



# St John Vianney RC Primary School

King Oswy Drive, Hartlepool, TS24 9PA

School Unique Reference Number: **111698**

<b>Inspection dates:</b>	14 – 15 October 2014
<b>Lead inspector:</b>	Mr Martin Humble

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St John Vianney RC Primary School is an outstanding Catholic school because:

- It is a very welcoming family community, helping pupils to develop their faith.
- The Catholic Life of St John Vianney's is outstanding. Governors, senior leaders and staff have high expectations and a shared vision with regard to the Catholic mission and ethos of the school. Pupils make an outstanding contribution to the Catholic Life of the school taking a lead role in activities which promote the school's ethos within school, parish and wider community.
- Collective Worship at St John Vianney's is outstanding. It is central to the life of the school on a daily basis and a key part of school celebrations.
- Religious Education at St John Vianney's is outstanding. The teaching is outstanding and enables highly motivated pupils to make very good progress.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St John Vianney RC Primary School is situated in the north of Hartlepool in an area of severe social and economic disadvantage.
- St John Vianney RC Primary School serves the parish of St John Vianney.
- The school has extended childcare and day-care provision through its Children's Centre which is an integral part of the St John Vianney School community.
- Pupil Premium is received for 18% of pupils.
- The number of pupils supported by school action plus or with a statement is well above national average.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Develop further the assessment of pupils' work by:
  - Ensuring all staff 'level' work accurately under the updated diocesan guidance.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- The mission statement is central to the life of the school and is understood and fully embraced by all pupils in their daily school life.
- Opportunities to participate in the evaluation of the Catholic Life of the school are provided through the school council, during Religious Education lessons and pupil questionnaires.
- Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within their school family and in the wider community. They are well aware of the needs of others, both locally and globally, seeking to support others through awareness raising assemblies and fundraising activities.
- Pupils take full advantage of the opportunities provided by school for their personal support and development. Pupils are happy, confident and secure in their own stage of spiritual and emotional growth.
- An effective programme for Relationships and Sex Education (RSE) allows pupils to develop and foster understanding appropriate to their age.
- Pupils are very proud of their religious identity, deeply valuing the Catholic tradition of their school and its strong links to the parish community. They are regularly involved with parish and diocesan celebrations, benefitting from staff involvement in school and parish activities.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The provision for the Catholic Life of the school is a high priority which is reflected in the mission statement and in the way the mission of the school is 'lived out' by all in this family community. There is a very tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders.
- The school is a prayerful community which provides a stimulating environment to reflect the school's mission and its Catholic character.
- Pastoral care for pupils is outstanding as a result of the commitment of all stakeholders, and through having clear policies and structures in place. Pastoral programmes working alongside Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) refer to Catholic teachings and principles. These programmes cater for the needs of all pupils with staff playing an active part in its delivery to ensure the best possible

outcomes for pupils.

- The school attends to the pastoral needs of staff to ensure the needs of all are understood and well catered for.
- The behaviour of pupils in and around school is exemplary. Where conflict arises parents are very satisfied that the school sets out to resolve issues in a way which embraces the importance of personal responsibility, the need for justice whilst also facilitating reconciliation.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The school's leadership is committed to the church's mission in education. The senior leaders in school embrace the task and provide inspiration within the school community.
- All leaders and managers, including the governing body, have high expectations for the promotion and continuing development of the Catholic Life of the school. Senior leaders share the responsibility for the development of the Catholic ethos very effectively.
- The school's self-evaluation is a reflection of planned monitoring, analysis and self-challenge. The very effective work of the link governor for Religious Education embraces Catholic Life too.
- There is a clear focus on the Catholic Life of the school leading to well-targeted improvements utilising parishioners and parents to enhance the ethos of the school.
- There is an outstanding understanding of the school's mission as staff and pupils share its purpose and actively participate in developing and supporting it.
- The school engages very well with parents and carers to the great benefit of all its pupils and families. Parents have a very good understanding of the school's mission and are very supportive of it.
- Governors make a significant contribution to the Catholic Life of the school and they are passionate about the school's mission and their participatory role in 'living out' the mission. Governors are actively involved in the evaluation of the Catholic Life of the school and provide challenge and support where necessary.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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**How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- St John Vianney's is a very prayerful and spiritual school where worship is central to the school day. All pupils are inspired by, and enthusiastic in, their response to Collective Worship. This is evident in their keen participation in liturgies, particularly their gathering and prayerful reflection. They listen intently, show respect and offer heartfelt responses.
- Pupils take an increasing lead in planning, preparing and leading liturgies in class and larger groups throughout the school. They are very confident in using resources and are developing a wide variety of prayer and liturgical styles which they choose to use appropriately.
- From the earliest ages pupils recognise the special nature of liturgical symbols and show respect. They are aware that religious beliefs are important, demonstrating respect for their own faith and the faith of others.
- The use of prayer journals is well developed and an integral part of recording the thoughts provoked by the Gospel for the week.
- Adults provide excellent role models for pupils in their response and participation in liturgy and this is evident when pupils lead their own liturgies.

**The quality of provision for Collective Worship is outstanding.**

- Prayer and acts of Collective Worship are given the highest priority and are a key part of every day, and every school celebration, providing inspiration for staff and pupils.
- There is a clear policy for Collective Worship and a good range of structures to ensure that it is frequent, regular and inclusive. Collective Worship has a very clear structure and purpose and there are a variety of opportunities for staff and pupils to pray together.
- Collective Worship is carefully planned and resourced following the Church year's pattern of Gospels. Pupils and adults praying together is a daily experience with parents and other adults welcomed into this prayerful community.
- Adults are passionate about ensuring that Collective Worship is of the highest quality and take every opportunity to model high quality liturgies: themes chosen reflect a deep understanding of the liturgical year and allow pupils to develop an awareness of contemporary issues and discuss them in relation to the Gospel.

- Parents, parishioners and governors are given further opportunities to share in the spiritual life of the school through various acts of Collective Worship, celebrations and when classes attend Mass once a week in the parish church.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- The headteacher has set a very high standard for Collective Worship in school. He leads by example, ensuring that pupils and staff develop a deepening appreciation of the Church's traditions, seasons, rites and symbols and that prayerful, reflective opportunities contribute to the spiritual formation of pupils and staff. This is set out clearly in the headteacher's Annual Statement for the beginning of each academic year and is shared with parents via 'postcards'.
- The headteacher is passionate that liturgical and spiritual developments are priorities for all in school and that time is devoted to this.
- The headteacher takes the lead with Collective Worship and has a clear understanding of the strengths and areas for development in Collective Worship through both formal and informal monitoring. Effective evaluation of staff strengths has resulted in an effective CPD programme for all staff.
- Leaders regularly seek the views of parents and staff. The responses are highly valued and lead to further developments.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils are passionate and very committed in their learning in Religious Education and view it as one of the most important lessons in the curriculum. Pupils concentrate very well and are rarely off-task.
- Behaviour for learning is outstanding. Pupils make rapid progress in their learning as they journey through school. There are no specific differences in the progress made by specific pupil groups.
- Pupils acquire knowledge very quickly and are very secure in their understanding. Pupils are developing and applying a wide range of skills to great effect including, independence, imagination, originality, the ability to interpret sources and symbols, the ability to ask deeper questions, the ability to engage with religious ideas and integrate them into their lives and apply all of these skills across the curriculum.
- Due to the state of transition in level expectations across all diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

- The majority of teaching is outstanding and never less than consistently good. Teaching is highly effective in enthusing pupils and ensures that they learn extremely well. Almost all pupils make rapid and sustained progress. Pupils and pupil groups are achieving very well over time.
- Teachers have a high level of confidence and expertise which is evident in the way they have embraced the 'Come and See' Programme into their teaching. This understanding of the value and importance of Religious Education is communicated very effectively to their pupils.
- Teachers use a wide range of resources and teaching strategies to promote outstanding learning. Good progress has been made in challenging more able pupils.
- Time is managed well to ensure the coverage of the Religious Education programme and that pupils forge links between their study of religion and belief and their exploration of more personal reflections on issues of meaning and purpose.
- As a result of very good assessment procedures teachers and other adults have an excellent awareness of their pupils' prior learning and capabilities. This is reflected in very good planning to meet the needs of all pupils.

- The quality of marking and constructive feedback is very good and in some cases outstanding. This enables pupils to fully understand what their next steps for development are.
- Teachers do not always assess work accurately in line with the updated diocesan guidelines. This has been identified by the school and is being developed.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- Leaders and managers have conducted a wide range of monitoring activities relating to provision and outcomes in Religious Education. They are very well aware of the areas for development in the teaching of Religious Education and see this as a high priority within the school improvement plan. Planning is therefore founded on sound evidence and data.
- Leadership is well-informed by current developments in Religious Education and continues to monitor and evaluate to further improve and support teaching. The Religious Education leader in school, although new in post, is very knowledgeable, enthusiastic and well aware of what the school needs to do in Religious Education to maintain and enhance the current outstanding provision.
- There is a shared common purpose amongst staff to gain that higher level of consistency in assessment, marking and feedback so that they are all consistently operating at an outstanding level.
- The Religious Education curriculum is very well planned by teachers to meet the needs of all their pupils to ensure effective continuity and progression for all learners.
- The school has good links with a variety of agencies, the wider community, local schools and parishes to provide an enriched curriculum and activities promoting learning and engagement.
- The curriculum enables pupils to gain first hand and quality experiences of the liturgical life of the Catholic Church and of a diversity of religious and belief communities.
- Religious Education is very well resourced. Religious Education meets the requirements of the Bishops' Conference fully.
- Leaders have ensured that pupils have access to sacramental preparation in accordance with diocesan policy.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education

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**SCHOOL DETAILS**

<b>School name</b>	St John Vianney RC Primary School
<b>Unique reference number</b>	111698
<b>Local authority</b>	Hartlepool
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham 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 schedule follows criteria set by the National Board of Advisers and Inspectors.	
<b>Chair of governors</b>	Mrs Gillian Proudlock
<b>Head teacher</b>	Mr John Hardy
<b>Date of previous school inspection</b>	November 2008
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