



**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE
SCHOOL AND RELIGIOUS
EDUCATION**

School: St John Vianney RC Primary

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School URN: 108501

School DfES: 391/3477

Headteacher: Mr A Duffy

Chair of Governors: Mr K Barnes

Inspector: Mrs Catherine Crawford

Date of Inspection: 12th and 13th February 2008

This Inspection Report is produced for the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

Characteristics of the school and views of the stakeholders.

St John Vianney Primary School is situated in an area of mixed social and private housing in the west of Newcastle. Currently 10% of pupils come from one of the most deprived wards in England and the number of pupils on Free School Meals is 3%. The school serves the parish of St John Vianney in West Denton.

Pupils come almost exclusively from Catholic families with a very small minority from other denominations or faiths. Attainment on entry to Reception year is broadly average. The condition and design of the school has been identified by the school as a barrier to developing some aspects of learning and access to aspects of the curriculum. Parents are welcomed into school and speak highly of it. Governors play an active role in supporting the school.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 232

Percentage of pupils baptised RC: 96%

Percentage of pupils from other Christian denominations: 3%

Percentage of pupils from other World Faiths: 1%

Percentage of pupils with no religious affiliation: 0%

Percentage of pupils from ethnic groups: 2.6%

Percentage of pupils with special needs: 14%

Staffing:

Number of full time teachers: 9

Number of part time teachers: 3

Percentage of Catholic teachers: 90%

Percentage of teachers with CCRS: 45%

Percentage of learning time given to RE:

FS	10%	Yr 4	10%
Yr 1	10%	Yr 5	10%
Yr 2	10%	Yr 6	10%
Yr 3	10%		

Parishes served by the school:

Predominantly : St John Vianney, West Denton

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall Effectiveness

Grade: 1

The overall effectiveness of the development for the Catholic life of the school is outstanding. Pupils experience a rich Catholic education. The school is led by an inspirational Headteacher who works with a very hard-working team of staff and Governors to bring alive the school mission statement in every aspect of school life. All pupils have a clear understanding of the school's distinctive Catholic nature and are given opportunities to shape its life. Parents and pupils speak warmly of the school.

The provision for Curriculum Religious Education is outstanding and meets the requirements of the Bishops' Conference. All in the school work together with dedication and common purpose. Teaching is highly effective.

The standards in Religious Education are outstanding. The quality of Collective Worship is good. The Governing Body fulfils its role and responsibilities very well and with interest and dedication. The curriculum meets the needs and interests of all the pupils. The school staff team is very committed in their work and are held in high regard by Governors, parents and pupils. Relationships throughout the school are excellent. Behaviour is exemplary. The quality of care and guidance is outstanding. Pupils work with care and respect for each other and enthusiasm for learning. Parents and Governors are very proud of their school and are well informed about school life and pupil progress in Religious Education.

Improvements since last inspection

All the issues raised in the last inspection have been met.

The Mission statement has been reviewed and the learners were actively included in this process.

The prayer life of the school has been improved.

Teaching and learning about other faiths is now well resourced and included as part of the long term planning cycle for Religious Education in the school.

School's capacity to improve further

Grade: 1

The Headteacher and Senior Leadership Team are very well placed to improve the already high standards even further. This is because there is a relentless and whole-school commitment to developing the full potential of each pupil. There is also a commitment to the Continuing Professional Development of staff and the development of future potential leaders. The school makes accurate judgements regarding pupil progress via thorough self evaluation systems.

The school has an outstanding capacity for improvement and is committed to keep moving forward.

In order to raise standards further the governors should seek to:

- continue to enrich the quality of the Collective Worship that already exists in the school, by giving pupils further opportunities to initiate, prepare and lead age-appropriate liturgy.

The Catholic Life of the School

Leadership and Management

Grade: 1

The Leadership and Management of the Catholic life of the school are outstanding overall. The Headteacher, Senior Leadership Team and Religious Education Co-ordinator work very well together and provide excellent role models for staff and pupils alike. All are part of the shared vision. Clear direction is given for the way forward based on a thorough knowledge of the school's strengths and areas for development. The school Mission Statement is placed at the centre of all that the school does. This is shown throughout the school via the calm and purposeful learning atmosphere where warm and positive role models are demonstrated by staff. Pupils are nurtured in a knowledge and love of the Catholic faith. The spiritual and moral development of the pupils is outstanding. Very strong links exist between home, school and parish. Everyone is welcomed into the school community, feels involved in the life of the school and that their views are valued. The governors are committed to the development and monitoring of the Catholic life of the school and support the school well. The school works effectively to promote the work of chaplaincy and links well with the local parish in the preparation of children for the sacraments and in planning and sharing aspects of liturgy together. This has a positive impact on the Catholic life of the school and is highly valued by governors, parents, clergy and learners.

Collective Worship

Grade: 2

The quality of prayer, Collective Worship and liturgy is good overall. A key strength is the importance attached to the prayer life of each individual in the school. There is a clear and appropriate timetable for prayer and worship set up by the Religious Education Co-ordinator. There are opportunities throughout the week for personal reflection and whole school worship with Scripture readings, prayers and music planned to appeal to all age groups.

The pupils are reverent and respectful at prayer and in worship, whether in class, in whole school settings or in church. They participate willingly and with enthusiasm. Pupils are now well placed to initiate, prepare and lead their own

liturgies to further enrich and expand the Collective Worship both in class and in the whole school.

Collective Worship makes a positive contribution to the spiritual and moral development of the pupils. Pupils enjoy participating in liturgy: singing, reading a Biblical text or acting out parts of a Bible story. Parents are welcomed to join the school in worship on a regular basis. Well thought out focal areas for reflection and worship enhance the prayer life of the school.

School's contribution to the promotion of Community Cohesion

Grade: 1

The school's promotion of community cohesion is outstanding overall. The inclusion of all is a shared vision. Pupils from all age groups and backgrounds are given opportunities to work together and they engage very well. They can speak with confidence about the importance of making links both within and beyond the school community. All in school show concern, respect and hospitality toward one another. Pupils are engaging enthusiastically with whole school 'Statements to live by', enabling the nurturing of human wholeness for each one. These are displayed and lived out throughout the school. The statements help everyone to grow and collaborate within the positive ethos of the school and reach out to those on the margins.

A parent partnership facility created and run by the school parents in the parish hall supports the social needs of the parents and is well used. There are good transition links made with the local Catholic high schools. Students with learning disabilities are invited into the school on work experience and work as part of a supportive and caring environment. This initiative enables pupils to experience and respect difference. There are many projects linking the school and the wider community e.g. charitable support of St Cuthbert's Care, Marie Curie Cancer and the Shoebox Appeal. Links are developing via the parish with a parish in Zambia. These impact positively on strengthening the school's commitment to and understanding of the common good. The school choir enables different groupings working together to lead the school in music and helps to raise charitable funds. The Religious Education curriculum makes a positive contribution to community cohesion. Pupils learn about difference, tolerance and justice. Pupils are becoming confident in their knowledge and understanding of Other Faiths. There is a good contribution through Collective Worship to the promotion of Community cohesion.

Achievements and Standards in Religious Education

Grade: 1

Standards in Religious Education are outstanding. Pupils come into Foundation Stage just below national averages and by the time pupils leave at the end of Year 6 they are achieving well above national averages.

Pupils coming into the Foundation Stage are ready to learn and make outstanding progress. Their skills in Communication, language and literacy are just below average on entry. However, through the skill and high educational expectations of the Foundation Stage team, pupils soon gain in knowledge and understanding of the Religious Education curriculum. Pupils at this stage can recognize some religious stories and talk about their own experiences and feelings. Standards are broadly in line by the end of Foundation Stage.

In Key Stage 1 there is clear evidence of the positive progress being made to develop pupils' Knowledge and Understanding of Religious Education (Attainment Target 1) with greater independence. Pupils are able to retell special stories about some religious people and events, use religious words and phrases and ask questions that they wonder about. Attainment is very well matched to standards being achieved in English. Key Stage 1 pupils are making outstanding progress overall in both Knowledge and Understanding (Attainment Target 1) and in Learning from Religious Education (Attainment Target 2).

As pupils move into lower Key Stage 2, pupil progress in Religious Education continues to be outstanding. Pupils can make links between religious stories and beliefs. They are able to compare their own ideas with the ideas of others with questions that are searching and difficult to answer. Their use and understanding of religious vocabulary is developing very well.

By the time pupils reach Upper Key Stage 2 a significant number can demonstrate a deeper understanding of both AT1 and AT2. Pupils are beginning to enlarge their range of religious vocabulary when describing beliefs, ideas or experiences because they experience a rich teaching vocabulary. They can show how their own and the decisions of others are informed by beliefs and values when reflecting on meaning. They show understanding of a range of liturgies and Sacraments.

The majority of pupils are reaching expected Levels of Attainment by the end of Year 6 and some are exceeding that. Some of the more able pupils are beginning to identify and explain what they are Learning from Religion.

Quality of Provision for Religious Education, Teaching and Learning

Grade: 1

Provision for teaching and learning is outstanding. The standard of teaching is outstanding overall. The commitment and subject knowledge of the teaching staff is a key strength of the school as is the quality of planning and teachers' ability to match the needs of the learners. Well planned and practical activities are used to make lessons lively and provide opportunities for all to take part at appropriate levels. Lessons are very well prepared and there is wide ranging evidence of detailed individual monitoring of pupil work. Age appropriate success criteria and learning objectives are shared with the pupils which give focus and purpose to the learning. The pupils respond positively to this and want to do well. The work set is fully differentiated because teachers set individual targets for pupils.

Skilled and well focused teaching throughout the school is developing pupils' ability to think and reflect deeply. Achievement in Religious Education is very well monitored and as a result, standards compare well with other core subjects. All staff have high expectations of their pupils and as a result, the standard of pupils' engagement with learning is excellent. Less able pupils are identified and ably supported in lessons by teachers or their assistants. Pupils of exceptional ability are identified and monitored. The use of a 'study buddy' in the Foundation Stage, supports the school focus on the development of speaking and listening skills. Learning at this stage is concrete and fun with a variety of stimulating activities. Pupils' written work in the early years is clearly annotated to support learning and plan the next steps appropriately. This has a positive impact on pupil progress as learners are challenged to do their personal best from the earliest opportunity.

In Key Stage 1, pupils are encouraged to reflect and consider working in 'talking pairs' to share their thoughts and feelings. In KS2 opportunities are provided for reflection on meaning. Pupils are challenged to share their thoughts and explore 'beyond the literal'. Pupils are given plenty of chances to discuss, share and reflect upon their learning and as a result they can express themselves with confidence. Pupils' work is recorded in a variety of interesting and stimulating ways and formats. Most can participate well in independent and group work.

Teaching Assistants throughout the school are an invaluable asset to the quality of provision and are used to support pupils in a variety of ways. They make a significant contribution to raising standards of learning in lessons.

Effective systems for the assessment of pupils' learning are firmly in place. The direction of the Religious Co-ordinator in setting up 'I can do' statements for the pupils in their Religious Education work is having a positive impact on individual progress and teachers' ability to monitor that progress. External moderation confirms the school's own assessment judgements. Parents and carers are given plenty of opportunities to get involved with their children's learning via the positive relationships, clear communication and range of parent consultation meetings held in school.

Effectiveness of Meeting Learners' needs and interests

Grade: 1

The Religious Education curriculum offered to pupils is outstanding at meeting their needs and interests. The school allocates 10% of teaching time to Religious Education which is consistent with the requirements of the Bishops' Conference. The 'Here I Am' scheme of work is used successfully throughout the school.

The curriculum for Religious Education is well planned to provide a range of topic related activities. The use of ICT in the teaching of Religious Education has a positive effect and provides a range of interesting ways of learning that are pupil centered. A good range of resources has been provided over time to support the teaching of Religious Education lessons. This has a positive effect in securing

high standards of learning e.g. use of the Interactive whiteboards with school customised programmes, 'God's Story', 'The Church's Story'.

A range of pupil work is displayed throughout the school and show the importance and value given to Religious Education. Pupils are able to speak with personal conviction and confidence about their lessons and their own work. This is a key strength of the school.

Pupils reported that they enjoy their work very much and that Religious Education is 'central in our school'. Pupils have a very clear sense of right and wrong and demonstrate a very caring attitude towards each other. They report that poor behaviour is not tolerated and very rare. As a result, pupils go about their school business cheerfully and with purpose. There is a very good atmosphere for learning in every part of the school. Pupils are polite, courteous and eager to learn.

Leadership and Management of Religious Education

Grade: 1

Leadership and Management in raising achievement and supporting all learners in Religious Education are outstanding. The leadership of Religious Education and the suitability of the staff are outstanding. The Headteacher has very clear aspirations of what is possible in Religious Education to raise standards even further. He inspires all staff and pupils in every aspect of school life to place Religious Education as 'the core of the core'. He is very well supported by a highly competent and conscientious Deputy Headteacher.

School documentation is of high quality which ensures that staff work towards common goals to benefit the whole school. School self evaluation systems are challenging and well organised. The staff is very well deployed throughout the school and well qualified to teach Religious Education of high quality. Staff have been well trained by the Diocese and the Religious Education Co-ordinator. As a result, teachers are confident to deliver lessons of high quality overall. They make very good use of every available space to provide a rich learning environment which ensures that learners work in creative ways and enjoy their lessons. Equality of Opportunity is very well promoted. Discrimination is tackled throughout the school and as a result all pupils have an outstanding chance to achieve their full potential.

The Religious Education Co-ordinator is very committed and works effectively with the Senior Leadership team to keep staff involved in planning effective lessons which meet the needs of all learners. There are clear systems being used to monitor the quality of teaching and individual pupil progress. Staff respond very well to any advice on making improvements for the good of their own or the pupils' further development. This is a key strength. Governors meet regularly and are well informed about the strengths and areas for development in the school. They discharge their responsibilities very well.

SUMMARY INSPECTION JUDGEMENTS

Key to judgements: Grade 1 - Outstanding Grade 2 - Good Grade 3 – Satisfactory Grade 4 - Unsatisfactory	School Overall	16-19
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The Catholic Life of the School

The effectiveness of leadership and management in developing the Catholic life of the school	1	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education;	1	
The quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school;	1	
How effectively leadership at all levels in the school promotes learners' spiritual and moral development;	1	
How effectively the Catholic life of the school is monitored and evaluated;	1	
How well the governing body fulfils its role in relation to the school's Catholic foundation;	1	
How effectively leaders promote and facilitate the work of chaplaincy;	2	
How effectively leadership at all levels and the school promotes partnership with parish community and wider community.	1	
The quality of Collective Worship	2	
The frequency and quality of the provision for prayer, Collective Worship and the liturgical life of the school;	2	
Learners' response to the school's provision;	1	
How well Collective Worship contributes to the spiritual and moral development of the learners.	2	
How effectively the school/college promotes Community Cohesion	1	
The school as a community with common, inclusive values, where differences and similarities are recognised and valued;	1	
The quality of provision for engagement, dialogue and collaboration with groups and individuals within/beyond the school;	1	
The school's commitment to serving the common good;	1	
The contribution of curriculum Religious Education to promoting Community Cohesion;	2	
The contribution of the school's Collective Worship in promoting Community Cohesion.	2	

Curriculum Religious Education

How well do learners achieve?	1	
The standard of learners' work;	1	
Learners' success in achieving challenging targets, with trends over time and any significant variations between groups of learners;	1	
Learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners.	1	

The effectiveness of teaching and learning	1	
How well teaching is used to meet learners' needs and curriculum requirements;	1	
The suitability and rigour and assessment in planning, monitoring and informing;	1	
The identification of, and provision for, additional learning needs;	1	
The involvement of parents/carers in their children's learning and development.	1	
The effectiveness of the Religious Education curriculum in meeting the needs and interests of learners	1	
How well the curriculum matches learners' aspirations and potential, building on prior attainment and experience;	1	
How the Religious Education curriculum meets the requirements of the Bishops' conference;	1	
How learners enjoy their work;	1	
How the curriculum in Religious Education contributes to the spiritual and moral development of the learners.	1	
The effectiveness of leadership and management in raising achievement and supporting all learners in Religious Education	1	
How well senior and subject leaders in Religious Education lead and support their staff;	1	
How performance in Religious Education is monitored and improved through quality assurance and self-assessment;	1	
The adequacy and suitability of staff to ensure that learners are well taught;	1	
The adequacy and suitability of the learning resources and accommodation, and how effectively and efficiently these are deployed to achieve high standards;	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their full potential;	1	
How well governors discharge their responsibilities.	1	

Overall Effectiveness

The overall effectiveness of the provision of Catholic education in meeting the needs of learners	1	
The overall effectiveness of the provision for the Catholic life of the school;	1	
The overall effectiveness of the provision for curriculum Religious Education;	1	
The effectiveness of any steps taken to ensure improvement since the last inspection;	1	
The capacity to make further improvements;	1	
The effectiveness of the school's self-evaluation.	1	

**St John Vianney RC Primary School
West Denton**

12th & 13th February 2008

Denominational Inspection Report (Section 48)

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Copies of the full report are available from the school.

Summary of Findings

The Overall Effectiveness of the provision of Catholic Education is outstanding.
Leadership and management of the Catholic Life of the school are outstanding.
The provision for Collective Worship is good.
The school's contribution towards Community Cohesion is outstanding.
Achievements and standards in Religious Education are outstanding.
Teaching and Learning in Religious Education are outstanding.
The Religious Education curriculum in meeting learners' needs and interests is outstanding.
Leadership and management of Religious Education are outstanding.

The school's capacity to improve further is outstanding.

In order to raise standards further the governors should seek to:

- continue to enrich the quality of the Collective Worship that already exists in the school, by giving learners further opportunities to initiate and develop age appropriate liturgy.