



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOHN VIANNEY CATHOLIC PRIMARY SCHOOL

ST. HELENS

Inspection Date 5 February 2014
Inspectors Mrs. Denise Hegarty Mrs. Joanne Farrimond
Unique Reference Number 104812
Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary
Age range of pupils 4 - 11
Number on roll 207
Chair of Governors Mr. Denis Kerr
Headteacher Mrs. Margaret Roberts
School address Elton Head Road
Sutton Heath
St. Helens
WA9 5BT

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Date of last inspection 3 February 2009

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- St. John Vianney School is an average sized Catholic Primary School situated in Sutton Heath serving the parish of St. Austin in the St. Helens district of the Archdiocese.
- There are 207 children on roll of whom 129 are baptised Catholic 37 come from other Christian denominations and 2 from other faith traditions. Thirty nine children have no religious affiliation.
- There are 9 teachers at the school of whom 8 are Catholic. Seven teach Religious Education and 4 currently have a suitable qualification in Religious Education. A further 2 teachers are currently studying for the Catholic Certificate in Religious studies.
- The Headteacher and Religious Education Co-ordinator were both in post at the time of the last inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall Effectiveness:

St John Vianney is a good school in providing Catholic Education.

Inspection Judgements

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

- The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils are well equipped for the challenges they face in life. They are very proud and loyal members of the school and excellent ambassadors for it.
- Pupils know, understand and respect the school's Mission Statement, '*We welcome, we celebrate, we learn Safe in God's love*'. Representatives were involved in its evaluation and review. They appreciate the demands and responsibilities that the living the mission places on them especially in how they form their relationships and are considerate of each other. They understand that their motto applies to their future lives as well as the present time.
- Pupils have a strong sense of belonging to this very close community and welcome others unreservedly. They treat one another with care and kindness, listen attentively to their peers and hold each others' views and opinions in high regard.
- Pupils can talk about and relate values from the Gospel to their behaviour and daily lives and are quick to congratulate others who display these values. The Leavers' Awards at the end of the year and Star awards each Friday provide good evidence for this.
- Pupils are encouraged to take on roles of responsibility within the school e.g. as school councillors and lunchtime leaders. Within these roles, they learn organisational skills and the importance of co-operating with each other and considering the needs of others. They are also concerned with environmental issues through their Eco Club and are aware of how to care for their environment. The children look up to their Head Boy and Girl and realise that they are role models for them to emulate.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and generously supporting a variety of local, national and global charities including CAFOD, The Steve Prescott Foundation and Help the Heroes. They instigate fund raising days for charities which are very successful and promote enterprise. They willingly support the less well off and vulnerable as they contribute to and serve community projects including the food project with the parish deacon.
- Pupils host afternoon tea for senior citizens from the local community and enjoy this intergenerational experience.
- They embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. sports clubs and the choir. Through these, they learn the values of commitment and responsibility.
- Years 5 and 6 pupils have had the opportunity to participate actively in residential trips to Plas Caerdeon Outdoor Education Centre. These experiences impact greatly on the pupils' social and moral development as they develop self-confidence, and understand the value and importance of communication, interpersonal skills and teamwork.
- Pupils have a very good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions within the positive code of conduct upheld by the school. Behaviour during lessons, across the school, is outstanding. Children are co-operative, caring and friendly.

- Education for personal relationships has fostered positive attitudes in pupils encouraging them to develop an awareness of and respect for themselves and others. It respects the dignity of all and encourages the development of self-esteem and confidence to help children to respond and cope with the challenges of personal growth.
- Pupils praise and acknowledge the contribution of others. They congratulate each other on their successes and show a readiness to embrace and celebrate their experiences especially during Collective Worship and peer nomination of Star awards.
- They are involved in service to the local faith and religious communities. They enjoy planning and participating in a variety of liturgical celebrations, Masses, Easter and Harvest Celebrations etc.
- Pupils show respect and understanding of other faiths and religions and have enjoyed learning about Judaism and Sikhism within the curriculum. They also enjoyed working with others on the 'Meet Your Muslim Neighbour' project.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements in and enjoyment of Religious Education is good.
- On entry to the school, many children have a limited knowledge and understanding of the Catholic faith.
- Most pupils make good progress and achieve well in relation to their starting points and capabilities.
- Analyses of assessments undertaken provide evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are also good.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- The school works hard to enable the children to explore their feelings in different situations and develop their emotional intelligence. This has a positive effect on their attitude and work.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is generally very good as shown by their interest, positive attitude and excellent behaviour in lessons. At their interview, pupils reported that they found Religious Education lessons fun, interesting and exciting.
- They appreciate the efforts staff members make to make their lessons enjoyable and respond enthusiastically. Year 2 pupils were particularly effusive in giving thanks for all their teacher did to help them enjoy their work. Year 6 pupils interviewed said they particularly enjoyed undertaking role play situations that brought scripture and stories to life.
- Pupils are encouraged to work independently and collaboratively. They co-operate well with each other in their group tasks. Across the school, children are respectful of each others' view points and judgements. In the plenary session of the Year 3 lesson observed, the rest of the class watched carefully and listened attentively and very respectfully to a group undertaking a role play of a story.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How pupils respond to and participate in Collective Worship

- Pupils response to and participation in Collective Worship is good.

- They enjoy, respond very well and actively participate in daily Collective Worship. This is evident in evaluations from pupils and from observations on the day of inspection.
- They act with reverence and respect at such times and are keen to participate in a variety of gatherings.
- Pupils' knowledge of prayer and liturgy is increasing. They are very familiar with a variety of prayer styles and their liturgical skills are developing well.
- Pupils appreciate and are open to the Word of God in the Scriptures.
- They sing joyfully and join in community prayers appropriately and confidently. They are developing a deeper awareness of the importance of stillness and silent reflection and how this helps them to engage with the presence of God.
- The older pupils are becoming increasingly more confident and skilled in preparing and planning worship for class celebrations. They understand the process and really enjoy leading it. They especially enjoy taking the message away to share with others. Pupils lower down the school should have the opportunity to prepare and lead worship, too.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is good.
- Teaching is effective in ensuring that pupils are interested, engaged and make good progress.
- Teachers display good subject knowledge. They teach the subject enthusiastically and are good role models for the children to emulate. Four members of staff have the Catholic Certificate in Religious Studies and two more are currently studying for it.
- A range of teaching styles is deployed to motivate and inspire pupils this encourages their enjoyment of and enthusiasm for Religious Education.
- At the start of each topic, the children appreciate what they already know about the topic and are invited to ask questions about it. These are revisited at the end to ensure the answers have all been found.
- There is a very positive learning environment in each class. Pupils' contributions are valued and appreciated.
- Vibrant displays in classrooms and around the school, especially on corridors, celebrate the children's work, reinforce learning and provide opportunities for reflection.
- Teachers' planning requires improvement to be good. More detail is needed.
- Teachers sometimes take into account pupils' prior learning but need to consistently ensure tasks are differentiated so that the work consolidates, builds and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- They have high expectations of the pupils they teach in terms of attitude and behaviour, but need to extend this to presentation of children's work.
- Good use is made of time and resources including a generous provision of teaching assistants and additional adults to maximise learning. The deployment and contribution of such staff, especially in supporting children with their tasks, is excellent throughout the school and another indication of the school's commitment to inclusion.
- Effort and achievement are celebrated through marking, reward and verbal encouragement.
- 'Assessment for Learning' strategies are generally used effectively across the school.
- Teachers need to use their informal and formal assessments consistently to inform future planning. Assessment strategies could be more effectual through moderating the levelling of work to ensure understanding and consistency.
- Teachers track individual progress and enter data onto class tracking sheets which can be used effectively to identify areas of development for individuals and groups of pupils. They are able to identify how well pupils are achieving and tackle underachievement.

- Teachers enable pupils to evaluate their own work especially during the plenary sessions at the end of lessons.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education curriculum meets pupils' needs is good.
- It meets the children's needs very well. Religious Education is clearly seen as the core curriculum subject in this school.
- A generous budget is allocated for the subject.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the Religious Education Curriculum Directory. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- There is full coverage of the Religious Education programme. Imaginative and engaging strategies and resources are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate and purchases suitable resources in support.
- Vibrant displays around the school are linked to the curriculum and celebrate work.
- Enrichment activities such as sports clubs and especially the choir, have a positive impact on the curriculum, promote respect for the gifts and talents of each individual and help to raise self esteem.
- Many cross-curricular links are made especially with literacy. Lots of opportunities are provided to encourage discussion, speaking and listening in all year groups.
- The Religious Education curriculum provides very good opportunities for pupils' spiritual, moral development and vocation. Teachers encourage children to ask questions and reflect purposefully on their work.
- The parish priest and deacon are regular visitors and make a significant contribution to the curriculum.
- Visits have been made to the parish church and the cathedral.
- Children have explored the beliefs and values of the Jewish faith and Islam. This helps to promote tolerance and respect for those who think differently. Visitors of other faiths and religions are welcomed into school to share their stories and values. Children participated in the 'Meet your Muslim Neighbours' project.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good. It reflects the Catholic character of the school and takes into account the variety of faith backgrounds among pupils.
- Collective Worship has a high profile and is central to the life of the school.
- It plays a key part in meeting the spiritual needs of the pupils and is valued by all participants. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- A variety of experiences are provided in phase groups, in class and in a variety of settings.
- Collective Worship is appropriately timetabled and school themes are suggested for staff to use across the Liturgical Year.
- Timings are age and stage appropriate. This ensures it is a suitable, personal experience for the children.
- Collective Worship is planned effectively and adults provide good role models for pupils to emulate.

- An excellent policy and guidelines are in place and in line with Archdiocesan requirements.
- Children are enabled to pray formally and informally. The school ensures that appropriate formal prayers are taught at an age appropriate time.
- The school has purchased a rich variety of suitable resources which are well cared for and used very effectively to enhance worship.
- Focal areas are available in each classroom and there are a number of lovely devotional areas around the school including in the hall and 'Andy's Garden' – a garden constructed in memory of a former caretaker. These focal points enable the children to make links to the theme and create sacred spaces to enhance worship.
- The teachers are becoming more able to provide essential resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Many opportunities are provided for parents, carers, extended family members, governors and members of the community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.
- Assemblies at the beginning and end of each *Come and See* themes are celebrations often shared with parents. These special times demonstrate what the children learn in their topics and enable parents to work in partnership with the school to enrich and enhance this learning.
- Year 5 and 6 pupils have been skilled in planning and delivering Collective worship and are willing to share their skills with other pupils.
- The co-ordinator has begun to monitor provision more formally.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- They are wholly committed to developing the Catholic life of the school and show an excellent understanding of and commitment to the Mission of the Church.
- This is reflected in how the uniqueness of every individual in the school is nurtured and treasured and in the school's own Mission Statement and motto, – '*We welcome, we celebrate, we learn Safe in God's love*', and in their aim, '*We welcome everybody to our school and take care of them like Jesus did*'.
- All who form part of the school community including parents, priest, governors and children were involved in the development and review of the whole statement.
- Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- It is displayed prominently and proudly throughout the school and used on all documentation.
- Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school. They, too, know, own and live out their Mission Statement.
- St. John Vianney School strives to be a community in which the Gospel values of respect, justice, patience and love flourish.
- The inspirational head teacher has created an excellent team spirit among the staff and is rightly held in high esteem by the community. She values the contributions of all members of the school.
- The school ethos is evident in the manner and attitudes of the staff and children throughout the school. There is a friendly, supportive atmosphere and a culture of mutual respect.

- The Catholic values experienced throughout the school enable the community to feel welcome and give the children a feeling of safety and security.
- Leaders, governors and managers are beginning to use the monitoring data available to evaluate the school's performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the school's monitoring, analysis and self challenge. This analysis provides a basis to celebrate the school's strengths and outlines areas for development. It identifies targets, timescales and lines of accountability but needs to be more evaluative and reflect the true worth of the school.
- The school provides induction and in-service training to enable staff members to further understand the Church's Mission in Education and play their unique parts in it.
- The quality of Collective Worship is a priority for the school. Provision has begun to be monitored and evaluated by the Religious Education Co-ordinator. An excellent up to date policy and guidelines for its implementation are in place.
- Excellent Spiritual and Moral Development Policies are in place and reviewed regularly by the Governing Body.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils, such as opportunities for asking questions and developing a good sense of awe and wonder.
- The school's positive Code of Conduct is based around the scripture, *'Love one another as I have loved you,'* and on Christian values. It encourages pupils to show love, respect and care so they can be the best people possible.
- The pastoral support provided by all staff is exceptional. Every effort is made to provide the best for pupils.
- The learning environment is bright and vibrant. Leaders are justly proud of the improvements made to the physical environment since the last inspection.
- Throughout the school, good behaviour and positive attitudes are consistently praised and rewarded. There is a weekly Star award for children who put Christian values into action and who live out the school Mission Statement.
- Matters of social justice are given high importance with many examples of awareness and fund raising for a variety of good causes e.g. CAFOD and Nugent Care (Good Shepherd).
- The school is a designated site for Rainbows, which provides support for children who have suffered the loss of a parent (or other family member) through bereavement, divorce or separation. Staff members were trained in the use of the Rainbows programme and leaders intend to provide an update in the future.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within.
- There are very positive relationships at every level within the school and within the parish community. Very close links with the parish of St Austin's exist. The school works closely with the other primary school in the parish and the two schools often have shared joint in-service sessions and have held services etc. together.
- Parents and carers are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through newsletters and text messages.
- Governors fulfil their responsibilities outstandingly. They are fully committed and kept well-informed about the Catholic Life of the school. Governors visit regularly and are proactively involved in the life of the school. They have effectively helped to shape the direction of the school through their interest and high profile. They regularly attend the school celebrations, Acts of Worship and special liturgies throughout the year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils

- Leaders, governors and managers are good in promoting, monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils. Religious Education is very much at the core of the curriculum in St John Vianney School.
- A suitable budget is provided to enhance provision.
- The subject action plan feeds into the Self Evaluation Document and into the School Development Plan.
- Timetables are monitored to ensure that 10% quality time is dedicated to the teaching the subject.
- Monitoring of teaching and learning, scrutiny of work and planning takes place as part of the school's monitoring schedule, but needs to become more rigorously, regularly and comprehensively undertaken. Leaders plan to include raising standards through target setting in Religious Education as part of teachers' performance management targets in the next round.
- Care should be taken when monitoring planning to ensure that tasks are always clearly differentiated to meet the needs of all and to make certain that assessments made consistently inform future planning.
- Continuing professional development opportunities are provided for all and additional support / induction given to new or inexperienced staff members. In-service sessions provided by the Christian Education Team are attended. Four members of staff have *Catholic Certificate in Religious Studies* and a further two are undertaking it at the present time.
- Time is used during staff meetings to disseminate any new information for staff. Such information is also placed on the staff shared drive for all to access as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff need to moderate tasks to become more secure in their levelling of work.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- The subject leader guides Religious Education very well. She shows commitment and enthusiasm. Archdiocesan training and briefing sessions are regularly attended and new initiatives introduced when appropriate. Excellent documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Governors are kept well-informed by the head teacher. They are interested in the subject and proactively involved in challenging and supporting learning. A link governor has been appointed to maintain the high profile of the subject.
- Newsletters are provided for parents and carers, which indicate the topics covered, but could also outline how parents can support their children's Religious Education. These should be included on the new website when it is up and running.
- Parents receive an annual report on progress and are kept further informed through verbal reports on Parents' Evenings. They are consulted on different issues depending on the topic being covered and encouraged to support their child's learning.
- Achievement and effort are celebrated especially at the end of week assemblies which are much appreciated by pupils and parents alike.

What the school needs to do to improve further:

- Continue to implement the targets set out in the school's self evaluation document and the subject action plan. This includes:
 - improving tracking;
 - enabling children in all key stages to take more responsibility in planning and delivering Collective Worship;
 - target setting as part of the appraisal process;
 - inviting the subject leader to keep Governors informed of progress in Religious Education and the Catholic Life of the school.
- Improve standards in Religious Education by:
 - implementing a more rigorous system for the monitoring and evaluating of the subject to include planning, children's work and classroom observation of teaching and learning;
 - moderating assessments undertaken across the school to ensure accurate levelling;
 - tracking attainment across the school to identify underachievement and ensure children are being challenged to work at the appropriate level;
 - using assessments consistently to inform planning;
 - improving planning to ensure work is differentiated to fully meet the needs of all learners. This may include using the driver words from the levels of attainment;
 - developing marking to indicate the next steps and enable children to have a better understanding of how to improve their work.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	2
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is Outstanding; Grade 2 Good; Grade 3 Requires Improvement and Grade 4 Inadequate
