



# St John Vianney RC Primary School

Hillhead Road, West Denton, Newcastle upon Tyne, NE5 1DN

School Unique Reference Number: **108501**

**Inspection dates:** 22 – 23 September 2014

**Lead inspector:** Mrs Mary T McMillan

<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:

- The Catholic Life of the school is outstanding because everyone involved in the formation of the pupils shares the vision to support the Catholic ethos. Pupils take an active part, making an outstanding contribution to living out the mission statement within school, the parish and the wider community.
- Pupils participate in the prayer life of the school with appropriate reverence and make a significant contribution to leading outstanding Collective Worship.
- The quality of teaching and learning overall is outstanding. Lessons are well planned and challenging; they inspire children to think about their faith and how to live their lives.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- The school is currently an average sized primary school but is expanding due to being oversubscribed and having a consistently high demand for places from Catholic families.
- Almost all pupils are baptised Roman Catholics.
- There is a small proportion of pupils who received support from Pupil Premium, which is additional funding for those pupils known to be eligible for free school meals, children in the care of the local authority and children of service families.
- The school consistently maintains outstanding results in maths and literacy against national expectations.
- The majority of pupils are from white British background.
- A below average number of pupils are identified as having special educational needs or have a statement of special educational need.
- A school chaplain has recently been appointed.

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

- Improve the quality of teaching and assessment in Religious Education by:
  - ensuring that teachers consistently differentiate tasks effectively to meet the variety of pupil needs, particularly the more able.
  - ensuring that marking consistently provides information to pupils about how to improve their work and that pupils are given time to respond.

## 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 of St John Vianney to follow Jesus, aiming to be a caring, happy school is reflected in the tangible evidence to all visitors, that everyone is valued and appreciated and can reach their true potential. Pupils are keen to share their interest and enthusiasm for school with visitors; they talk with great pride about what being part of St John Vianney School means to them.
- There are many opportunities for pupils to be involved in activities which demonstrate how they care for others, including Cafod, People's Kitchen, and Catholic Care. They are happy to embrace new and exciting challenges such as Mini Vinnies and global links. They are enthusiastic about describing involvement in parish activities such as the 'Travelling Crib' which demonstrates the commitment in showing cooperation with other churches.
- Pupils work well together demonstrating very positive and enthusiastic attitudes in all aspects of school life. The youngest pupils are able to talk about Jesus and how their own family is just like his in providing a home where love is at the centre of everything they do.
- Behaviour is exemplary: pupils are polite and considerate of others, demonstrating outstanding emotional awareness.

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

- All school staff support the high expectations of the school's ethos; they model the message of the mission statement and are committed to offering quality opportunities to enable all pupils to know that their moral development flows from a firm spiritual base.
- The Catholic Life underpins everything which takes place at school. Staff are outstanding role models, and ensure that opportunities for pupils' spiritual and moral development are frequent and have significant impact.
- Pastoral care of pupils and staff is a strength of the school; all stakeholders recognised and commented upon it. Pupils told the inspector they knew who to turn to when things go wrong, staff commented that they are very well supported and parents said that they 'felt listened to, respected and valued in a spirit of community which underpins what happens in school'.
- The quality of the learning environment is outstanding with well used resources which pupils have immediate access to. They are able to show they use these resources to help them to focus on prayer and worship. Some of the older pupils use their skills in singing, drama and dance to illustrate their understanding of the deeper meaning of parables such

as 'The Forgiving Father'.

- Attractive displays and visual images are evident in all areas of the school. Pupils were able to explain the relevance of images, which reinforce the message that God is with us always, when they explored emotive music and visual images such as 'Footprints.' This illustrated their understanding of the mission statement 'to love tenderly and walk humbly with your God'.

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

- Leaders all contribute to outstanding provision for the Catholic Life of the school. The head is a positive, energetic role model who affirms his staff and leads by example. Governors know the school very well and do all they can to engage parents, parish and the community in the life of the school.
- The headteacher has a strong sense of purpose and clear vision; he encourages and supports each member of staff to show their deep commitment to the ethos of the school. This ensures that everyone is a witness to their faith.
- The school's self-evaluation is extremely thorough and rigorous, and is explicitly focused on the Catholic Life of the school, identifying correctly the areas for further development.
- Governors are very well informed and make a significant contribution to the leadership of the Catholic Life of the school. They are committed to maintaining the Catholic ethos of the school in the thorough process of staff appointments and more recently, by helping to shape the future direction of the school as it expands by appointing a school chaplain and providing continuity before appointing a new Religious Education coordinator.
- The recent appointment of a chaplain, to enhance the commitment to the pastoral care of pupils and staff has already borne fruit. This was evident in the support given to newly appointed staff and in the engagement of pupils in Collective Worship throughout the school.
- The parish priest is a regular visitor who recognises the vibrancy of the school and supports liturgy, sacramental preparation and actively involves the school community in parish life. He is most impressed with the sense of reverence demonstrated by the pupils.
- Parents are extremely proud of the school and know that their children are happy and well supported. They feel that they know the school mission, as it is demonstrated in letters, prayer journals, liturgy, Masses and special celebrations and they commented on the warm welcome and 'open door' policy. One parent commented that 'I know that families feel supported by all members of the staff who go out of their way to show the pupils how important they are to them'.

## 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.**

- Pupils demonstrate interest and engagement in Collective Worship in response to age appropriate stimuli; their singing and participation in community and spontaneous prayer is thoughtful and reflective.
- The pupils have an outstanding knowledge of the liturgical year as reflected in curriculum Religious Education which extends into the home through class prayer journals where prayers are recorded showing pupil sensitivity to the liturgical year as well as current concerns at home and abroad.
- Pupils in year three showed they were able to choose appropriate resources to plan and lead liturgy, showing they understand the elements required to make it the best it can be.
- Pupils throughout the school demonstrate a very good understanding of the importance of key celebrations throughout the liturgical year. Pupils in both key stages were confident in sharing the word, using artefacts and liturgical music to create a prayerful atmosphere.
- Opportunities for involvement in Collective Worship are extended and progress as pupils move through the school. Older pupils demonstrate through worship their creative response to the word; they dance, sing and act out meaning where other pupils, who form the congregation are visibly uplifted by the reverence displayed. An outstanding example was seen where older pupils reflected on the passage of 'The Prodigal Son'.
- Parents commented that they regularly witness their children being able to take gospel messages and relate them to their own life. They use prayer books which link between school and home, encouraging a dialogue which helps children to understand others in the world outside of their personal experience.

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

- Collective Worship is central to the life of the school and makes a significant contribution to the moral and spiritual needs of the pupils. Praying together is part of the daily experience for all pupils and staff.
- Resources throughout the school are of the highest standard, with music and singing having an additional impact in encouraging the enthusiastic participation of pupils.
- There is a prayer board in the school hall where any member of the school community is able to seek the involvement of all in supporting their need through prayer.
- Collective Worship is planned around the liturgical year linked to the Sunday Gospel. The older pupils have access to school diaries which enable them to access Gospel readings

independently and to share their knowledge at home. Parents said that this enabled families to share their own faith journey with their child as they explore the meaning of weekly readings.

- 'Statements to Live By' are used, with classes following up the meaning by living the words in action, as demonstrated in excellent behaviour, care of each other and the surroundings and their growing awareness of life beyond their own school.
- There is good attendance by parents, parishioners and governors to Collective Worship, where they are welcomed into school to share with classes or the whole school an experience of worship or the celebration of specific feasts.
- The school is becoming involved in the needs of others throughout the world by participating in a parish led project with a school and Christian community in Kenya. Pupils are involved in the planning and preparation of material for a visit. They pray for their needs and give thanks for the support of the community.
- Staff all take part in quality school based or Diocesan training. Newly appointed staff are very well supported by an experienced Religious Education coordinator in ensuring their lessons and practice reflect the high expectations of Collective Worship experienced at St John Vianney.

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

- The headteacher leads by example and is happy to share his own faith experience to ensure that all members of the school community work with enthusiasm to share their faith and model the best practice for all pupils.
- Staff told the inspector that they are extremely well supported through their induction to St John Vianney and felt confident in leading Collective Worship.
- Senior management and the Religious Education coordinator ensure newly appointed staff have time to talk with experienced staff, observe the range and quality of worship and then shadow worship in preparation for their own work.
- The monitoring and evaluation of Collective Worship is a robust procedure with managers and chaplain leading the process. Any issues which arise inform the school development plan; in practical terms this ensures that leaders are models of outstanding practice for staff and pupils.
- The parish priest and governors contribute to the evaluation of Collective Worship through feedback and reports to governors and parents. The school produces a highly informative and colourful account of the life of the school through a newsletter called 'The School Gate', which is published each term and shared with parishioners, showing a detailed description of worship and the Catholic Life of the school.
- Parents are invited to share their views by completing an annual questionnaire; this has a very good response rate showing that parents know their contributions are valued and, when possible acted upon.

## 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 enjoy their learning and recognise that Religious Education can, 'challenge their thinking'.
- Creative lessons, where children are challenged to think deeply and extend their knowledge and understanding, result in the vast majority of pupils achieving highly by the end of key stage two.
- From broadly average starting points, almost all pupils make rapid and sustained progress. They learn exceptionally well and are keen to do their best at all times; they develop a wide range of skills.
- Progress was evident across the school showing a developing understanding of religious meaning within their daily lives. Pupils commented that learning through parables helped them to understand the meaning of the gospels. Younger pupils were happy to acknowledge that, 'Jesus inspired me to be a good person'.
- Behaviour was outstanding in all lessons observed.
- Pupils were able to comment on areas within their classroom which helped them to understand religious themes, for example a child in year two used the learning wall to explain his understanding of the objective of the lesson.
- Pupils across the school take care in the presentation of their book in written tasks, showing that expectations are high in relation to curriculum Religious Education.
- Due to the state of transition in level expectations across all of 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.**

- Lessons observed showed excellent teacher knowledge and questioning, for example, pupils in year five were able to think beyond the literal in responding to a poem entitled 'Footsteps'.
- The school has accurate evidence to show that teaching and learning is never less than good with many outstanding lessons being observed.
- Teachers plan effectively using the diocesan guidance to deliver 'Come and See' which enables them to deliver high quality lessons.
- All classes use a variety of strategies to celebrate achievement and foster a climate of positive praise.

- All teachers mark pupils' work and there is evidence that this is becoming more refined in some classes, showing that pupils are able to respond to comments and take ownership of their learning. This is not fully embedded across the school.
- Some pupils are beginning to show their understanding of effective marking by responding to teacher comments to guide them onto the next steps in learning; this is not yet embedded across the school.
- There are some excellent examples of differentiation by task however there are inconsistencies across the school so that a small minority of pupils do not experience the best activities for learning.

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

- The skills of the dedicated Religious Education coordinator are clearly seen in the accurate records of lesson observations, analysis of data and the monitoring of pupils work in all classes across the school.
- There are strong systems in place to support the process of monitoring and evaluation of Religious Education with evidence to show that this is as rigorous in Religious Education as it is in other core subjects.
- The coordinator attends all diocesan training to ensure that cross moderation is verified, these sessions are then disseminated back to the staff in school based curriculum professional development.
- The school development plan is detailed and ambitious, ensuring that the profile of curriculum Religious Education remains of high importance to St John Vianney school community.
- The governors ensure that the appointment of staff supports the profile of the school to deliver high expectations in all areas of Religious Education.
- Governors have been actively involved in helping to shape the future identity of the school within the Catholic community of St John Vianney. They acknowledge that strategic planning involving staffing as well as buildings is essential in maintaining the highest standards of provision for Religious Education.
- Sacramental preparation is outstanding, demonstrating the partnership between home, school and parents in supporting pupils on their faith journey.

## 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.

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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>	108501
<b>Local authority</b>	Newcastle
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>	Mr Hudson Bell
<b>Head teacher</b>	Mr Aidan M Duffy
<b>Date of previous school inspection</b>	February 2008
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