



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

ST. JOHN VIANNEY CATHOLIC PRIMARY SCHOOL

ST. HELENS

Inspection Date 7 March 2019

Inspectors Mrs Pat Peel Mrs. Jude Ryan

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 205

Chair of Governors Mrs. Margaret Davies

Headteacher Mrs Anne-Louise Friar

School address Elton Head Road
Sutton Heath
St. Helens
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Date of last inspection February 2014

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 is an average sized Catholic Primary School situated in Sutton Heath serving the parish of St. Austin.
- There are 205 children on roll of whom 126 are baptised Catholic, 26 come from other Christian denominations and 5 from another faith or religious tradition. 48 have no religious affiliation.
- There are ten teachers. Nine of which teach Religious Education. Seven teachers are baptised Catholic. Five teachers have a suitable qualification in Religious Education.
- Since the last inspection there has been significant changes in the school. A new Headteacher, deputy and Religious Education subject leader have been appointed.

Key for inspection grades

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

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OVERALL EFFECTIVENESS

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

CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is good.
- Pupils appreciate, value and actively participate in the Catholic Life at St. John Vianney. They know their Mission Statement, 'We welcome, We celebrate, We learn. Safe in God's love'.
- Pupils show respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is good. They are kind and considerate to each other.
- In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others and have a good understanding of right and wrong.
- Pupils embrace the demands that being members of the school community entails such as becoming school councillors, eco club members, buddies and Good News group members. The school has recently appointed a head boy and head girl and subsequent deputies.
- They take a leading role in those activities which promote the school's Catholic Life and mission both within school and in the wider community such as fundraising for numerous charities e.g. CAFOD, Nugent, Diabetes UK, Children in Need, British Legion Poppy Appeal, Cystic Fibrosis Trust to name but a few. Within the locality they support the St. Helens foodbank, Willowbrook Hospice and Jenson's Twinkle Stars, a children's bereavement charity. As part of their global awareness they have supported the Portico Fundraisers by donating toiletries and bandages for Intercare Medical Aid for Africa. They are alert to the needs of others and seek justice for all.
- Pupils value and fully participate in opportunities provided by the school including a range of during and after school clubs e.g. choir, prayer group, Commando Joe and a range of seasonal sports.
- The school choir supports at many school and parish events. It has sung in the local Reeve Court Retirement Village.
- Pupils take full advantage of the opportunities the school provides for their personal support and development and they have a good sense of belonging. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth. On the day of inspection, a child from Year 6 commented, "Everybody is welcome, it doesn't matter where you are from, or who you are."
- A child in Reception recently took part in, and won, the recent 'Jesus is the Bread of Life' competition held by the Archdiocese in support of the Adoramus Congress.
- Pupils, appropriate to their age and capability, have begun relationships and sexual development lessons within the context of a Christian understanding however this is in its infancy and needs further developing.
- Pupils in Year 6 have benefitted from the opportunity to stay on residential at Plas Caerdeon, Outdoor Education Centre in Barmouth Wales.
- Pupils embrace a holistic approach to education, understand what it means to have a vocation and recognise the importance of using their gifts in the service of others.

- Pupils are rewarded with house points, dojos and Star of the Week certificates at their weekly assemblies.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They respect and are involved with parish celebrations and activities, irrespective of their own faith commitments. Annually in May as part of Our Lady celebrations, pupils take part in the Maryian Trail, a 2km walk around the area with other local Churches.
- Pupils have worked with a photographer inside St. Austin's Church to commemorate St. Helens' 150th anniversary celebrations.
- Pupils benefit from an outside prayer space 'Andy's Garden' which has been lovingly developed and maintained.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is good.
- The existing school Mission Statement, 'We welcome, We celebrate, We learn. Safe in God's love,' is known by everyone at the school and was revisited in September by the new Headteacher. Six core values were decided upon and have been added alongside. These have been successfully introduced and are being reinforced throughout the school on a termly basis.
- Staff are committed to its implementation across the curriculum. They participate in school activities which reflect the Catholic Life and mission of the school. They have introduced the values and are working on ways to develop them further with the children.
- There is a good sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community.
- The school environment reflects its mission and identity through concrete and effective signs of the school's Catholic character. The displays and classroom focal areas support St. John Vianney's catholicity and ethos. The entrance porch has a reflective focal area and a small prayer station has been created. The hall displays have recently been changed to reflect the changes to the house point system. Teams now focus on Saints to develop a deeper understanding of mission, martyrdom, vocation and sacrifice.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils inside and outside of the classroom.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person through its fundraising, eco stewardship and numerous outreach opportunities. This is a strength in the school.
- The school provides opportunities for the spiritual and moral development of all pupils and staff through prayer and continuous professional development opportunities such as attendance at Archdiocesan in-service days and accessing current training for the subject leader.
- The Pastoral Leader has an important role within in the school. Clear policies and structures are in place which provide very good levels of pastoral care for pupils and their families and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice.
- The parish priest is a regular visitor to the school and presides at the celebration of Mass throughout the school year. He is fulsome in his praise of the school community. Other members of the staff are active members of their own parishes and act as Ministers of Holy Communion when necessary.
- The school is equally attentive to the pastoral needs of members of staff and ensures that every member's needs are understood and catered for.

- The school supports the pupils and their families undertaking the With You Always Sacramental programme alongside the catechists from the parish of St. Austin.
- All the relevant documentation is in place and the school has made a commitment to support Relationships and Sex Education alongside Personal, Social and Health Education. This is an area the school has recognised needs to be further developed to embed it fully into the curriculum across the school year.
- The school provides both a breakfast and after school club throughout the year. This is popular and well attended.
- The school hosts a regular weekly Mother and Toddler group in the school hall. This is well attended.
- There is an active Parent, Teacher and Friends Association at the school who support both social and fundraising events throughout the school year.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- The leadership team is fully committed to the Church's mission in education. The development of the Catholic life of the school is viewed as a core leadership responsibility. It is recommended a full review of the current Mission Statement, its aims and objectives, takes place led by a member of the Christian Education Team, to reflect where the school is now. This needs to incorporate the views of all who form part of the school community including pupils, parents, teaching and non-teaching staff and governors to ensure it underpins every aspect of school life moving forward at St. John Vianney.
- The provision for the Catholic Life of the school is given priority by leaders. The school is using the new Self Evaluation Document.
- Relationships at every level are very good across the school.
- Leaders and governors have shown a commitment to training and further development of staff. Continuous Professional Development focusing on the Catholic Life of the school takes place. As a result, staff understanding of the school's mission is good and will be enhanced further following the Mission Statement review process. Governors have also undertaken training on 'Effective Governance in a Catholic School' to support its Mission and Ethos.
- The school has developed successful strategies for engaging with parents and carers to the benefit of pupils. The school offers an open-door policy, sends out regular newsletters and has an up-to-date website. It is in the process of introducing a parent app. As a result, parents and carers have a good understanding of the school's mission and are very supportive of it.
- There is a link governor with responsibility for Catholic Life and Religious Education. She is an active member in the school, supports in lots of ways and is keen to ensure that she undertakes her role effectively.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision for the Archdiocese throughout the school. Some policies need to be standardised with 'appendices information' as they come up for renewal.
- Leaders and governors have made a commitment to further develop Relationships and Sex Education throughout the school alongside Personal, Social and Health Education. It is recommended that the school undertakes Relationships and Sex Education lessons across the school year not just in a weekly block in the summer term.

- Leaders need to begin mapping out Relationships and Sex Education to show when and how this is being delivered across the whole school curriculum.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Groups of pupils, including those with special educational needs, are making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. Pupils are aware of the demands of religious commitment in everyday life.
- During lessons and interviews pupils were articulate about both their learning in Religious Education and aspirations for themselves and the school.
- Most pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills to further develop as competent learners.
- Most pupils concentrate well and understand how well they are doing. This can be improved further by teachers and other adults using the language of the standards i.e. driver words routinely during lessons and when questioning to challenge pupils thinking.
- Pupils approach their lessons with interest and enthusiasm. This was evident as pupils quickly settled to tasks and responded positively throughout.
- Pupils enjoy a range of activities and respond well to tasks which extend their learning when given the opportunity. Behaviour for learning is good because pupils enjoy Religious Education and disruptions in lessons are unusual.
- Pupils have studied Judaism as part of their Other Faith and Religions topics. This helps to promote tolerance and respect for those who think differently to themselves.
- The quality of pupils' current work, orally in class and in written work, is good. Presentation in books is good.
- Pupils attainment, as indicated by teachers is good. Most pupils achieve at least average attainment using Archdiocesan statistical data analysis.
- Pupils' are undertaking formal assessment in line with Archdiocesan guidance and evidence kept.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- On the day of inspection there was some good practice observed. Some teachers and other supporting adults need to use the language of the standards i.e. driver words more as part of their repertoire to engage and challenge pupils further in their thinking and learning. This is currently being trialled in Year 5 however, all teachers need to enable their pupils to be challenged in their learning in an age and stage appropriate way.
- Most teachers are confident in their subject knowledge and have a good understanding of how pupils learn. However, they need to provide much more opportunities for greater depth and challenge by using the driver words throughout lessons.

- Teachers employ a range of appropriate strategies, including individual, paired and collaborative work. Consequently, pupils are interested, motivated and concentrate well in lessons.
- In books there is evidence of continuity in lessons and across sequences of lessons.
- In the best lessons observed teachers used questioning techniques very well. However, there was limited open ended and adapted explanations using the language of the standards i.e. driver words catering for the needs of all pupils. This need to become routine practice in all classes.
- High quality resources e.g. *Come and See* website, *God's and Church's Story*, audio and visual media, *John Burland* music etc. are employed to engage pupils in their learning.
- Other adults are mostly used effectively to optimise learning for pupils who need their intensive support.
- The Parish Priest visits school and supports teachers when delivering aspects of the *Come and See* programme e.g. the Sacramental topics; Baptism and Marriage.
- Evidence in books shows that marking is always positive but not always linked concisely enough to the lesson objective. Occasionally, next steps are used. These inconsistencies will diminish at staff become much more adept at using the standards when planning from the *Come and See* programme.
- In the best lessons achievement and effort are celebrated immediately leading to good levels of motivation from pupils. This was particularly evident in Reception where pupils were eagerly awaiting to take part in their role play activities with the class teacher. They talked animatedly about being the parish priest, joining the procession or reading from the lectern. Others who were accessing continuous provision activities were stimulated, keen and highly focussed on their tasks.
- The school has created 'learning journals' for all classes to enable staff to evidence all aspects of the *Rejoice* week of the of the topic culminating in the class celebration itself.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors are ensuring that the Religious Education curriculum meets the requirements of the Bishops' Conference. However, timetabling needs to be more rigorously looked at to ensure that children are receiving their entitlement to quality Religious Education in full parity with other core curriculum subjects.
- Since the last inspection the *Come and See* programme has been fully implemented across the school and all relevant documentation is embedded.
- Leaders and governors' self-evaluation of Religious Education is good. It is an accurate reflection of assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education.
- The subject leader regularly attends Archdiocesan in-service training to support planning, monitoring, evaluation and assessment of the subject. This has been effectively cascaded to staff to bring about improvements in teaching and learning and raise standards in Religious Education.
- The subject leader for Religious Education is enthusiastic, has made a commitment to undertaking her role effectively and there is an action plan in place. She has enabled staff to plan for improvements to teaching and learning in Religious Education by using the suggested planning proforma. She has made effective use of assessment and moderation by clustering with other schools in the locality to support on-going teaching and learning.

- Whole school tracking is in place which is now directly linked to the changes to the interim standards in Religious Education.
- A commitment has been made by leaders and governors to ensure that there is a link governor for Religious Education who can effectively support the subject leader in her role. It was suggested this may involve changing committee group membership to ensure Standards of Religious Education are shared and more importantly the impact of them discussed regularly at governor meetings.

COLLECTIVE WORSHIP

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

- Pupils response to and participation in the school's Collective Worship is good.
- Pupils act with reverence and are keen to participate in Collective Worship.
- They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils are involved in planning, preparing and leading worship with confidence, enthusiasm and a degree of independence.
- Pupils are not yet routinely evaluating Collective Worship, either as a leader or a participant. This needs to be further developed across the school.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer.
- Pupils value and participate voluntarily in liturgy. A 'Good News' prayer group has been developed in the school and meets regularly on a weekly basis. Pupils say that they really enjoy these experiences.
- Pupils have a very good understanding of the Church's liturgical year, its seasons and feasts. They regularly celebrate together at Mass as part of the parish community.
- The experience of being a part of a praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- On the day of Inspection leaders of Collective Worship routinely 'questioned' pupils and invoked a 'hands up' response rather than using rhetoric to help pupils to reflect more deeply on the Word. What was observed was an interactive mini-lesson rather than a reverent, silent and reflective quality Collective Worship experience.
- Evidence collated by the school suggests some staff are becoming more skilled in delivering quality Collective Worship and facilitating pupils when planning and delivering quality worship.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Staff benefit from using the '*Come and See for Yourself*' Collective Worship materials prior to beginning a new Religious Education topic.
- Prayer experiences and worship is given a high priority in the school. However, not all Collective Worship is evaluated by pupils and staff and this needs to become routinely practised in the school.

- Relevant staff have a very good understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have good experiences of the Church's liturgical life.
- Opportunities are routinely planned in a manner that facilitates attendance by other adults associated with the pupils and the school. Parents and parishioners are welcomed to worship within the school community during 'Rejoice' assemblies. This could be developed further through 'Stay and Pray' or 'Pick up and Pray' opportunities being offered at the start or end of the school day.

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

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders and governors know how to provide policies and guidelines to plan and deliver quality Collective Worship. The subject leader has attended recent Archdiocesan advanced training and has cascaded this to staff. However, it is highly recommended that the whole staff undertake beginners Collective Worship training delivered by a member of the Christian Education Team to ensure that they are modelling best practice. A policy for Collective Worship is in place.
- Leaders and governors have a very good understanding of the Church's liturgical year, seasons and feasts.
- A commitment has been made by leaders and governors to ensure that there is a link governor who can effectively support the subject leader in her Collective Worship role. She is a member of the 'Good News' group and active in her own parish ministry.

What the school needs to do to improve further

- Further develop the quality of teaching and purposeful learning in Religious Education by:
 - ensuring teachers and other adults routinely develop the language of the standards i.e. driver words into their day to day repertoire to more accurately support pupils throughout the plan, teach, review, assess cycle;
 - continuing to embed the new tracking system which supports assessment, reporting and monitoring of Religious Education for the new interim standards.
- Further develop the work being undertaken in Catholic Life by:
 - undertaking a full review of the Mission Statement led by a member of the Christian Education Team with pupils, staff and parents to ensure it meets Archdiocesan guidance;
 - continuing to embed 'Journey In Love' lessons to support Relationships and Sex Education across the school year;
 - beginning to develop a curriculum map for Relationships and Sex Education.
- Further develop the work being undertaken in Collective Worship by:
 - attending Archdiocesan training for the whole staff in planning, leading and modelling quality Collective Worship experiences.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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CATHOLIC LIFE

The extent to which pupils contribute to and benefit from the Catholic Life of the school	2
The quality of provision for the Catholic Life of the school	2
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school	2

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education	2
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	2

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship	2
The quality of Collective Worship provided by the school	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	2

Key to judgements: Grade 1 is outstanding, Grade 2 is good, Grade 3 Requires Improvement and Grade 4 Inadequate