



**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School: St. John Vianney Catholic Primary School

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School URN: 111698

School DfES: 8053329

Headteacher: Mr. John Hardy

Chair of Governors: Mr. Bernard Robertson

Inspector: Ms. Theresa Laverick

Date of Inspection: November 11th-12th 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 Catholic Primary School is situated in an area in the north of Hartlepool which is an area of severe social and economic disadvantage. It serves the parish of St. John Vianney, Hartlepool. The number of pupils who have learning difficulties and/or disabilities is broadly average. When they start school, many pupils do not have the knowledge or skills which are typical of children their age. Since the last inspection the school has significantly extended its childcare and daycare provision and developed the Children's Centre. The school is held in very high regard by parents who value its Catholic ethos and view it as a caring, safe and inclusive community.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 194

Percentage of pupils baptised RC: 92.7%

Percentage of pupils from other Christian denominations: 6.8%

Percentage of pupils from other World Faiths: 0%

Percentage of pupils with no religious affiliation: 0.5%

Percentage of pupils from ethnic groups: 0.4%

Percentage of pupils with special needs: 39%

Staffing:

Number of full time teachers: 9

Number of part time teachers: 2

Percentage of Catholic teachers: 74%

Percentage of teachers with CCRS: 40%

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:

St. John Vianney, Hartlepool.

Key for inspection grades:Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory****Overall Effectiveness****Grade: 1**

Overall St John Vianney's is an outstanding Catholic School. A key contributor to its success is the innovative and inspirational vision of the headteacher who ensures that the mission of the school is shared by all. The Catholic life of the school is outstanding and results in the development of a vibrant Christian learning community with an unerring focus on the holistic development and flourishing of each child. Prayer is central to the life of the whole school community. Community cohesion is promoted highly effectively. Achievement and standards are good overall. Teaching and learning is clearly focused on raising standards and promoting the personal development of pupils. The Religious Education curriculum is adapted successfully to meet the needs of learners. It is well led and managed in order to raise achievement and support all pupils in their learning.

Improvements since last inspection

The issues raised during the last inspection have all been successfully addressed.

School's capacity to improve further**Grade: 1**

The school has an outstanding capacity to improve further. Through its own self-evaluation process the school has accurately identified its strengths and areas for development and knows how to bring about improvements. The school has the active support of a knowledgeable and highly committed governing body.

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

- continue to creatively adapt the Religious Education curriculum and ensure that it remains in line with Bishops' Conference requirements;
- design more challenging activities for higher achievers and introduce a systematic approach to target setting.

The Catholic Life of the School**Leadership and Management****Grade: 1**

Leaders and managers set clear direction through the school 'vision statement' which is shared by the whole learning community. This supports the development of the Catholic life of the school and the promotion of the highest quality care,

guidance and growth of pupils. Strong leadership ensures that excellent whole school provision for the spiritual and moral development of pupils is promoted and embedded within the curriculum and daily practice of the school. The Catholic life of the school is efficiently monitored and evaluated through effective systems which lead to improvement. The Governing Body monitors and helps to develop the Catholic of the school effectively through their involvement in the daily life of the school and regular review meetings. Leaders promote and facilitate the work of chaplaincy effectively by ensuring that the chaplain has opportunities to support the spiritual and pastoral life of the community. Parish links are strong and the school provides quality services to the local community through its work as a Children's Centre.

Collective Worship

Grade: 1

The provision for prayer, Collective Worship and the liturgical life of the school is outstanding. It is an integral part of the school day and enables pupils to become familiar with the Church's seasons and provides them with an appropriate liturgical language. Worship is well planned so as to enable pupils to experience a wide variety of prayer styles and liturgies. By the end of Key Stage 2 pupils are gaining the confidence and skill necessary to prepare and lead Acts of Worship. Prayer in the Eucharistic life of the parish is assisted and encouraged in an appropriate way. Pupils act with reverence and respond appropriately during worship. They say they enjoy worship as it provides them with opportunities each day to reflect and to praise God. Collective worship makes a positive contribution to the spiritual and moral development of pupils by allowing them to reflect upon their connectedness to the world, to God and to one another and the importance of right living.

School's contribution to the promotion of Community Cohesion

Grade: 1

St. John's is an inclusive school committed to community cohesion. Leaders ensure that opportunities are offered both within and beyond the school which enable pupils to collaborate with different groups and learn how to value similarities and differences. They also ensure school provides opportunities for families, through family learning and adult education to dialogue with one another. Activities, such as an imaginary 'journey around the world' help pupils to develop an excellent understanding of other cultures and faiths. Involvement in various charitable works also contributes to pupils' awareness of the common good and their place within the wider human family. Religious Education enables pupils to understand the way of life and beliefs of people of other faiths. Collective Worship is inclusive and fosters common values and a common spirit.

Curriculum Religious Education

Achievements and standards in Religious Education

Grade: 2

Given their capability and starting points the standards pupils reach are good and achievement is outstanding. Almost all pupils, including those with learning difficulties and/or disabilities make at least good progress and some make very good progress. There are no significant variations between groups of learners. Although the level at which pupils enter school is generally much lower than expected, pupils make very good progress throughout the Foundation Stage. Achievement is good and staff meet differing needs well. By the end of Key Stage 1 standards are good and achievement and progress are outstanding. Throughout Key Stage 2 pupils continue to make very good progress and by the end of this key stage standards are good and achievement is high. A small number of the more able pupils underperform due to the lack of more challenging activities. Pupils are gaining knowledge and understanding of religion (AT1) at a very good rate across all key stages. The rate at which they progress in their ability to reflect on meaning (AT2) is slightly lower and the school is addressing this issue.

Quality of Provision for Religious Education, Teaching and Learning

Grade: 2

Teaching and learning is always good and the better lessons have many outstanding features. Lessons are well planned and imaginative and assessment opportunities are built into the planning. In outstanding lessons rigorous assessment opportunities related to the levels of attainment play a strong part in enabling teachers to make improvements in pupils' work and allow them to plan well for the next steps in learning. Pupils know what they have to do to be successful in their learning. The use of success criteria informs their progress and good quality marking enables them to 'close the gap' in their learning. The more consistent use of 'target setting' and more challenging activities for higher achievers would enhance pupils' ability to succeed. Pupils say they feel safe and are well supported in a calm learning atmosphere. Provision for pupils with learning difficulties and/or disabilities is excellent. Teaching assistants are suitably deployed resulting in all pupils being able to pursue their learning and make good progress. A good deal of support is invested in parental involvement in pupil's learning which is highly valued by parents and repaid in children's improved attitudes to learning.

Effectiveness of Meeting Learners' needs and interests

Grade: 1

The Religious Education curriculum fully meets the requirements of the Bishops' Conference. It is tailored to meet the needs and interests of pupils very well and is supplemented by additional materials which match pupils' aspirations and

potential and build on prior attainment and experience. This journey into creative adaptation should continue and develop. Religious Education is delivered at times when pupils are alert and ready to learn, meaning that they have the best chance to achieve. Pupils say that they enjoy their work because teachers make it fun and they appreciate opportunities to reflect on interesting questions. Religious Education makes an excellent contribution to the spiritual and moral development of pupils through the connections it makes to their life experiences and the contribution it makes to pupils' holistic development.

Leadership and Management of Religious Education

Grade: 1

The Headteacher and Religious Education Co-ordinator provide excellent leadership and support for their staff. Leaders ensure that Religious Education is given priority in the school plan and performance in Religious Education is monitored and improved through appropriate management systems. Staff are provided with appropriate, good quality professional development opportunities and the opportunity to complete the Catholic Certificate of Religious Studies. This results in the enrichment of the learning experience for pupils and the development of subject knowledge for staff. Appropriate learning resources have been purchased and these are effectively and efficiently deployed and are supporting the raising of standards. Equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can. Governors are actively involved in self-evaluation and systems for accountability are embedded in governance structures. This results in the ability of governors to discharge their responsibilities 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;	1	
How effectively leadership at all levels and the school promotes partnership with parish community and wider community.	1	
The quality of Collective Worship	1	
The frequency and quality of the provision for prayer, Collective Worship and the liturgical life of the school;	1	
Learners' response to the school's provision;	1	
How well Collective Worship contributes to the spiritual and moral development of the learners.	1	
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;	1	
The contribution of the school's Collective Worship in promoting Community Cohesion.	1	

Curriculum Religious Education

How well do learners achieve?	2	
The standard of learners' work;	2	
Learners' success in achieving challenging targets, with trends over time and any significant variations between groups of learners;	2	
Learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners.	1	
The effectiveness of teaching and learning	2	
How well teaching is used to meet learners' needs and curriculum requirements;	2	
The suitability and rigour and assessment in planning, monitoring and informing;	2	
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;	1	
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	

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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 outstanding
The school's contribution towards Community Cohesion is outstanding
Achievements and standards in Religious Education are good
Teaching and Learning in Religious Education are good
The Religious Education curriculum in meeting learners' needs and interests is outstanding
Leadership and management of Religious Education is outstanding

The school's capacity to improve further is good.

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

- continue to creatively adapt the Religious Education curriculum and ensure that it remains in line with Bishops' Conference requirements;
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