

# St John Vianney RC Primary School

Stanley Road, Tottenham, London N15 3HD

## Inspection dates

14–15 March 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's calm, measured and incisive leadership has ensured that pupils make good progress and develop into confident young people.
- Governors are knowledgeable, reflective and self-critical. These qualities enable them to provide effective challenge and support to school leaders. Together with the headteacher, they have ensured that the school is improving rapidly.
- Major changes to the curriculum have ensured that it is relevant and interesting for pupils. In particular, the mathematics curriculum has changed radically and pupils enjoy this new approach. However, teaching in mathematics does not always provide enough opportunities for pupils, including the most able pupils, to deepen their understanding.
- Teaching, learning and assessment are good. Teachers have strong subject knowledge and make sure that pupils always know what is expected of them. Pupils enjoy learning and make good progress.
- Pupils make good progress in reading, writing and mathematics at key stages 1 and 2. This is as a result of consistently strong teaching.
- Pupils' progress in writing in English is particularly strong. Pupils plan sentences and paragraphs carefully and teachers ensure that they have a rich vocabulary. Pupils' writing in other subjects is less well developed.
- Pupils' personal development is outstanding. They know about British values and can explain what they mean. This helps them build good relationships with each other based on mutual respect and tolerance.
- Pupils' behaviour is outstanding. Their conduct in school is exemplary and they manage their own behaviour very well at break- and lunchtime.
- Disadvantaged pupils are supported very effectively. They are now making better progress than in the past and differences between their achievement and that of other pupils nationally are diminishing.
- The headteacher has galvanised support for the school from staff, parents and pupils. Morale is high and responses to the survey questionnaires were full of praise for the school.
- The provision for the early years is good.

## Full report

### What does the school need to do to improve further?

- Improve teaching and pupils' outcomes by ensuring that:
  - teaching in mathematics provides more opportunities for pupils, including the most able pupils, to deepen their understanding
  - pupils have opportunities to develop their writing in subjects across the curriculum to the same level as in English.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher's vision and moral purpose have ensured that the school has improved rapidly since the previous inspection. The school is inclusive and staff have the highest expectations of all pupils. Staff are clear about their role in making sure that all pupils achieve to their full potential.
- The headteacher has introduced many changes since he took up his post. These are having a very positive impact on teaching and pupils' learning and progress. Change has been rapid, but staff have risen to the challenge. They feel well supported and staff morale is very high. The school's capacity to improve further is strong.
- Subject coordinators, the majority of whom are relatively new in post, are full of enthusiasm. They have well-thought-out plans for raising pupils' attainment in their subjects. They understand their accountability and welcome the challenge of improving outcomes for pupils.
- The headteacher's high-quality leadership has contributed to parents' and pupils' enthusiastic support for the school. Almost half of all families completed the survey, as did over one third of pupils. They were almost unanimously positive about their experiences of the school.
- School leaders have made radical changes to the school's curriculum and this is now providing an increasingly rich and diverse set of experiences for pupils. Changes in mathematics have been particularly extensive and staff are still developing their teaching skills in its delivery.
- The pupil premium funding has a positive impact on the progress of disadvantaged pupils. School leaders plan expenditure carefully and evaluate its impact so that the pupils benefit from strategies that are proven to work.
- The funding for pupils who have special educational needs and/or disabilities is carefully monitored by school leaders and governors. The funding has a positive impact on pupils' learning and progress.
- The physical education and sport premium funding is spent effectively to provide additional specialist coaching for pupils and training for class teachers.

### Governance of the school

- Governors are highly committed to the school. They responded very positively to the review of governance, which was recommended at the last inspection, and valued the process. As a result, they have changed the way they work together as a group. Their ability to reflect deeply and constructively on their effectiveness is a strong indicator of the school's capacity to continue to improve.
- Governors know the school well. They visit often and make sure that they receive and scrutinise information about pupils' progress and the quality of teaching. They are knowledgeable about safeguarding. Governors have a strong financial oversight through the resources committee.

## Safeguarding

- The arrangements for safeguarding are effective and records are detailed and of high quality. Parents, staff and pupils are very confident that pupils are safe and inspectors agree that pupils are safe.
- Pupils have had lessons and assemblies about internet safety and the safe use of mobile phones. As a result, they understand the importance of keeping personal passwords and their identity safe. The school has worked with pupils and parents to remove certain apps from phones and pupils know what to do if unwanted pop-ups appear. The school runs information sessions for parents. Pupils in Years 5 and 6 have had talks and workshops from the local police.
- All staff are well trained and knowledgeable about the issues likely to affect the welfare and safety of pupils. Systems for reporting concerns are clear and referrals are made in a timely manner when required. School leaders work effectively with local agencies and organisations.

## Quality of teaching, learning and assessment

**Good**

- Teachers have strong subject knowledge. They plan activities in detail, with clear steps so that pupils know exactly what they need to do to succeed in their learning. As a result, pupils enjoy their learning and make good progress.
- Teachers set high expectations and have established clear routines for pupils. This means that transitions between activities are swift and smooth and no learning time is wasted. Pupils' mature behaviour contributes positively to their progress.
- Pupils want to learn and teachers' support and encouragement help pupils to become resilient, motivated learners.
- Teaching assistants support pupils well. They provide appropriate resources for pupils, which meet their needs. Teachers move around the different groups in classes, ensuring that pupils are clear about what to do; they carefully check pupils' understanding.
- Teachers have strong questioning skills; they build sequences of questions to deepen pupils' learning. Pupils take time to think and discuss answers with each other before sharing their thoughts with the class. In a Year 6 mathematics class, for example, the teacher's skilful questioning enabled pupils to explain and predict complex number patterns using counters.
- Teachers build on pupils' experiences so that writing activities are always relevant and purposeful. For example, in a Year 5 class, following a visit to the National Portrait Gallery, pupils were planning some writing about the coronation of Anne Boleyn. Pupils could describe the dress of the bishops, using the terms 'mitres' and 'robes', and could explain the word 'gilded'. They developed a rich vocabulary to support their writing as a result of good teaching and carefully chosen resources. However, writing in subjects across the curriculum is not always of this quality. School leaders are developing support for writing across the curriculum as a priority.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are very well cared for; staff know the pupils well and all adults take responsibility for making sure that pupils are happy and safe. Learning mentors and other specialist staff support pupils who have specific needs and all pupils are well prepared for the transition to secondary school.
- Pupils are very knowledgeable about British values and how they link to the Catholic faith. They can talk about British values and explain why they are important in school. For example, they understand how the values of respect and tolerance help them get on well together in school. Pupils understand how democracy makes a difference in school because everyone has a say through the pupil council.
- Pupils play an active role in leadership of their school. For example, a pupil survey revealed that pupils wanted to know more about what to do if they were worried. This was discussed at the pupil council and led to the 'tell me' boxes in each classroom. From this, pupils made a request for more information about how to stay safe on the internet, to which school leaders responded.
- Pupils know about bullying and can talk confidently about why it is unacceptable and what they should do if it happens. Incidents of bullying are very rare and pupils trust adults to sort out any issues that do arise.

**Behaviour**

- The behaviour of pupils is outstanding. Pupils' conduct around the school is exemplary. They are polite and well mannered. Pupils are very self-aware and think about how their behaviour has an impact on others.
  - Pupils behave very well in classes. Strong teaching, high expectations and well-established routines enable pupils to concentrate for long periods of time. Pupils' behaviour has a positive impact on their learning.
  - Pupils have very good relationships with each other, in classes and at other times. Boys and girls play together on the range of activities in the playground and really enjoy this social time. Inspectors observed excellent behaviour on the football pitch, where boys and girls organised themselves in a mature manner and dealt appropriately with issues that arose during the game.
  - Pupils are self-managing; they respect school rules and respond to adults' direction immediately and without fuss. School behaviour records show that, on the rare occasions where there is poor behaviour, issues are often resolved by pupils themselves, with apologies and making up.
- Pupils' attendance is above the national average and the attendance of disadvantaged

pupils is in line with the attendance of other pupils nationally. Persistent absence is lower than in 2016 and has nearly halved for boys and girls. This is as a result of very effective management of attendance and high-quality teaching so that pupils enjoy coming to school.

## Outcomes for pupils

**Good**

- In 2016, pupils made good progress overall in reading, writing and mathematics at key stages 1 and 2. Work in pupils' books, discussions with pupils and observations in classes showed that the progress of current pupils remains good overall in these subjects.
- Disadvantaged pupils are now making better progress in mathematics, and in Years 1 to 3 this is in line with that of other pupils. In Years 4, 5 and 6, some differences in rates of progress remain, but disadvantaged pupils are rapidly making up for past underachievement. School leaders have used the pupil premium funding effectively and implemented a well-planned and delivered support programme for pupils who fall behind.
- Pupils who have special educational needs and/or disabilities are now making better progress. A greater proportion of these pupils are now working at or near age-related expectations and their progress is being monitored carefully by school leaders.
- Pupils develop good investigative skills and are making good progress in science. Work in pupils' books shows that their writing is well supported in science. They plan investigations, make observations and measurements, and apply their numeracy skills effectively.
- The proportion of pupils attaining the expected standards in phonics has improved year on year and is now well above the national figure at the end of Year 1.
- Pupils make good progress in writing in English and apply these skills well in science. However, pupils' writing across the curriculum is not as well developed. For example, pupils do not have opportunities to apply their knowledge of how to structure sentences and paragraphs in other subjects.
- Inspection evidence suggests that the new mathematics curriculum has been well planned and pupils' progress shows that it is being implemented successfully for most groups of pupils. However, inevitably with such a profound change, there is some variation and the most able pupils are not always challenged enough. They find the work too easy.

## Early years provision

**Good**

- Leadership of early years has a positive impact on children's learning, progress and personal development.
- About half of the children start in Reception with skills and knowledge typical for their age. As a result of good teaching, they make good progress and reach standards above

those expected nationally by the end of Reception. They are well prepared for the start of Year 1.

- Teachers plan a range of activities which motivate and interest children. Children are inspired to be eager learners, so that throughout the early years, they concentrate well and learn with sustained interest.
- Leaders monitor children's progress regularly and identify those who need extra support to help them catch up. As a result, the proportion of children achieving a good level of development has increased in recent years to above the national average.
- The indoor and outdoor learning environments are vibrant, interesting learning spaces. Teachers skilfully combine whole-class teaching with children's individual interests. Children respond positively because they are involved in choosing their activities.
- Adults establish clear routines and behaviours in Nursery and Reception. Children know what is expected of them and feel secure and safe. They behave well and respond kindly to each other and adults. Children play and learn well together.
- Teachers plan opportunities for children to use their reading, writing and number skills across the areas of learning. For example, children named three-dimensional shapes and described their properties in a whole-class teaching session. Later, children made the shapes using modelling clay and explained the properties using their models.
- Children have their own 'special books' in Nursery and Reception. These are a collection of activities that children have experienced. Parents can add evidence of activities from home to these books and they form the basis of discussion with parents about their child's progress.

## School details

Unique reference number	102152
Local authority	Haringey
Inspection number	10023582

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Susan Goddard
Headteacher	Stephen McNicholas
Telephone number	020 8889 8421
Website	<a href="http://www.st-johnvianney.haringey.sch.uk">www.st-johnvianney.haringey.sch.uk</a>
Email address	<a href="mailto:s.mcnicholas@st-johnvianney.haringey.sch.uk">s.mcnicholas@st-johnvianney.haringey.sch.uk</a>
Date of previous inspection	24–25 February 2015

## Information about this school

- St John Vianney RC Primary School is a voluntary-aided Roman Catholic primary school in the London Borough of Haringey and the Diocese of Westminster. It is smaller than most primary schools.
- The proportion of pupils eligible for the pupil premium funding is lower than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is above average.
- The proportion of pupils who speak English as an additional language is much higher than average.
- The headteacher took up his post in September 2015.
- The school meets the government's floor standards, which set the minimum



expectations for pupils' attainment and progress.

- A section 48 inspection of religious education did not take place at the same time as the section 5 inspection.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed learning in all year groups. The great majority of visits to lessons were made jointly with the headteacher and the deputy headteacher.
- Two groups of pupils spoke with inspectors about their views of the school and inspectors took account of the 94 responses to the online pupil survey. Inspectors talked informally with pupils at break- and lunchtime and around the school.
- Inspectors looked at pupils' work in classes and in discussions with pupils and staff to see how well pupils are learning and what impact this has on their progress. Inspectors listened to pupils read.
- Meetings were held with a group of governors, including the chair of the governing body and also with a representative from the local authority. A telephone conversation was held with a representative from the Diocese of Westminster.
- School leaders, including subject coordinators, met with inspectors to discuss their views of the school and the impact of their work.
- Inspectors scrutinised school documents, including the school's own self-evaluation, records of pupils' progress, behaviour and attendance, minutes of governing body meetings and safeguarding records.
- Inspectors took account of the 24 responses to the online staff survey.
- Inspectors talked informally with parents at the start of the school day about their views of the school and considered the 90 responses to the Ofsted online questionnaire, Parent View.

## Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

Neil Harvey

Ofsted Inspector

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