



The Vineyard School

Inspection Report

Unique Reference Number 102906
LEA Richmond Upon Thames LEA
Inspection number 276791
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Michael Pye AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Friars Stile Road
School category	Community		Richmond
Age range of pupils	4 to 11		TW10 6NE
Gender of pupils	Mixed	Telephone number	020 8948 0195
Number on roll	403	Fax number	020 8332 6828
Appropriate authority	The governing body	Chair of governors	Dr G Venn
Date of previous inspection	22 January 2001	Headteacher	Ms J Pearse

Age group 4 to 11	Inspection dates 20 March 2006 - 21 March 2006	Inspection number 276791
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Set in lovely grounds, this is a larger than average primary school. Although some of its pupils come from an area of relative social and economic disadvantage the overall levels of deprivation are below the national average. The number of pupils entitled to free school meals is well below average. There are high numbers of pupils whose first language is not English. The proportion of pupils with learning difficulties and disabilities is below average, although there are average numbers of pupils with a statement of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school has accurately evaluated itself as a good school with some outstanding features. Achievement is good. An interesting and creative curriculum, together with good teaching, means pupils make good and often very good progress. This includes pupils with learning difficulties and disabilities and those for whom English is an additional language. Standards are above the national average, especially in science, and in English in Years 1 and 2. The leadership and quality in the Foundation Stage are excellent with very good standards. The vast majority of parents are pleased with what the school does for their children.

Pupils make excellent progress in their personal development. They enjoy school and are very well cared for. Behaviour is excellent and pupils have very good relationships with each other and with staff. These strengths contribute significantly to the establishment of an effective climate for learning. Together with good achievement, this means that the school gives good value for money.

The head teacher gives a very clear direction to the school. The school is well supported and challenged by governors. Other members of the teaching staff contribute with increasing effectiveness to the school's strategic planning and the monitoring of pupils' progress. Teaching is good because action taken as a result of effective monitoring by management has led to improvements in learning. On occasions, teachers do not make enough use of assessment information to match work accurately to the different ability levels within each class. Whilst there are examples of very good feedback to pupils over their extended writing, opportunities are missed elsewhere to help reinforce pupils' understanding of how to improve their work.

The school has made good improvement since the last inspection, particularly in improving writing in the infant area. This, together with the current good achievement, indicates that it is in a good position to further improve.

What the school should do to improve further

* Ensure teachers make consistent use of assessment information to plan work that matches the abilities of all pupils. * Maximise the use of opportunities, such as the end of lessons, to show pupils how to improve their work.

Achievement and standards

Grade: 2

Children enter the Foundation Stage with levels of skills and knowledge broadly matching those expected nationally. They generally make very good progress and most enter Year 1 having reached the learning goals expected of five-year-olds.

Pupils in Years 1 and 2 make good progress overall. In writing and reading their progress is very good. The majority achieve above average standards in reading, writing and mathematics.

Pupils achieve well in Years 3 to 6 and standards are above average in English and mathematics, and well above average in science. This has been generally reflected in the results of national tests at Year 6 although, in 2005, results showed that some pupils underachieved in writing. This was for a complex combination of reasons, which the school successfully analysed and addressed. Pupils are now all achieving well in all aspects of English, mathematics and science, and are working well towards challenging targets.

Pupils with learning difficulties and disabilities, and those with English as an additional language, progress well. This is partly a result of the effective support given by teaching assistants. Effective use is now made of the tracking of individuals' progress to identify underachieving pupils. Good intervention strategies, such as those in reading, are used to support these pupils.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Pupils are very confident and speak enthusiastically about how they enjoy school. 'I love school every day' said one pupil. They see the school as friendly and welcoming, and are particularly motivated when challenged. They know they can approach adults with any problems. Behaviour is excellent and is based on mutual trust and respect. The mature relationships and the pupils good co-operation with each other are particularly impressive. Around school they demonstrate a very good awareness of how to keep themselves and those around them safe. They gain a very good understanding about healthy lifestyles. The school council takes responsibility for developing playground activities. Pupils liaise with their own year groups and the parents' association about funding and equipment, before making decisions about what to buy. Such activities contribute very well to pupils' understanding and development of their economic well-being.

Spiritual, moral, social and cultural development is excellent. Pupils' experience of the highly effective international week gives them a much wider understanding of other cultures. A very good range of activities ensures that all pupils contribute to the community, both locally and internationally. For example, each class initiates charity events to raise money for a school in Africa, and choir performances are arranged for local people. Attendance is average.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and helps pupils to achieve well. Never less than satisfactory, there are examples of outstanding practice. In the best lessons the pace is brisk and pupils are appropriately challenged. The various methods used, motivate and fully engage pupils in their learning. Very careful questioning and opportunities for pupils to bounce ideas off each other, along with time for reflection, helps them to develop

their ideas and understanding. Very good relationships result in outstanding classroom behaviour. Pupils cooperate well, quickly follow instructions, and settle to their tasks with an enthusiastic buzz of activity. English teaching now makes effective use of some very detailed feedback to improve pupils' extended writing. This has improved achievement in writing.

Some older pupils indicated that on occasions they would like more challenging work. Some teachers do not sufficiently use assessment information to plan more precisely for the learning needs of all pupils. This can result in work for lower attaining pupils being too difficult, and insufficiently challenging for more able pupils. Time at the end of lessons is not always given for pupils to reflect on how they have done and where they need to improve.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum, and is constantly looking to make it more stimulating and relevant. The considerable breadth of the curriculum makes a significant contribution to pupils' achievements. Very good links are made between subjects that allow pupils to develop their skills in a meaningful way. For example, information technology is used well to support learning in geography. It is particularly evident where themed days and events are organised, such as creative arts days and the International Week. Displays and recordings show music, and art and design to be particular strengths. Pupils have the opportunity to study Italian and French and many learn to play a musical instrument.

Pupils' awareness of health and safety issues is very well developed through the personal, social and health education programme, by visits from the emergency services, and sporting opportunities. Enrichment activities include a very good range of visits and clubs that extend pupils' learning. Visitors to the school, often drawing on the expertise of parents, introduce pupils to a wide range of cultures and traditions and provide a very good stimulus for learning. The school is increasingly providing opportunities, such as cross-phase projects, for gifted and talented pupils.

Care, guidance and support

Grade: 2

Guidance and support are overall good, and parents and pupils wholeheartedly agree that this is an extremely happy and very caring school. Pupils know that adults have their well-being at heart. Adults provide good role models. The children's confidence and self-esteem are well nurtured. Particular care is taken with pupils new to the school. One parent commented, 'they were never left alone during break and soon made friends; ...a great job at helping them to learn English and adjust to a new environment'.

Health and safety routines and risk assessments are fully in place and conscientiously observed. Child protection procedures are clear and widely understood. Pupils requiring additional support benefit from the school working very closely with parents and other

agencies. Targets in English and mathematics are regularly reviewed and shared with parents. There is some inconsistency, however, in the way in which they are shared with pupils and used as a guide to improve their work.

Leadership and management

Grade: 2

Inspectors agree with the school that leadership and management are good. There are also examples of excellent practice. Leadership in the Foundation Stage is a strength, and has a very clear and effective focus on improvement.

The very good leadership of the head teacher gives clear and determined direction to the school, based on the vision of high academic standards and a commitment to the care and personal development of pupils. This vision is shared and supported by the staff in the school. The governors play a good role in monitoring and provide challenge to the school when necessary. The head teacher develops the skills of managers well. Staff share in development planning, and accept responsibility for monitoring the impact of changes. For example, there was a shared commitment to developing the new marking and feedback method for pupils' extended writing. The process was very well linked to the effective performance management cycle.

School self-evaluation is accurate and is effective in bringing about improvement. This is apparent in the analysis and action taken over the underachievement in writing. This led to a clearer teaching focus on the assessment of the long-writing task, more teaching support for lower attaining pupils, and an emphasis on a new writing support programme. Achievement levels have recovered and are now good. Inspectors agree with the majority of parents that the school has effective links with parents through its regular newsletters, and parent consultation meetings. The views of parents were taken into account during the recent homework review.

Resources are used efficiently. Improvement since the last inspection has been effective in raising standards, particularly of writing in the infants. The school has developed some impressive community links to support learners, such as the sporting ones developed with a local school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

You will remember our recent visit when we spoke to you about your school. We enjoyed talking to you and listened carefully to what you had to say.

We really liked how: * you work hard and quickly learn in science, mathematics and English * your head teacher and other staff are determined to help you keep up good standards * you are very well behaved: you are polite and show good manners in lessons and around the school * you benefit from some really good teaching * you have so many exciting things to do in school * you all get along so well together * you told us, and we agree, that you are very well cared for by the adults in your school * you are encouraged to make your own decisions and work for the benefit of the community outside the school * you are encouraged to live healthily.

We have asked the school to: * try to ensure that work in lessons always challenges you * help you all to understand more clearly how to improve your work. Thank you for helping us and best wishes for the future.

Yours sincerely,

Michael Pye

Lead Inspector