

<b>SCHOOL</b>	The Vineyard School	<b>HEADTEACHERS</b>	Judy Pearse and Richard Rosewell	<b>DATE:</b>	Autumn 2016
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<b>SECTIONS</b>		<b>SUMMARY EVALUATION</b>
<b>1</b>	<b>SCHOOL CONTEXT</b>	<p style="text-align: center;"><b>Context Description of The Vineyard School</b></p> <p>We are proud of our outstanding status and continue to strive to maintain our excellent provision. Far from being complacent, we endeavour to continually assess and improve practice and keep abreast of the latest pedagogy.</p> <p><b>What Makes The Vineyard School Distinctive</b></p> <p>In spite of the affluent area the school community is more diverse socially, culturally and economically than might be expected from the surrounding streets. Many families who live in the immediate proximity choose education in the private sector. This results in extending our catchment area, particularly as classes move through the school and new places become available because of our mobile population.</p> <p>Our school welcomes the rich variety of cultural and linguistic backgrounds of many families, including those from countries where formal education is expected to begin much later. Over the last three years, the intake of Reception pupils speaking English as an additional language has grown to around 50%. Along with high mobility, which is an integral part of our local community, this impacts our school in both positive and sometimes challenging ways. Throughout the seven years of primary education we regularly say goodbye to many students who return to their home countries, and welcome those who come to live in the local area from all over the world. This leads to a rich community atmosphere which underpins the educational and social life of the local population.</p> <p>Due to the diverse backgrounds and interests of the school population, a broad and balanced curriculum, with strengths in the creative arts, is as valued as high academic achievement. Staff are recruited for their creative approach to learning as well as their talents and expertise in delivering a range of specialist subjects, particularly including the visual and performing arts. Teachers and external providers also offer an extensive range of sports clubs and other extra-curricular clubs before and after school. The school also possesses considerable expertise in including and supporting children with a range of additional needs which includes those who are very academically able or have special talents.</p> <p>The Vineyard is organised into four learning phases. In the Foundation Stage there is a strong emphasis on an appropriately play-based curriculum which provides active and exploratory learning without any compromise on the level of challenge provided to all the pupils. In KS1 there is a strong emphasis on providing children with core literacy and numeracy skills. This enables pupils to use their core skills to access the engaging and creative curriculum provided in Lower KS2. In Upper KS2,</p>

		<p>pupils expand and develop their independent learning skills to become successful in working collaboratively and confidently in readiness for secondary school. Across the school, we are proud of the extent to which pupils go beyond the classroom to extend and illustrate their love of learning.</p> <p>In order to manage the increasing need for places in the local area, the school is currently being expanded to three form entry. Extensive construction has been completed, providing the school with enhanced and up-to-date facilities for twenty first century learning.</p> <p>Children enter Reception at different levels, with a variety of different Nursery and pre-school experiences, and from a variety of cultural and economic backgrounds. The profile of pupils' attainment on entry covers the full range, but overall is usually on or above average. Despite the highly mobile school population, by the time children leave us at the age of eleven, national test results show that pupils' attainment in English and mathematics is outstanding. This is achieved through high-quality teaching, personalised learning and enrichment opportunities, which support all children, including those who arrive with no English or with gaps in their learning.</p> <p>Parental support and involvement is very strong; a highly successful PTA contributes significantly to the social and financial life of the school. In addition parents provide invaluable practical support, helping in class and on our numerous school trips.</p> <p><b>Maintaining and Building Upon our Successes</b></p> <p>The school, led by the Senior Management Team, is rigorous in its process of self-reflection. Individual pupil attainment and progress is monitored continually to ensure that pupils are set challenging targets and supported in achieving their potential. The school prides itself on its open and approachable ethos to both pupils and parents who wish to discuss any aspects of school life.</p> <p>The positive impact of strong leadership at all levels, excellent governance, and a clear vision and strategy for on-going success, give this school excellent capacity for continued improvement.</p>
2	<p><b>AREAS FOR WHOLE SCHOOL DEVELOPMENT</b> Key priorities identified through school performance review &amp; evaluation.</p>	<ul style="list-style-type: none"> <li>• Aspire to raise attainment so that 70% of Reception pupils attain GLD and meet or exceed AfC end of Key Stage averages for pupils in KS1 and KS2</li> <li>• Use formative assessment as well as assessment data to skilfully raise attainment, judiciously using the full range of feedback from children on their learning</li> <li>• Continue to embed highly effective and enjoyable learning through broad and balanced curriculum delivery which meets all statutory requirements</li> <li>• Identify and make use of opportunities for developing new senior leaders through the appraisal system, courses and mentoring</li> </ul>

3	<b>PROGRESS IN PREVIOUS INSPECTION KEY ISSUES</b> Areas for development identified at the previous Ofsted inspection	Key Issue	P .I. Date	18-19th June 2013		<b>Progress</b> <ul style="list-style-type: none"> <li>Monitoring shows that all staff are using a broad range of strategies to engage pupil responses.</li> <li>Across the school, staff use a broad range of age-appropriate strategies to ensure that pupils understand their next steps in learning.</li> </ul>			
4	<b>OUTCOMES FOR PUPILS</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>Significantly improved percentages of pupils achieving a Good Level of Development achieved through excellent leadership and a cohesive team philosophy and practice</li> <li>Consistently high percentages of children achieving the expected standard in phonics in Year 1</li> <li>Strong KS1 results which show very good progress through KS1, particularly for those in the early stages of learning English</li> <li>Exceptionally high academic standards in Year 6 which are achieved without compromising a creative curriculum</li> </ul> <b>Areas to Improve Even Further</b> <ul style="list-style-type: none"> <li>Continue to increase, even further, the attainment and progress of PPG children through targeted support and intervention where gaps exist</li> <li>Where children's complex needs inhibit quantifiable attainment and progress, record and celebrate important developmental milestones and small steps of progress</li> </ul>							
5	<b>TEACHING</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>80% of lesson observations last year were judged at least good with outstanding features.</li> <li>Progress during lessons is outstanding in the vast majority of classes</li> <li>The level of challenge is frequently outstanding</li> <li>Formative assessment has been well embedded in all year groups but needs to be revisited regularly to ensure that new staff are familiar with all aspects of formative assessment</li> <li>The pupils' learning behaviours are frequently outstanding</li> <li>Teacher subject knowledge is frequently judged outstanding</li> </ul> <b>Areas to Improve Even Further</b> <ul style="list-style-type: none"> <li>Use formative assessment as well as assessment data to skilfully raise attainment, judiciously using the full range of feedback from children on their learning</li> <li>Continue to embed highly effective and enjoyable learning through broad and balanced curriculum delivery which meets all statutory requirements</li> <li>Meet the individual needs of all pupils in Reception including those with very early levels of English language development and those with high SEN needs</li> </ul>							
	Quality of teaching (No. of staff 25 )	Inadequate	0%	Requires imp.	0%	Good	20%	Outstanding or Good with Outstanding Features	80%
6	<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>	<b>Strengths</b> <ul style="list-style-type: none"> <li>Learning behaviours are excellent and have a strong impact on progress and attainment. Children love learning.</li> <li>They also show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.</li> <li>Pupils know how to keep themselves and others safe in a variety of situations. All groups of pupils feel safe at school at all times.</li> <li>Rigorous procedures for safeguarding are well-embedded.</li> </ul> <b>Areas to Improve Even Further</b> <ul style="list-style-type: none"> <li>Support class teachers with a range of strategies for supporting children with autistic spectrum disorders and attachment disorders</li> </ul>							
7	<b>EFFECTIVENESS OF</b>	<b>Strengths</b>							

	<b>LEADERSHIP AND MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• Improved standards of attainment and accelerating rates of progress</li> <li>• A growing roll due to the popularity of the school</li> <li>• Governors and staff that pursue excellence across provision</li> <li>• Outstanding commitment to sustained improvement over time through rigorous self-assessment</li> <li>• There is outstanding impact of leadership at all levels; subject and phase leaders skilfully support their teams in improving attainment and the quality of teaching and learning</li> <li>• There is very strong evidence of the impact of appraisal on raising attainment and teacher expertise in priority areas of the curriculum</li> </ul>
		<p><b>Areas to Improve Even Further</b></p> <ul style="list-style-type: none"> <li>• Identify and make use of opportunities for developing new senior leaders through the appraisal system, courses and mentoring.</li> <li>• Secure the outstanding future of the school through recruiting a new Headteacher and exploring and implementing the most effective model of governance</li> </ul>
8	<b>OVERALL EFFECTIVENESS</b>	<p><b>Grade 1</b></p> <p><b>The school continues to offer outstanding statutory and wider educational opportunities. This is shown through the continued high levels of progress and attainment and a rigorous approach to school improvement through the ongoing pursuit of excellence.</b></p>