

**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: **119598**

Headteacher: **Mrs Lynne Worden**

Chair of Governors: **Mr Miguel Gomez**

Section 48 Inspector: **Mrs Angela Pye**

Date of Inspection: **11th March 2013**

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (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.

INFORMATION ABOUT THE SCHOOL

Saint John Vianney is a larger-than-average-sized Catholic, voluntary aided primary school. The school is two-form entry with a Planned Admission Number of 60. The proportion of pupils known to be eligible for free school meals is in line with national averages. The percentage of disabled pupils and those with special educational needs, including those with a statement of special educational needs, is below average. There is a small number of pupils who speak English as an additional language (16%) and very few from minority-ethnic groups. A significant minority of pupils are from socio-economically deprived backgrounds but the majority (58%) are from areas that have least deprivation. The majority of pupils are from Catholic backgrounds (73%) with a small minority from other Christian faiths (15%). 16% of pupils are from other ethnic groups. The majority of pupils transfer to Saint Mary's Catholic College.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	417
Planned Admission Number of Pupils:	60
Percentage of pupils baptised Catholics	73%
Percentage of pupils from other Christian denominations:	15%
Percentage of pupils from other faith backgrounds:	1%
Percentage of pupils with no religious affiliation:	12%
Percentage of pupils from ethnic groups:	16%
Percentage of pupils with special needs:	13%

Staffing

Full-time teachers:	21
Part-time teachers:	2
Percentage of Catholic teachers:	95%
Percentage of teachers with CCRS:	71%

Percentage of learning time given to RE:

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

Parish served by the school:

1. St John Vianney
2. St Monica

Overall Effectiveness

1

MAIN FINDINGS

Saint John Vianney is an excellent school. Total commitment to its mission and the mission of Catholic education permeates this community. The school is welcoming and friendly with a strong family ethos. Staff work well together as a team and are committed to providing a good quality of religious education for the pupils; continuous improvement in outcomes for pupils is a constant aim. Attainment and progress in Religious Education are excellent overall. Pupils show respect for each other and relationships are good. Pupils and staff are justifiably proud of their school. Parents have a high opinion of the school and are confident that their children are happy and well educated.

The school's leaders and managers are effective in forming links with other organisations, particularly the Catholic cluster group, to improve provision. Governors are committed in their support and often visible in the school community. The school is an inclusive community with a clear, shared vision and a strong sense of belonging. The school's approach to charity fund raising is both inventive and educational. Pupils' work in this field is outstanding.

The RE curriculum offered to pupils is of a very high quality. Teachers and the subject leader monitor attainment and progress meticulously to ensure that pupils' achieve well. The curriculum provides well for pupils' moral and spiritual development and meets statutory requirements. The vast majority of pupils show reverence and respect during acts of worship and enjoy opportunities to take a leading role. The church and school work well together to ensure that pupils derive maximum benefit from worship and liturgical celebrations.

Capacity for sustained improvement

2

Improvement targets from the last RE inspection are mostly complete. Attainment across both Attainment Targets is now consistent. The school has a comprehensive tracking system in place. Attainment at higher levels is now excellent overall. The target concerning pupils' ability to self-assess their RE work has not been completed. Pupils would be more involved in their own learning and progress if they were able to do this. The commitment of the Governing Body to furthering the work of the school is good. The head teacher and senior staff have a clear vision of what they need to do to improve curriculum RE and the Catholic Life of the school and provide excellent leadership. The school's self-evaluation is accurate and succinct. The school's capacity for sustained improvement is good.

What the school needs to do to improve further

- The Governing Body is well informed and supportive of the school. They would be better able to fulfil their role of 'critical friend' if they were able to ask challenging questions of leaders and managers. This would also

enable them to be more actively involved in the education of the pupils and the Catholic Life of the school.

- The ethos of '*Fit for Mission? Schools*' permeates the school. If the School Development Plan contained objectives specifically relating to '*Fit for Mission? Schools*' precepts it would improve provision.
- The teaching of other world faiths is not consistent across year groups or across the school year. If teaching and learning about world faiths and cultures were woven through the curriculum, it would also enhance provision in RE.
- Pupils are heavily reliant on class teachers' comments to evaluate their written work in RE. It would benefit their learning if they were able to self-assess (in an age appropriate manner) against the learning objective given at the beginning of lessons.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

1

Most pupils enjoy Religious Education and achieve well. The school judges their success in this area as outstanding and inspection concurs. Pupils speak enthusiastically and have positive attitudes towards their learning. They can talk about how religion, belief and spirituality affect their daily lives.

From low starting points on entry to school, all pupils make good progress through Foundation Stage and enter Key Stage 1 with attainment only slightly below national expectations. Progress improves continuously through Key Stages 1 and 2. Attainment at the end of Key Stage 1 is good with most pupils (88%) attaining at expected levels and a small minority (18%) attaining at higher levels. By the end of Key Stage 2 attainment is outstanding with most pupils (84%) attaining at nationally expected levels or higher (29%). Attainment and progress are now consistent across both Attainment Targets. Progress is at least good in all key stages and is exemplary in some. The school's comprehensive tracking of pupils' attainment shows good progress within key stages also, with no groups under performing. Therefore, inspection supports the school's judgment that the quality of pupils' learning and their progress is outstanding.

The school judges that pupils make an excellent contribution to its Catholic Life and obtain much benefit from it and inspection agrees with this evaluation. For many pupils the school is their introduction to being a part of the Catholic community and they embrace this and play their role in furthering its development. Pupils can express their views and beliefs with confidence; they can refer to Jesus' teachings and understand its relevance in their daily lives. A Y4 pupil was able to explain that the story of Zaccheus teaches us, "you can turn your past back and be good". Another pupil in Y6 was able to explain the relevance of the seven corporal works of mercy as "we always need to behave as Jesus did". The school has an excellent record of fund raising for various charities and this is commendable. An innovative approach to fund raising during Lent, rooted in the parable of The Talents, has caught the enthusiasm of pupils. It provides an example of practical support for the needy that is firmly rooted in gospel values. Other charity work includes support for Brian House, Donna's Dream House, CAFOD, Oasis and the parish community. The school has an effective link with Woodlands Special School that is highly valued by staff and pupils. Pupils treat others with respect and know that their behaviour has consequences. They know right from wrong and understand the need for forgiveness. A vibrant cluster of local Catholic schools provides spiritual formation and educational support for class teachers.

Inspection and the school agree that pupils' response to, and participation in Collective Worship is good. Pupils act reverently and are eager to take part in prayer and liturgies. Pupils demonstrated an ability to discuss past celebrations of important feasts of the liturgical year. Acts of worship in school use candles, poems, bible stories, hymns, music, ICT and both formal and informal prayers to engage the interest of the pupils. Older Key Stage 2 pupils demonstrated their ability to plan and lead an act of worship during the inspection. They focussed on the sick, which linked effectively with work already completed on the works of mercy. Pupils in Foundation Stage and Key Stage 1 are also involved in

organising and leading worship in age appropriate ways. The 'Class Worship Planner' provided for pupils' use is effective in focussing attention on the chosen theme. During a Key Stage 1 assembly, pupils considered the story of the sinful woman. The story was well adapted to meet the needs of younger pupils. The central theme of forgiveness was well presented and accessible to this young audience.

Collective Worship contributes positively to the spiritual and moral development of the pupils.

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic Life of the school

2

The Catholic mission of the school, "Seeking growth together", is at the heart of all school life and is central to the school's vision. Leaders and managers provide a rich, broad and balanced curriculum with spiritual and moral development a priority. They consider that provision in this area is good and inspection agrees. School staff and the Governing Body monitor and evaluate provision and outcomes of RE and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development. Teaching staff are well qualified to teach RE and a majority hold the Catholic Certificate of Religious Studies (CCRS). Pupils know that they attend a Catholic school and show an age appropriate understanding of how this affects their daily lives. The parish priest, always a welcome visitor, is active in promoting the Catholic Life of the school. Whilst the essence of the Diocesan document '*Fit for Mission? Schools*' is implicit in much of the work of the school there are no direct references to its development points. If strands from '*Fit for Mission?*' were included in improvement planning it would benefit the Catholic Life of the school.

The monitoring and evaluation of curricular provision for RE is good and impacts positively on attainment and progress. Careful monitoring and analysis of data enables senior leaders to address any fluctuations in pupils' attainment quickly and effectively. Senior leaders are well aware of the school's strengths and areas for development. The RE subject leader is committed, knowledgeable and enthusiastic; she is supported by the school's Senior Leadership Team.

The school's self-assessment of the role of the governing body judges it to be good, inspection judges it as satisfactory. The governing body discharge their statutory and canonical duties fully. Governors' monitor the school's performance in RE on a termly basis and are well led in this by the RE governor. Governors have positive relationships with staff and those who are able are frequent visitors to the school. They understand the strengths and weaknesses of the school and know the challenges that it faces. They are supportive of the school; however, their role as the 'critical friend' needs to include challenge. By asking the difficult questions, the governing body could be more actively involved in bringing about improvement.

Leaders and managers effectively develop partnerships with other providers and organisations. The school judges that its work in this area is good but inspection found it to be outstanding. Partnership activities within the local Catholic cluster

of schools make a useful contribution to furthering curriculum developments in RE and developing leadership roles in the school. The school makes a positive contribution to the life of the parish community and to the wider local, national and international community through shared worship led by the pupils and a wide range of fund raising activities.

Leaders and managers promote community cohesion well. The school is an inclusive community with a clear, shared vision and a strong sense of belonging. It has many links with organisations beyond its gates that serve to help its pupils to learn and grow. 'Gaplains' from St Mary's College help to promote an awareness of the work of CAFOD in Africa. The use of technology to enable pupils to observe the work of the Gaplains and allow them to conduct a two-way conversation during the visit is a valuable resource in developing a sense of awareness of a 'global village'. A multi-faith week in the Summer Term gives pupils a chance to explore other faiths and cultures. However, a more structured approach across the curriculum would improve provision. The school is aware that present provision is inconsistent across year groups and throughout the school year; future plans include weaving the teaching of world faiths and cultures throughout the curriculum and span the whole of school year. This would enhance existing provision.

PROVISION

How effective the provision is for Catholic Education

1

The school's self-assessment of the quality of teaching and learning in Religious Education is outstanding and inspection agrees. Lesson plans take account of pupils' previous learning and attainment. A lesson observed in upper Key Stage 2 focussed on the necessary attributes of a new pope. The lesson, cleverly constructed to meet the attainment levels set out by the Bishops' Conference, also engaged pupils' interest in the recent Papal Conclave. Effective use was made of high quality resources and good support provided by other adults. Pupils are well motivated and sustain their concentration well. Teachers use SMART (Some Marking And Response Time) targets effectively to give pupils the opportunity to improve their work. However, pupils are very dependent on these comments and find it difficult to self-assess their own work without them. To practise using peer and self-assessment would involve pupils in evaluating the strengths and areas for development in their work, which would extend and reinforce learning. Whole school and individual professional development have resulted in improving the knowledge, skills and confidence levels of teachers; this in turn, has a positive impact on teaching and learning.

The school judges that assessment and academic guidance in RE is good but inspection found it to be outstanding. The school has rigorously focussed assessment strategies that provide an accurate, up to date picture of the attainment and progress of all pupils. By sharing assessment results regularly with pupils, staff are able to guide their next steps in learning and ensure that they maintain steady progress. Accurate, regular, systematic assessment ensures pupils know what the school expects of them and how well they are doing in all aspects of their work.

The school provides an excellent quality RE curriculum and makes sure that this meets the needs of all pupils. It ensures that teaching and learning equips pupils with the necessary knowledge and skills, and adequately prepares them for the next stage of learning, whatever their capabilities. During inspection, pupils interviewed demonstrated their familiarity with both Old Testament and gospel stories. Effective collaboration with other schools in the Catholic cluster has enabled the school to extend and improve RE. The RE curriculum provides outstanding opportunities for pupils' spiritual and moral development. Inspection makes these judgments using the levels of attainment laid down by the Bishop's Conference and the guidance contained in the Religious Education Curriculum Directory. It meets all statutory requirements well.

The school provides excellent opportunities for Collective Worship that reflect its Catholic character. Prayer is an important part in the life of the school. Pupils acknowledge that they are eager to plan and lead worship in their classrooms. Worship is inclusive and well planned, enabling all pupils to take an active part. During inspection, the worship observed met pupils' prayer needs well by including both familiar, communal prayers and time for private reflection. Using a good range of resources, including technology, the majority of pupils remain focussed on the theme of the worship. The Parish Priest supports worship in school by helping pupils to reflect on Gospel stories and to develop a deeper understanding and appreciation of their meaning. The school and church together work hard to provide pupils with opportunities to celebrate key liturgical seasons and feasts.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

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

Overall effectiveness	1
The school's capacity for sustained improvement	2
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	1
• how well do pupils achieve and enjoy their learning in Religious Education?	1
❖ the quality of pupils' learning and their progress	1
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
❖ pupils' attainment in RE	1
• to what extent do pupils contribute to and benefit from the Catholic Life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	2
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic Life of the School?	2
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan improvement to outcomes for pupils?	2
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	2
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	3
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well-being?	1
• how effectively leaders and managers promote Community Cohesion?	2
PROVISION How effective is the provision for Catholic Education?	1
• the quality of teaching and purposeful learning in?	1
• the effectiveness of assessment and academic guidance in Religious Education?	1
• the extent to which Religious Education curriculum meets pupils' needs?	1
• the quality of Collective Worship provided by the school?	1