

St John Vianney Catholic Primary School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 103715 |
| Local Authority | Coventry |
| Inspection number | 376953 |
| Inspection dates | 17–18 October 2011 |
| Reporting inspector | Michael Bartleman |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 199 |
| Appropriate authority | The governing body |
| Chair | John Teahan |
| Headteacher | Veronica Gosling |
| Date of previous school inspection | 25 June 2009 |
| School address | Mount Nod Way Mount Nod Coventry CV5 7GX |
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 17 lessons, observing nine teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 75 questionnaires completed by parents and carers, as well as others completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively does provision in the Early Years Foundation Stage promote good learning and development?
- How well do the quality of teaching and the use of assessment information support and challenge all groups of pupils?
- Are all pupils making sustained progress?
- How effectively are all leaders, including the governing body, driving improvements for teaching and learning and pupils' outcomes?

Information about the school

In this average-sized primary school, the vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils known to be entitled to free school meals. The Early Years Foundation Stage provision consists of one Reception class. An increasing number of pupils are joining the school mid-way through an academic year. The before- and after-school club is run by a private provider. The school has achieved Healthy school status and Eco-school bronze award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St. John Vianney School provides its pupils with a good education, a view which is endorsed almost unanimously by parents and carers returning the inspection questionnaire. The recently appointed headteacher has a good grasp of the school's strengths and areas for development already and has plans in place to enhance provision. Parents and carers appreciate the school's approach to education, with one writing that 'The nurturing ethos, together with creative and good teaching, has meant that our child has thrived in his social, emotional and academic development.' Leaders at all levels are making good contributions to school improvement although more-formal lesson observations have not been routine practice and teachers do not regularly analyse progress data. The governing body is well informed, supportive and influential in its role. It is involved fully in self-evaluation and has an accurate view of the school. Alongside all leaders, it provides good leadership and management. Together with the progress made since the previous inspection that means the school has good capacity for sustained improvement.

Children get off to a satisfactory start in the Early Years Foundation Stage, where they settle well and make at least expected progress. There is a broad range of activities on offer to children, although assessment information and the outside area are not used to their full potential. Attainment at Year 6 has been above national levels since the last inspection. Current work shows attainment in Year 6 is above levels expected in English and mathematics, which represents good progress across the school. The school's effective programme for the teaching of reading and linking sounds and letters has ensured that reading and writing develop well.

Good relationships abound in this friendly and welcoming school and notably pupils cooperate well with each other. The pupils enjoy taking responsibilities in a vibrant school community and have an outstanding involvement with the local and parish communities. Notable aspects of the school council are the way it is divided into sub-committees with all Year 6 pupils taking part and its role in the appointment of the new headteacher. The school environment plays a big part in creating the positive school ethos. Many examples of colourful and interesting work by pupils are displayed throughout the school.

Teaching is mostly good, although there are variations in the way assessment information is used to plan tasks at the right level of challenge, throughout the school. Pupils benefit from very positive relationships with their teachers in lessons. Teachers' questioning stimulates pupils well, but there are inconsistencies in the

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extent to which teachers focus on learning, use targets to challenge and develop pupils' independent skills. The school's developing creative curriculum interests pupils well and adds to their enjoyment when it gives many opportunities for writing with a real purpose. Pupils' behaviour is good, but in a few lessons, the pace slows, their concentration wanes and they become restless. Teaching assistants are well deployed; this reflects the well-managed and effective arrangements to support pupils with additional needs.

Links with parents and carers are good. The school is highly inclusive and all pupils are treated equally: they make a substantial contribution to aid the smooth running and improvement of their school. Outstanding pastoral care, guidance and support for pupils and their families are key factors in the school's success and contribute strongly to pupils' good personal development. Pupils have extensive knowledge of how to keep themselves safe, including when using the internet and a good knowledge of how to maintain a healthy lifestyle, reflecting the school's Healthy School status. Attendance rates are high. Pupils' positive views of and pride in their school are reflected in their commitment and enjoyment of school. They are well prepared for the next stage of their learning.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching by:
 - using assessment information to plan appropriate and challenging tasks for all pupils
 - ensuring that teaching promotes learning at a good pace consistently so that pupils remain fully involved in the learning
 - ensuring all teachers take responsibility for assessing pupils regularly and making sure that they are on track to meet challenging targets in relation to their starting points.

- Improve provision in the Early Years Foundation Stage by:
 - extending opportunities for children to learn independently
 - using assessment information more consistently to plan the next steps in children's learning
 - making better use of the outside area to broaden the children's learning experiences
 - developing the role of the Early Years Foundation Stage coordinator in monitoring children's learning and outcomes.

Outcomes for individuals and groups of pupils

2

Children start school with a range of abilities, but overall their knowledge and skills levels are broadly similar to those expected for their age. They make good progress and attain above-average standards in reading, writing and mathematics by the end

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of Year 6. Pupils with special educational needs and/or disabilities make good progress also, exceeding the rate of progress of similar pupils nationally. That is because the school’s tracking ensures that additional well-focused support, particularly in reading and writing, is provided to meet their needs and they are encouraged to take a pride in their achievements. All pupils work hard in lessons, enjoy their learning and respond very well to their teachers’ varied and well-planned lessons. Pupils have competent information and communication technology (ICT) skills. For example, Pupils in Year 6 used computers to publish and illustrate their work to make a class book. They used their good knowledge of personification to plan and write examples for themselves. They produced work of high quality and this reflected the well-structured lesson and support from the class teacher.

Pupils excel in several aspects of their schooling. The quality of both instrumental music and singing is high. Throughout the school, pupils are gaining a good grounding in the Spanish language. Pupils use their academic skills in a way that promotes their future economic well-being effectively. For example, they took care to cost, buy and price the food they sold to parents and carers in order to make a profit for charity. Older pupils are knowledgeable about the life, beliefs and cultures of people across the world. The many sporting opportunities, including partnership activities and competitions, ensure they maintain healthy lifestyles. Pupils feel confident there is always someone in school among the staff and their peers who they can confide in and know that they are each valued and respected.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 2 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils’ attendance ¹ | 1 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The school provides effectively for the pupils in its care. Teachers know their pupils and families well and ensure that they have the individual support they need to make good progress. Relationships are strong and many lessons are fun. Teachers are good at encouraging pupils to use their skills across the curriculum. Information and communication technology is used very effectively by teachers and pupils alike. Pupils are questioned skilfully in lessons, both to evaluate understanding and to extend learning. Occasionally, explanations are too lengthy, with pupils spending too long listening to adults. In those lessons, the pace of learning is too slow and there are not enough opportunities for pupils to contribute their ideas. Marking does not consistently provide pupils with sufficient guidance, although teachers are increasingly using assessment information to set targets and gauge progress.

Adults make good use of their expertise by providing specialist teaching to pupils in Spanish, music, and ICT. A wide variety of additional activities, residential visits, visitors and clubs enhance pupils' learning experiences well, including 'Imagineering', sports activities and effective links with local industry. During the inspection, all the pupils enjoyed the production of 'Oliver' by a visiting theatre group. Sensitively planned religious experiences enable all pupils to develop valuable insights into each other's beliefs and traditions. The before- and after-school club offers a good range of activities and is greatly appreciated by parents and carers. The school's transition arrangements ensure pupils are well prepared to move easily into and out of school and between classes.

Procedures for ensuring pupils' safety are rigorous. All staff have up-to-date training in child protection and first aid. The environment is made as safe as possible and pupils are taught how to make sure they keep themselves and others safe. Teachers are skilled in helping pupils to develop self-esteem, confidence, high aspirations and empathy for others. Their high expectations of pupils' attitudes and personal responsibilities make significant contributions to the harmonious environment and pupils' good behaviour. During a time of change, the school has been committed to maintaining a strong bond between school and home and most parents and carers are regular visitors to school. Any concerns, either at school or from home, are shared and acted upon so that the school ensures pupils' well-being is at the heart of its work.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: | |
| The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

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The aspirational headteacher has made a good start in sharing her vision for the continued development of the school. Priorities are focused well on the pupils’ learning and personal development. The overriding achievement of the school team, including the governing body, is in the strong community spirit and sense of purpose among all stakeholders. Pupils new to the school are made very welcome and swiftly settle into school routines. Teachers are observed informally, but the outcomes of the observations sometimes lack helpful feedback to enable individuals to celebrate good practice and make improvements.

The school promotes equality of opportunity in all its work and is constantly alert to any discrimination. Pupils’ progress is tracked closely, with particular attention to the performance of different groups. All groups achieve equally well and they all have opportunities to take part in a wide range of enrichment activities. As a result, St. John Vianney is a highly inclusive school where pupils are able to take full advantage of all it has to offer.

The governing body’s effectiveness is good. It is knowledgeable about pupils’ progress and ensures that all procedures for safeguarding pupils are fully in place. Policies are robust, but would benefit from a more structured cycle of review. Parents and carers are kept well informed about their children’s progress and school events. They meet with teachers regularly when they come to school. School leaders and the governing body take seriously any issues parents and carers may have and keep them informed during recent changes in staffing and leadership. The school’s provision for promoting community cohesion is good, with effective plans constructed that help the school to engage with a range of community groups beyond the school and the immediate community. The pupils’ heightened awareness of the plight of other people around the world through their charity fundraising work is one of many examples of the school’s approach in this area.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |

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The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

At the time of the inspection, children had only been in school for five weeks. They have settled in well and are enjoying their activities in school. Most of the current group has age-expected levels of knowledge and skills. Children’s personal development is promoted well and they make at least satisfactory progress in most areas of learning. Attainment in communication, literacy and language and in number is often above average for the majority of children when they join Year 1. However, weaker aspects include pupils’ knowledge and understanding of the world and boys’ writing. The classroom environment offers a broad range of activities, both indoors and outdoors, but does not provide sufficient stimulation to engage children’s curiosity or introduce them to activities which kindle their imagination and break down gender stereotypes. Adult-guided sessions seen during the inspection are more effective than the child-initiated ones because of the limited choice of activities made available, the children’s lack of independence and the few interactions between children and staff to take learning forward. The teacher and teaching assistants record children’s progress regularly, using samples of work, photographic evidence and comments on the children’s achievements in their ‘learning journeys’. However, the information is not used effectively to plan day-to-day learning opportunities. As a result, children’s progress is satisfactory in lessons. There are good procedures to help children make the transition from the playgroup, including regular visits to share activities in school.

Leadership and management of the Early Years Foundation Stage are satisfactory. All welfare requirements are met and relationships with parents and carers are positive, but there have been limited opportunities to monitor provision. Staff have implemented a letters and sounds programme; this has reduced, but not eliminated, the gap which exists between girls and boys in literacy by the end of the Reception Year. Children’s relationships with adults are positive and trusting. Consequently, children are happy and behave well. Children understand the need to keep themselves safe and healthy and know why they wash their hands before eating.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

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Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire declared themselves to be extremely satisfied with the school; a response reflecting the school's good links with parents and carers. All those who replied agreed that their children enjoy school, that teaching at the school is good, and that the school encourages a healthy lifestyle. The vast majority declared themselves happy with the school's leadership, that the school keeps their children safe and with provision overall. Inspectors found all aspects of the school, apart from Early Years Foundation Stage, to be at least good, thus endorsing those views. There were many positive comments and very few minor concerns relating to the changes in school staff and leadership and how the school responds to parental concerns.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John Vianney Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 56 | 75 | 19 | 25 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 54 | 72 | 19 | 25 | 2 | 3 | 0 | 0 |
| The school informs me about my child’s progress | 44 | 59 | 26 | 35 | 1 | 1 | 2 | 3 |
| My child is making enough progress at this school | 48 | 64 | 22 | 29 | 2 | 3 | 0 | 0 |
| The teaching is good at this school | 50 | 67 | 24 | 32 | 0 | 0 | 0 | 0 |
| The school helps me to support my child’s learning | 51 | 68 | 19 | 25 | 4 | 5 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 50 | 67 | 25 | 33 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 50 | 67 | 20 | 27 | 0 | 0 | 0 | 0 |
| The school meets my child’s particular needs | 47 | 63 | 26 | 35 | 2 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 45 | 60 | 24 | 32 | 1 | 1 | 3 | 4 |
| The school takes account of my suggestions and concerns | 38 | 51 | 29 | 39 | 6 | 8 | 0 | 0 |
| The school is led and managed effectively | 42 | 56 | 29 | 39 | 2 | 3 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 56 | 75 | 18 | 24 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 October 2011

Dear Pupils

Inspection of St John Vianney Catholic Primary School, Coventry, CV5 7GX

Thank you for making us feel welcome at your school. We have judged that yours is a good school. Through talking to you, we know that there are many things that you like about your school.

Here are some of the best things that we found in your school.

- You make good progress in lessons thanks to good teaching.
- You reach above-average standards in English and mathematics by Year 6.
- You enjoy school and your behaviour is good.
- You show respect for each other and help each other around school.
- You say you like the residential visits and the wide range of activities and interesting lessons.
- You have an excellent understanding of what keeps you safe.
- You make an outstanding contribution to the school and local community.

To make things even better for you, we have asked the headteacher and staff to make sure that:

- all teaching is good or better
- the provision in the Reception class encourages the younger children to be independent, both indoors and outdoors.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Michael Bartleman
Lead inspector (on behalf of the inspection team)

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