

# Inspection of The Vineyard School

Friars Stile Road, Richmond, Surrey TW10 6NE

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Inspection dates: 7 and 8 November 2023

## **Overall effectiveness**

**Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 10 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act.

## **What is it like to attend this school?**

Pupils are happy, feel safe and enjoy school. They want to come to school and attend regularly. Pupils live up to leaders' high expectations for their behaviour. They show respect for other pupils and for staff. Pupils know that if they have any concerns, they can turn to an adult for help.

Leaders have high expectations of pupils' achievement. Pupils achieve well across a range of subjects, including pupils with special educational needs and/or disabilities (SEND). Leaders have successfully redesigned an ambitious curriculum. They provide pupils with a stimulating and caring environment, where they can thrive.

Staff enable pupils to have a strong sense of what is fair, and what is right and wrong. They have a clear understanding of what constitutes bullying. On the rare occasions when bullying occurs, leaders deal with it swiftly and effectively.

Pupils benefit from a wealth of sporting, creative and cultural opportunities, which are accessible to all. They are enthusiastic about participating in the many sports teams and clubs such as karate, running and football. Pupils are keen to take on extra responsibilities such as becoming kindness ambassadors and they want to make a difference to their school.

## **What does the school do well and what does it need to do better?**

Leaders have designed an ambitious and rich curriculum that meets the needs of pupils. Pupils develop their knowledge in a broad range of subjects and in a coherent way. Therefore, in most subjects, pupils, including those with SEND, are supported to build on their prior knowledge and skills from Reception to Year 6. From the early years onwards, teachers have a strong focus on developing pupils' vocabulary and communication. In Reception, staff teach children early numeracy and understanding the world effectively. This prepares children well for Year 1. Pupils across the school are ready for the next stage in their education.

Teachers plan learning so that it is relevant and enjoyable for pupils. For example, in geography, there is a strong focus on local fieldwork. In mathematics, pupils regularly apply their knowledge to solve problems. Reading is a priority across the school. Pupils read a range of texts and books with enthusiasm. In most subjects, teachers are responsive to the assessment information they gather, to check pupils' knowledge of the curriculum. However, in some subjects, teaching is not adapted well enough to check and address pupils' misconceptions. This means that pupils' knowledge and understanding is not secure or fully developed.

Leaders' expectations are equally high for pupils with SEND. For example, in the recently opened specialist resource provision, staff have a thorough understanding of individual pupils' needs. Staff carefully consider the learning and knowledge required for each pupil. Support is precisely tailored, which means pupils thrive in the provision.

Staff encourage pupils to respect others. Leaders provide many opportunities for pupils' physical and mental well-being. For example, there are bespoke support programmes for vulnerable pupils. Staff promote care, respect and tolerance meaningfully in all aspects of pupils' lives. Pupils appreciate each other's differences because of the way in which they are taught about diversity. They talk knowledgeably about different faiths and British values. This means pupils develop a deep understanding of people from different backgrounds. Leaders check pupils' attendance carefully. They use effective strategies to improve the attendance of pupils that may not be high.

Pupils benefit from many opportunities to broaden their personal development. They can choose from a range of clubs, including cookery, orchestra and choir. Pupils take on a range of leadership opportunities, such as school council members. All pupils access learning opportunities outside of the classroom. This builds their self-esteem and confidence. Pupils are proud to make a positive contribution as citizens of the future. Leaders make sure that pupils with SEND are fully included in enrichment activities.

Governors are highly committed to the school. They have an accurate view of the quality of education for pupils and the school's strengths. They understand leaders' priorities for further improvement, and they make regular checks on the progress that leaders make in these areas. Leaders and staff work closely with parents and carers to make strong links.

Staff appreciate the support and training that leaders provide for them. Most staff feel that leaders' decisions have had a positive impact on their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, teachers' use of formative assessment is not fully developed. This means that pupils' misconceptions are not identified and corrected quickly. The school should ensure that assessment is used to inform teaching and curriculum planning to support pupils to build their knowledge and understanding consistently.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102906
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10267985
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	607
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Antony Cook
<b>Headteacher</b>	Frances Bracegirdle
<b>Website</b>	<a href="http://www.vineyard.richmond.sch.uk">www.vineyard.richmond.sch.uk</a>
<b>Date of previous inspection</b>	18 and 19 June 2013, under section 5 of the Education Act 2005.

## Information about this school

- The headteacher has been in post since November 2021.
- Leaders make use of one registered alternative provider.
- The school includes a specially resourced provision for pupils with autism spectrum disorder and mild to moderate learning difficulties.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of the school's leadership team, including the SENDCo.

- Inspectors met with members of the school's governing body, including the chair of governors.
- Inspectors carried out deep dives in early reading, French, history, science, physical education, and mathematics. For each deep dive, inspectors held discussions about the curriculum with subject and senior leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered curriculum documentation for a range of other subjects.
- Inspectors observed pupils' behaviour in lessons and around the school site during playtime. They spoke with several groups of pupils, both formally and informally.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding.
- Inspectors considered the responses to Ofsted Parent View and Ofsted's survey for staff.

### **Inspection team**

Phil Garnham, lead inspector	His Majesty's Inspector
Milan Stevanovic	Ofsted Inspector
Jamie Hallums	Ofsted Inspector
Katerina Christodoulou	Ofsted Inspector

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