

# The Vineyard School

## Inspection report

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<b>Unique Reference Number</b>	102906
<b>Local Authority</b>	Richmond Upon Thames
<b>Inspection number</b>	323711
<b>Inspection date</b>	11 June 2009
<b>Reporting inspector</b>	David Scott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	390
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Claire O'Donnell
<b>Headteacher</b>	Ms Judy Pearse
<b>Date of previous school inspection</b>	20 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Friars Stile Road Richmond TW10 6NE
<b>Telephone number</b>	020 8948 0195
<b>Fax number</b>	020 8332 6828

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues.

- How well children in the Foundation Stage make progress.
- Do all groups of pupils achieve equally well?
- How effectively do the curriculum, assessment and learning support promote the pupils' personal development as well as their academic success?

Evidence was gathered from the school's self-evaluation, (SEF), by observing lessons, scrutinising the school's records of pupils' standards and achievement and other documentation, and from discussions with pupils and staff. Parents' responses to questionnaires also informed judgements. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own evidence, as given in its self-evaluation, were other than justified. These have been included where appropriate in this report.

## Description of the school

At The Vineyard School, the proportion of pupils eligible for a free school meal is much lower than in most schools. The number of learners who have been identified as having learning difficulties and/or disabilities is below average. Many of these have specific speech, language and communication skills. Compared with the national picture, a higher proportion of pupils come from minority ethnic backgrounds or have a home language other than English. The school has provision for the Early Years Foundation Stage through the two Reception classes. The proportion of pupils joining or leaving the school at other than the customary times of the year is higher than is usually found. The school has achieved the enhanced Healthy School Award and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The Vineyard School has gone from strength to strength since its last inspection and is now an outstandingly successful school. This judgement reflects the school's aim to promote 'a love of learning and value excellence and personal achievement' and they are in a very strong position to make further improvements. Parents consider The Vineyard to be 'a place to breathe - a breath of fresh air' and staff work tirelessly towards fulfilling the school's aims. Pupils and parents are happy to be part of The Vineyard School. As one parent wrote, 'Our children literally skip into school and cannot wait to get there!' A pupil commented, 'the best bit about the school is the effort the teachers put into making it a really fun day'. The school thoroughly deserves its excellent local reputation.

Standards are well above average and all groups of pupils achieve exceptionally well. Pupils make good progress in all areas of learning to reach standards that are above average by the end of Year 2. Their achievements in reading, writing and mathematics are excellent. They do particularly well in reading because of the school's sharp focus on encouraging children's language skills through drama and literature in order to improve their confidence and self-esteem. Progress accelerates as pupils move through the school and they become ever more confident and independent learners so that by the end of Year 6, standards are well above average, which represents outstanding achievement from broadly average starting points in Year 1. Those for whom English is an additional language make rapid gains in fluency as a result of the high level of targeted support they receive. The school excels in supporting the achievement of the many pupils who have learning difficulties and/or disabilities.

The sustained improvements over the past three years at The Vineyard School owe much to the clarity of vision and the inspirational leadership of the headteacher, the dedicated senior team and very committed staff. Outstanding leadership and management have ensured that each staff member has a strong sense of teamwork and is ambitious for the pupils. The professional development of staff is given a high priority, with an emphasis on building leadership at all levels. As a result, all staff accept collective accountability for school improvement. Teachers and support staff create an attractive and stimulating learning environment in which children can thrive, whatever their starting points. A major strength of the school is the very effective coordination of information on pupils' aptitudes, potential attainment and personal needs. This enables staff to set challenging but realistic targets for each pupil. Resources are targeted very carefully to support the progress of individuals and to ensure a fully inclusive ethos. Governors, too, take their responsibilities seriously and play a full part in the school's development. Governance is excellent. Led by an able Chair, governors provide the school with creatively critical support that supplements its smooth day-to-day running. They are committed to the values and aspirations of the school and use their considerable professional skills and talents to ensure that the school continues to thrive and flourish.

At the heart of the school's outstanding care, guidance and support for pupils is the way it involves parents and other external agencies in nurturing the pupils. This is central to the school's exceptional success with vulnerable pupils and others with complex needs or emotional, social and behavioural difficulties. As a result, pupils' personal development is outstanding. Each pupil is very well known, particularly to senior staff. Art, drama and music are used successfully, not only to build pupils' confidence but also to allow children the space to explore and manage their feelings in a calm atmosphere. Arrangements for pupils' academic guidance

are also very effective. Systematic checks on pupils' learning rapidly identify where help is needed. Teaching assistants are assigned thoughtfully to ensure high-quality additional support. The school sets great store on maintaining a strong adult presence in classrooms and around the site. Excellent attention to basic skills, together with a strong 'can do' culture, ensures that pupils are prepared very effectively for the next stage of their education. Rigorous and honest self-evaluation pervades all areas of school life. It has successfully evaluated its contribution to community cohesion, which is outstanding. This has been achieved by developing and promoting a clear and detailed understanding of its own community and the different faiths, ethnicities and cultures that exist within and beyond it. As one parent commented, 'we are really impressed by the way the school nurtures a real sense of community and mutual respect'.

Pupils clearly enjoy school and the overwhelming majority attend very regularly. They are convinced that any absence will rob them of exciting and important opportunities. The school does its level best to find ways to support good attendance and punctuality for vulnerable pupils and those struggling to settle into new living environments. Governors, too, have well-considered strategies to support families who find regular attendance a challenge. The school council are enthusiastic about their roles and are convinced they make a difference to others, accurately reflecting their opinions and suggestions. They are justly proud of their influence on the environment. For example, following discussion with the local authority concerning the new design of a nearby park, pupils raised money for additional trees to be planted. This, together with the recent opening of their new Conservation Gardens in the school grounds by the local MP, brought to life their understanding of ecological issues and the importance of forming excellent partnerships with the local community.

The school lays great store on maintaining a secure and safe environment and has comprehensive and robust systems for safeguarding and risk assessment. Pupils' spiritual, moral, cultural and social development is also outstanding. They are keen to celebrate and share each other's cultural and religious traditions. Relationships between pupils are harmonious and characterised by a marked tolerance and respect for each other and the adults around them. They are tremendously knowledgeable about what constitutes a healthy lifestyle and are totally committed to keeping fit. This has been recognised by the school achieving the Healthy School and Activemark Awards. Pupils of all ages are keen to take on a range of responsibilities to assist with the smooth running of the school. For example, older pupils act as 'buddies' to younger children. They are rightly proud of their 'buddy-bench' where pupils can have 'time out' to help each other when they are feeling unhappy. They delight in singing and the many opportunities for performance through the recent highly successful school production. As one parent commented, echoing the views of many, the 'Pirates of Penzance was outstanding and the school should be so proud of the pupils and staff who had such a vision'.

Teaching is consistently good and often outstanding. This, together with the exceptionally well thought-out creative curriculum, underpins pupils' rapid progress and success in learning. Nevertheless, the school is not complacent and has accurately identified that, to raise standards still further, a greater proportion of lessons need to be excellent, in order for pupils to develop their own learning style to make faster progress. Children benefit greatly from the emphasis teachers place on communicating understanding and on group and paired cooperative learning and assessment activities. In mathematics, for example, even the youngest pupils are confident in using technical language accurately and in explaining their methods and answers. Literacy development is encouraged greatly by pupils' evaluation of their own work and by praise for really good efforts. Pupils and parents are delighted with the wide range of clubs and other out-of-hours activities. As one parent commented, 'My children couldn't have had a happier

experience in primary school and we will always be thankful for the wonderful opportunities The Vineyard School has provided'.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Overall provision in the Early Years Foundation Stage is outstanding. In the Reception classes staff provide excellent pastoral care and have consistent, high expectations of children's behaviour. As a result, children's personal development is outstanding. A typical comment from the parent of a Reception child was, 'My son has had a fantastic start to his school at The Vineyard'. Very good induction procedures help children settle quickly and happily into school. Children make excellent progress in all areas of learning because staff make very effective use of assessment information to plan activities. For example, children delighted in independent play where they demonstrated their care and consideration for others by using dolls to act out real-life situations. Nevertheless, despite some restrictions to free-flow movement to different areas of the learning environment, teachers ensure that children maximise their participation in all activities. All staff contribute very effectively to ensuring children are well looked after and cared for. Those who need additional help and guidance are provided with an excellent level of support. Leadership and management of the Early Years Foundation Stage are outstanding. The leader is particularly skilled at evaluating the work of the area and has developed a particularly good team ethos among staff. As a result, by the time children leave Reception, they reach standards that are above those expected for their age.

### **What the school should do to improve further**

- Raise standards still further by increasing the proportion of outstanding lessons, through sharing best practice in enabling pupils to develop their own learning style and so accelerate progress for all groups of learners.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

24 June 2009

Dear Pupils

Inspection of The Vineyard School, Richmond, TW10 6NE

Thank you very much for welcoming us so warmly when we visited your school recently. We thoroughly enjoyed our visit. We were very pleased to hear from you how much you enjoyed school, and to see how well you worked in lessons.

You go to an outstandingly successful school that helps you to learn, and that looks after you well. We were impressed by the way you get on together.

You and your parents are rightly proud of The Vineyard School. You all think that it is a fantastic school and we agree with you. Your headteacher, staff and governors want the best for you and are determined that you make as much progress as you can in lessons and in your personal development. During the inspection we were lucky to watch a recording of your recent production of 'The Pirates of Penzance' - it was absolutely thrilling.

Staff know you all individually and look after you very well. You also help to look after others, particularly those younger than you. You told us that you feel really comfortable in school and that there is always someone to help you if you are distressed. You eat healthily and keep fit through the many sports clubs. You express your views clearly but at the same time you are very ready to listen to others. You understand the importance of helping those outside your community and are ready to support children less fortunate than yourselves.

Before we left, we talked to your teachers about how the school could do even better. They agree with us that they need to improve their lessons so that they are always excellent, by helping you to discover how you learn best so that you can achieve even higher standards. I am sure you will continue to do your level best to cooperate with your teachers and continue to help support those in need of extra help.

I wish you a very happy future at The Vineyard School.

Yours faithfully

David Scott

Lead Inspector