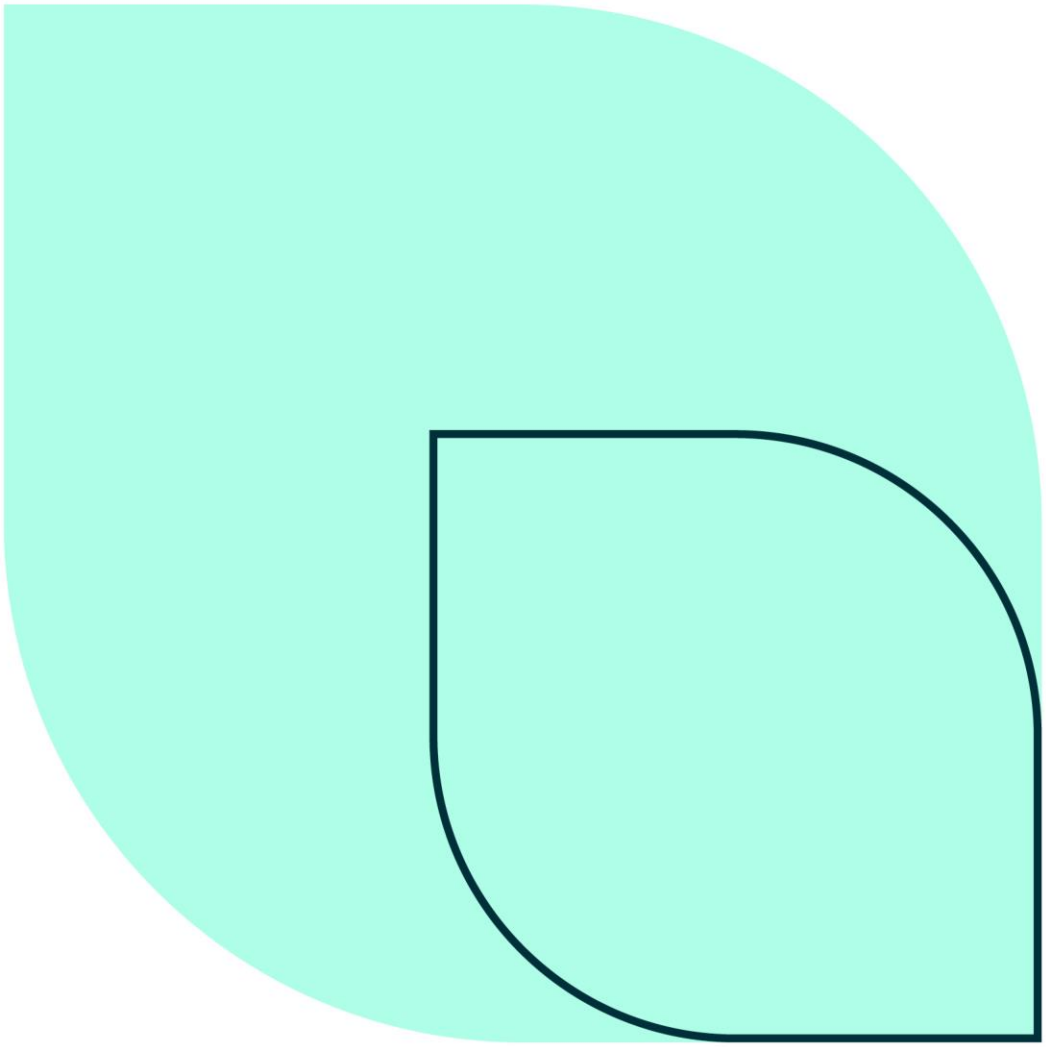
Methodist Schools