

St John Vianney Roman Catholic Primary School

Stanley Road, London, N15 3HD

Inspection dates 24–25 February 2015

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders and governors do not ensure that teaching and achievement are consistently good.
- Leaders do not check on the rate of pupils' progress or the quality of teaching frequently enough. They have not tackled underachievement effectively and as a result, groups of pupils do not make good progress.
- Teachers do not always give clear instructions or set challenging work for pupils of all abilities. In some lessons, work is too hard or too easy and pupils lack guidance about what to do next.
- Marking does not consistently ensure that pupils know how to improve their work. They are not always expected to respond to the advice given.
- Progress is uneven across the school. Pupils do not make consistently rapid progress in reading and writing in particular.
- Standards are not high enough in writing at the end of Key Stage 1 and Key Stage 2, or in reading at the end of Key Stage 1.
- Pupils do not get enough opportunities to read regularly to an adult or write at length all subjects.
- The progress of pupils who speak English as an additional language and of disadvantaged pupils is not rapid enough to close the gaps between their attainment and that of their classmates.
- Disabled pupils and those who have special educational needs do not make good progress from their starting points.
- Support staff are not always deployed well from the start of the lesson in supporting pupils with learning.

The school has the following strengths

- The early years provision has improved and most children are making good progress.
- Pupils are happy at school and behave well. Attendance has improved and is above average.
- Safeguarding procedures are effective. Parents, staff and pupils say that pupils feel safe and know how to keep themselves safe.
- Most pupils make good progress in mathematics in Key Stage 2 and attain standards that are above the national average.
- Provision for the spiritual, moral, cultural and social development of pupils is strong. Pupils understand the importance of having respect for others. They are extremely welcoming to visitors.

Information about this inspection

- Inspectors observed pupils’ learning in 19 lessons. Five of these were jointly observed with senior leaders.
- Inspectors spoke with pupils both informally and formally. They heard younger pupils read and talked to them about their reading habits.
- Inspectors took account of the views of parents, including the 38 responses to the online questionnaire, Parent View. They also talked to several parents before school. Inspectors considered the views of staff expressed in 27 responses to the inspection questionnaire.
- Discussions were held with representatives from the local authority’s advisory service and members of the governing body including the Chair. Inspectors held meetings with members of the senior and extended leadership teams, and other staff.
- Inspectors examined information on pupils’ progress and the work of a randomly selected group of pupils. They also looked at records of learning of children in the Nursery and Reception. Other school documentation considered included: the school’s self-evaluation and development planning, the minutes of governing body meetings and information on pupils’ achievement. Behaviour logs, policies and information relating to child protection and safeguarding were scrutinised.

Inspection team

Barbara Firth, Lead inspector

Additional Inspector

Hazel Callaghan

Additional Inspector

Sarah Jones

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The majority of pupils are of minority ethnic heritage and speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is well above the national average.
- There is one class in the Nursery and one in the Reception Year. All children attend the Nursery part time and Reception full time.
- The proportion of pupils eligible for support through pupil premium funding is above the national average. The pupil premium is additional government funding to support those who are known to be eligible for free school meals or who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been changes to leadership at all levels since the previous inspection. The acting headteacher has been in post since September 2014 having been the deputy headteacher for the previous five years. Governors intend to appoint a substantive headteacher by September 2015. There are changes in middle leadership, and the two assistant headteachers have been appointed in an acting capacity.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good by ensuring that:
 - the clarity of teachers' instructions enables pupils to focus on the intended learning
 - activities are challenging for pupils of different abilities
 - support staff make a full contribution to pupils' learning throughout the lesson
 - the quality of marking is consistently good, so all pupils are clear about what they need to do to improve their work
 - pupils act upon the advice given in teachers' marking.
- Improve pupils' progress, particularly in reading and writing, by:
 - ensuring that pupils across the school have regular opportunities to practise and develop their reading skills to a high level
 - ensuring pupils write more frequently in subjects other than English
 - accelerating the progress of pupils who fall behind, particularly disabled pupils and those with special educational needs, those who speak English as an additional language, and disadvantaged pupils.
- Strengthen the impact of leaders and managers by developing the skills of leaders at all levels, so that:
 - underachievement is tackled in a timely manner
 - the quality of teaching and the rate of pupils' progress is accurately evaluated on a regular basis
 - checks on the quality of teaching focus more rigorously on how well pupils are learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Over time, leaders and managers have not successfully ensured that the quality of teaching and the progress that pupils make are consistently good across the school. Leaders do not check on the quality of teaching, or its impact on pupils' learning, rigorously or frequently enough.
- The acting headteacher has the confidence and respect of the staff. With other leaders, she has identified the right priorities to improve the school. There are positive indications that improvements are being made, but it is too soon to be sure of the full impact of these on teaching and achievement.
- Procedures for monitoring pupils' progress are in place but, over time, they have not guaranteed that underachievement is identified and responded to in a timely manner. Consequently, some pupils, including disadvantaged pupils and those who speak English as an additional language, have lacked equal opportunity to make better progress or achieve higher standards.
- Leaders' evaluation of teaching places emphasis on what teachers do rather than on how well pupils learn. As a result, leaders' judgements about the quality of teaching are, sometimes, overly generous. Nevertheless, there are recent signs that teaching is improving as a result of a heightened focus.
- Effective processes support leaders in holding teachers to account for the progress of the pupils they teach. The training provided is linked to staff's performance and responsibilities. Staff new to the school are mentored by leaders who are able to share good practice.
- Middle and senior leaders are enthusiastic and determined to improve teaching. However, their involvement in the monitoring of its quality in their areas of responsibility is limited. Consequently, they do not all have an accurate view of how well groups of pupils are progressing or the impact that extra help to support progress is having on pupils' achievement.
- The pupil premium is not always used well enough to enable disadvantaged pupils to achieve well. The difference between the attainment of these pupils and others in school at the end of both Key Stage 1 and Key Stage 2 is not reducing fast enough. However, current school information shows that, since September, this gap is narrowing, particularly in mathematics in Key Stage 2 and in reading and writing in Key Stage 1. The school uses some pupil premium funding effectively to support pupils' behaviour through small groups and art therapy.
- The impact of the leadership of special educational needs and deployment of support staff is not consistently effective. Consequently, disabled pupils and those with special educational needs do not all make good progress.
- The physical education and sports premium provides pupils with a wider range of sporting opportunities after school and within the curriculum. Sports coaches are working alongside teaching staff to improve the quality of teaching of physical education across the school. The school can show that pupils are now more enthusiastic and take up more after-school sporting opportunities. There is a decrease in the incidence of obesity as pupils show understanding of the importance of physical exercise and healthy lifestyles.
- The range of subjects taught is broad and balanced covering the requirements of the National Curriculum. Information about what pupils are learning about in different subjects is shared with parents on the school's website and through class newsletters. As a result, parents know what their children are learning and can support them at home.
- The school promotes pupils' social, moral, spiritual and cultural development very well. There are many visits and visitors, and opportunities for sport, art and music. These enrich pupils' learning experience and contribute to their understanding of, and respect for, each other's cultures and religions. The school ensures that British values of democracy, tolerance and responsibility are strongly endorsed. For example, the school council is democratically elected and contributes well to upholding the school's behaviour policy. Pupils are well prepared for life in modern Britain.
- Until recently, the local authority gave the school limited support, mainly confined to termly discussions about pupils' achievement. The level of support has increased during this school year to provide support for the acting headteacher, the early years provision and the recruitment of a substantive headteacher. The impact of local authority support is most evident in the good early years provision.
- The school's safeguarding arrangements are rigorous and meet statutory requirements. As a result, pupils feel safe and attend regularly.
- Staff make sure that pupils behave responsibly in all situations, and that discrimination is never tolerated.
- Leaders foster excellent relationships with parents. Parents who responded to Parent View or who spoke to inspectors during the inspection were well informed about the school's work.
- **The governance of the school:**
 - Governors are committed to supporting the further improvement of the school and are ambitious for all

pupils to achieve their potential. However, they do not know enough about the quality of teaching in the school or how well pupils are achieving. They bring relevant skills to strengthen leadership. They are up to date with their training and understand the data on pupils' progress and attainment well. Governors are gaining in confidence in asking searching questions to challenge leaders. Supported by the local authority, they hold the acting headteacher rigorously to account for the school's performance.

- Governors oversee the performance management of staff. They ensure that teachers are rewarded appropriately for their work based on how effective they are. Governors make sure that staff training is linked to improving teaching and to leadership development.
- Governors visit the school regularly to gain a better understanding of the quality of its work. They ensure that the school keeps pupils safe. Governors have good links with parents and the local community. They know how additional funding for the pupil premium and school sport is used. They are aware that the pupil premium is not yet having sufficient impact on disadvantaged pupils' progress.
- Governors ensure that financial management is secure.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Teachers show respect and courtesy to pupils, who reflect this in their own good behaviour.
- Inspectors saw no disruption to learning in lessons in any part of the school. School records, and staff, parents' and pupils' comments indicate that behaviour, although not impeccable, is typically good. The school records show that leaders act quickly to support pupils whose behaviour causes concern.
- Pupils are ambitious and keen to learn. They enjoy the wide range of subjects taught. They concentrate well in lessons and try their best, even when the activities they are given are not explained well or are too hard or too easy. Pupils' books show that they try hard to present their work well.
- Lunchtimes and break times are joyous occasions, with pupils mixing and playing happily with each other.
- Pupils take a pride in their school. No litter was seen during the inspection. Attendance is improving because the school discusses the importance of regular attendance with parents. Consequently, attendance is above average and there are currently no pupils persistently absent from school. Punctuality is good.

Safety

- The school's work to keep pupils safe and secure is good. Inspectors agree with parents, staff and pupils that this is a caring school. The school prioritises pupils' emotional well-being and safety, as well as their academic needs.
- School leaders ensure that checks on staff prior to appointment are robust. They keep the building very secure from intruders and check all visitors thoroughly before admitting them to the school.
- Pupils know how to stay safe in a range of situations, including when using computers and social media. Older pupils are part of the 'London Citizen' scheme. They have worked with the local community to identify 'safe places' on the route to school for all pupils to access if they are worried.
- Pupils have a good understanding of the different forms that bullying can take, including, for example, verbal, racist and cyber bullying. They say that incidents of bullying are rare and that should any occur they would have no hesitation in contacting staff. Pupils have confidence that any member of staff would deal with such behaviour effectively.

The quality of teaching requires improvement

- The quality of teaching is not consistently good in reading and writing. It does not ensure that pupils achieve well in these subjects. It is not strong enough in Key Stage 1 to enable pupils to achieve well in mathematics. Pupils of different abilities, including the most able, are not consistently challenged to enable them to make rapid progress.
- Teaching does not always promote the better progress needed to close gaps between the attainment of disadvantaged pupils or those who speak English as an additional language, and that of others quickly enough.
- Pupils occasionally make unnecessary mistakes when teachers do not explain clearly what they are to learn and do. Sometimes the work given to pupils is too easy and does not challenge pupils sufficiently.

This restricts their progress.

- Teaching of mathematics in Key Stage 2 is more effective than in other subjects. Teachers' good subject knowledge enables them to explain points that pupils find difficult to understand, greatly assisting their progress. Observations of learning and analysis of pupils' work reflect a number of strengths including a good understanding and coverage of the curriculum in mathematics.
- The teaching of disabled pupils, those with special educational needs and those pupils who speak English as an additional language is tailored to their particular needs. However, the support they receive does not ensure that their progress accelerates sufficiently to overcome the issues they face and close the gaps with their classmates.
- The deployment of support staff at the start of a minority of lessons does not support pupils' learning well enough. For example, in a writing lesson, teaching assistants were not deployed in a timely manner to support groups of pupils. As a result there was too much delay in providing challenge for those pupils who found the task too easy.
- Improvements in the teaching of phonics (the sounds that letters make) have resulted in more pupils reaching the nationally expected standard by the end of Year 1. However, leaders have not ensured that there are enough opportunities across the school for all pupils to be supported with their reading in order to develop skills at a higher level.
- The teaching of writing is not consistently good across the school. Pupils are knowledgeable about different types of writing but are not given enough opportunities to practise writing in different subjects.
- There are some examples of effective marking. However, teachers do not consistently provide helpful comments or give practical advice as to how pupils can improve their work. Pupils are not consistently given the time to act upon what the teacher advises them to do and this restricts their progress.
- Teachers have high expectations of pupils' behaviour, and relationships are positive. Good attitudes towards learning start in the early years provision. In all subjects, pupils learn to take turns and respect each other's views.
- Teaching in the early years provision has improved and is consistently good. It is having a positive impact on children's progress. They make good progress because of teachers' higher expectations and the increased opportunities to practise their reading, writing and number skills.

The achievement of pupils

requires improvement

- Pupils' work reviewed during the inspection and the school's data on pupils' performance confirm that achievement requires improvement. Progress is not consistently good across subjects and classes.
- Children in the Nursery enter with knowledge and skills below those typical for their age, especially in language and communication. The proportion that reaches a good level of development by the end of Reception has been lower than the national average for the last two years. Standards have improved considerably due to better provision. Consequently, in 2015, the proportion of children reaching a good level of development on entry to Year 1 is predicted to be at least in line with the national average. Children are currently achieving well.
- Standards at the end of Key Stage 1 in 2014 were below average in reading, writing and mathematics. Standards were lower than in 2013. However, reliable school data suggest that pupils are currently on track to improve standards in mathematics and reading in 2015. Progress in writing lags behind.
- Although improving, the proportion of pupils that reached the expected standard in the Year 1 phonics check has been below the national average for the last two years. Some pupils are unable to read unfamiliar words and lack confidence in using phonics to help them read.
- At the end of Key Stage 2 in 2014, attainment was below that of 2013. It was broadly average in reading and writing, but better in mathematics. The school's data on attainment and progress, and the inspection findings suggest that pupils are currently on track to improve standards in writing in 2015.
- Achievement in mathematics is better than in reading and writing and pupils make good progress in the subject because they are taught well. In 2014 an above average proportion of pupils made expected or better than expected progress across Key Stage 2.
- Although there are examples of individual success, the progress of disabled pupils and those who have special educational needs is not consistently good. Teaching is not fully effective in ensuring that they make the progress they could from their individual starting points.
- Most-able pupils do not make the progress of which they are capable. As a result, not enough pupils attain the higher levels, particularly in reading and writing. Their attainment in these subjects is not always high enough because teachers do not challenge them to learn more. There are insufficient opportunities for the most able to advance their reading skills. Consequently, the proportion of pupils attaining the higher levels

is below the national average in reading and writing at the end of Key Stage 1, and in writing at the end of Key Stage 2.

- Pupils who speak English as an additional language are not all attaining the levels they could. Teachers are not providing enough opportunities for these pupils to develop their skills in all subjects from their individual starting points.
- Disadvantaged pupils do not achieve well enough. In 2014, Year 6 pupils supported by the pupil premium were three terms behind others in school in writing and mathematics, one and a half terms behind in reading and two terms behind in their use of grammar, punctuation and spelling. Disadvantaged pupils in school attain better as compared to other pupils nationally. The gap in 2014 was 1 term in mathematics, half a term in reading and two terms in writing.
- Pupil premium funding has been used to increase the amount of support provided for disadvantaged pupils. The use of the funding is beginning to have a positive effect in closing the gap in attainment between these pupils and others across the school. The funding spent on behavioural and emotional support is having a positive impact on some individuals' behaviour and attendance.

The early years provision

is good

- The early years provision is more effective than that in the main school because children are helped to learn well and to make good progress throughout Nursery and Reception. Consequently, they are achieving better than other pupils.
- Teachers and other staff in the early years provision enable most children to make good progress in all areas of their development. This includes those children who speak English as an additional language, disabled children and those with special educational needs.
- In the Nursery, teachers prepare children well by building their confidence to ask questions, explore different activities and begin to share and play with other children.
- In the Reception class, teachers continue to develop children's language and number skills, and build their confidence. When necessary, adults effectively encourage those children who lack confidence in their learning and decision making. Most children make good progress and are well prepared for entry to Year 1.
- The good leadership of the early years provision is well supported by the local authority. Recent changes are ensuring that all aspects of learning are good and that most children make good progress from their starting points. All staff work very well together as a team.
- Parents are involved from the time their children enter the school. They regularly visit the school to help their children learn. Teachers and other staff build the confidence of parents to continue to help their children when they are at home.
- Children learn in an emotionally and physically safe environment, where staff present a confident, caring and cheerful approach to learning. As a result, children's behaviour is good and they play well together. They use resources carefully so that they and their friends can play safely.

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	102152
Local authority	Haringey
Inspection number	449374

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	244
Appropriate authority	The governing body
Chair	Susan Goddard
Headteacher	Nuala Kennedy (Acting Headteacher)
Date of previous school inspection	22 May 2007
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