

St John Vianney's Catholic Primary School

Glastonbury Avenue, Marton, Blackpool, Lancashire, FY1 6RD

Inspection dates 11–12 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well in reading, and especially well in writing and mathematics throughout the school.
- Children get a very good start to their learning in the Early Years Foundation Stage.
- Teaching is good across the school. Staff know pupils well and have high expectations of them. As a result, pupils learn quickly.
- Pupils eligible for support through the pupil premium, disabled pupils and those with special educational needs, and those who speak English as an additional language achieve well because they are well supported and work is planned to meet their needs.
- Pupils' behaviour and safety are outstanding. There are good relationships all round. Pupils enjoy coming to school and learning and are keen to succeed. They say they are very well looked after and feel very safe in school.
- School leaders and governors have a very clear understanding of how well the school is performing and where it can do better. They have worked well together to improve the quality of teaching and raise pupils' achievement since the previous inspection.
- Pupils' spiritual, moral, social and cultural development is strong.
- Parents are very supportive of the school.

It is not yet an outstanding school because

- Occasionally pupils are not given work that is hard enough to challenge them to make the best possible progress.
- Achievement in reading is not as strong as in writing and mathematics, particularly for boys at Key Stage 2.

Information about this inspection

- Inspectors observed teaching and learning in 29 lessons, taught by 17 teachers. Two lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with school leaders and with three governors, including the Chair of the Governing Body. Inspectors also spoke to a representative of the local authority.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during break and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 5 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and performance management information. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of 56 responses to the on-line (Parent View) questionnaire and 50 responses to the staff questionnaire.
- During the inspection the school was running a themed curriculum based on multicultural activities.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

David Deane

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Pupils are taught in 15 classes from the Nursery to Year 6.
- The proportion of pupils known to be eligible for the pupil premium is above average. (The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A large majority of pupils are from White British backgrounds. There is a small but increasing proportion of pupils of Polish heritage, some of whom are at an early stage of speaking English.
- The Associate Headteacher and Associate Deputy Headteacher joined the school in November 2013.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching to raise pupils' achievement so that more pupils make good progress, particularly in reading by boys at Key Stage 2, by ensuring that:
 - work set is always hard enough so that pupils are consistently challenged to make the best possible progress
 - pupils are given more challenging books and reading materials.

Inspection judgements

The achievement of pupils is good

- Most children join the school in the Early Years Foundation Stage with skills and knowledge that are generally below those typical for their age. Following recent improvements, they now make very good progress in the Nursery and Reception classes because they are well taught and have good opportunities to develop their skills. They are well prepared to enter Key Stage 1.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have been improving. In 2013 they were below average in reading and mathematics, and well below average in writing. The school's most recent data for current Year 2 pupils are much more positive and show that they have reached standards that are close to or above the national average. This represents good progress from pupils' starting points. Inspection evidence confirms that pupils in Year 1 and Year 2 are currently making good progress.
- Standards at the end of Key Stage 2 have risen since the previous inspection. In 2013 they were above average in reading and mathematics, and well above average in writing. The proportion of pupils who made the progress expected of them was above average in writing and mathematics, and close to average in reading. The proportion that made more than the progress expected of them was above average in writing, and close to average in reading and mathematics.
- Inspection evidence and the school's most recent data for Key Stage 2 show that all groups of pupils are continuing to make good progress and achieve well. Current Year 6 pupils are on track to make better progress this year, with a higher proportion doing better than expected in all subjects.
- Pupils achieve well in writing. There is a clear focus on spelling and grammar, and pupils write well in a range of styles across different subjects.
- Pupils have well developed numeracy skills. They can apply and use these skills effectively to solve mathematical problems in real-life situations.
- Pupils make good progress in reading because they have opportunities to read regularly and are well taught. Key Stage 1 pupils have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who achieved the expected standard in the Year 1 national phonics check has been average for the last two years, and pupils are on track to achieve above average standards this year.
- However, pupils' progress in reading is not as strong as in writing and mathematics, particularly for boys at Key Stage 2. This is because they are not always given books and reading materials that are challenging enough to extend their skills.
- Extra support and assistance, where needed, helps pupils supported by the pupil premium to make good progress. The attainment of pupils known to be eligible for free school meals in Year 6 in 2013 was around half a term ahead of other pupils in reading and mathematics, and just behind in writing.
- Disabled pupils and those with special educational needs achieve well and make good progress similar to that of their classmates. This is because their needs are accurately identified and they receive good support to help them learn from skilled teachers and teaching assistants, and the learning mentor.
- The most-able pupils make good progress overall, and are increasingly being given work that stretches them and enables them to reach their potential. However, in common with their classmates, they do not make progress as rapidly in reading as in writing and mathematics.
- Pupils who speak English as an additional language, including those of Polish heritage, are well supported and make progress at least as rapidly as other pupils.

The quality of teaching is good

- Teaching is typically good across the school, and some is outstanding. This was confirmed by teaching observed during the inspection, the work in pupils' books and the school's records of the quality of teaching. This enables pupils in all classes to learn well.
- Staff know pupils well and there are good relationships between pupils and teachers and teaching assistants. Staff typically have high expectations and set work that motivates and engages pupils in their learning. Pupils say that they 'have lots of fun, and learn a lot'. They speak positively about using information technology to research topics and plan their own learning. As a result they enjoy school and are keen to learn and do well.
- In a mathematics lesson Year 2 pupils were planning a party and were accurately measuring and making party drinks. They also measured and made place mats before decorating and laminating them. All pupils were challenged effectively and responded very positively to 'real' learning situations. As a result they made excellent progress.
- Teaching in the Early Years Foundation Stage has improved and is very strong. Staff ensure that learning is purposeful and well focused, and that children's interest is captured. Children are provided with a range of activities to develop their skills and there is a good balance between activities directed by the teacher and those chosen by the children. Good use is made of the very cramped teaching and outdoor learning environment.
- Although staff generally have high expectations of what pupils can achieve, they do not always make sure that the work set is challenging enough to enable pupils to learn as much as they could. Sometimes pupils are not given work that is hard enough to enable them to reach the highest levels and make the best possible progress.
- Teachers mark pupils' work regularly, consistently and well. They use praise effectively and give helpful suggestions for the next steps in pupils' learning. Pupils appreciate these 'perfect pink, grumpy green and yippee yellow' comments. They are increasingly given specific time to respond to them. As a result, pupils know how well they are doing and what they need to do to improve.
- Teachers and teaching assistants work well together to help disabled pupils and those with special educational needs. As a result these pupils make good progress and achieve well. Pupils supported by the pupil premium and those who speak English as an additional language also receive effective support when they need it. Consequently, they achieve as well as their classmates do, and better in some cases.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- Pupils get on very well with each other and with adults in the school and are very polite and considerate. This creates a very positive climate for learning. There is a very strong and caring ethos throughout the school.
- Pupils are very well engaged and motivated in lessons. They concentrate well, listen attentively to their teachers, and try their best to succeed. As a result lessons proceed very smoothly, with no interruptions to learning.
- Discussions with pupils and the school's behaviour records show that poor behaviour, including racist or discriminatory incidents, is very rare. A small number of pupils sometimes display challenging behaviour, but the school manages this consistently and effectively, often involving the learning mentor. There is evidence of improved behaviour for these pupils.
- Inspectors observed very good behaviour in lessons, in assemblies and around the school. Pupils behave responsibly in the school hall at lunchtime and play enthusiastically and safely on the very cramped playground during breaks.
- Pupils enjoy coming to school and are very proud of it. They wear their uniforms smartly. Attendance has risen and is now above average.
- The school's work to keep pupils safe and secure is outstanding.

- Pupils are very positive about feeling safe in school. They say that 'staff are very considerate and care about us'. Pupils know clearly how to keep themselves safe in different situations, including when using the Internet.
- Pupils have a very good knowledge of the different forms bullying can take, and say that there is 'hardly ever' any bullying in school. They are very confident that the school would sort it out quickly if it occurred.

The leadership and management are good

- Since her arrival the headteacher has provided very clear direction for the school and is strongly supported by the senior leadership team and middle leaders. They have successfully addressed the areas for improvement identified at the previous inspection and their actions have improved the quality of teaching, and raised pupils' achievement.
- There is very strong support for the school shown in the parent and staff questionnaires.
- School leaders at all levels, including governors, make good use of detailed information about pupils' progress and achievement. They have a very clear view of the strengths of the school, how well it is performing and where it could do better.
- The school improvement plan correctly identifies the key priorities for development and is firmly focused on further improving the quality of teaching and raising pupils' achievement. It is routinely evaluated and modified as the need arises. For example, leaders are aware that progress in reading is not as strong as in writing and mathematics, particularly for boys at Key Stage 2, and there are plans in place to address this.
- Senior leaders closely monitor the quality of teaching and learning, and middle leaders effectively check and evaluate pupils' performance in their areas. Any underachievement is addressed by providing pupils with extra help if they need it. Consequently all groups of pupils in the school are making good progress. This shows the school's commitment to providing equal opportunities for all.
- Information about the quality of teaching and pupils' progress is used to check how well teachers are performing and to identify where further support or training is needed. It is also used when making recommendations about teachers' pay.
- Staff work well to share good teaching within the school and there are increasing opportunities to share and observe outstanding practice as part of the teaching schools partnership.
- The curriculum is well planned and engages pupils effectively in their learning. It is enhanced by a good range of activities, clubs, trips and visits. During the inspection the school was successfully running a multicultural themed week that pupils greatly enjoyed.
- Pupils readily take on responsibility in a variety of ways, for example as members of the school council, as peer mentors or as members of the kindness club. The school has a strong Christian ethos and there are strong links with the local church and community. These all contribute to pupils' very strong spiritual, moral, social and cultural development.
- The school is using the additional primary school sport funding successfully to improve the quality of physical education in the school. Specialist coaches take lessons, run activities and train staff, and the school participates in a wider range of competitive sports. This is having a positive impact on pupils' lifestyles and physical well-being.
- The local authority has provided effective support for this improving school in areas such as training for middle leaders and governors, and fostering links with other schools.
- **The governance of the school:**
 - The governance of the school has improved since the previous inspection. Many governors are relatively new and they have undertaken training to improve their skills and effectiveness. They know how to analyse and use data about pupils' achievement and understand how this is linked to the quality of teaching. Governors hold the school to account by asking challenging questions about how well the school is performing and where it could do better. They ensure that the school's finances are well managed and that pupils' performance is considered when making decisions about teachers' pay. They are fully involved in the day-to-day life of the

school. They know how the pupil premium funding is spent and the impact it is having. Governors make sure that they meet all statutory requirements, including those related to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119598
Local authority	Blackpool
Inspection number	442426

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair	Cathy Butterworth
Headteacher	Elaine Allen
Date of previous school inspection	25 September 2012
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