

Inspection of St John Vianney Catholic Primary School, Hartlepool

King Oswy Drive, Hartlepool TS24 9PA

Inspection dates: 16 and 17 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is John Hardy. This school is part of Bishop Hogarth Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mike Shorten, and overseen by a board of trustees, chaired by Yvonne Coates.

Ofsted has not previously inspected St John Vianney Catholic Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St John Vianney RC Primary School to be outstanding, before it opened as St John Vianney Catholic Primary School as a result of conversion to academy status.

What is it like to attend this school?

St John Vianney has an ambitious curriculum that meets the needs of its pupils exceptionally well. The school has a positive impact on the lives and futures of everyone. Pupils are proud to be part of this family. Pupils and staff show fairness and respect, welcoming everyone warmly. The school follows its mission, 'Come as you are and grow with us', creating a highly inclusive environment where pupils are happy and safe.

The school has high expectations, and pupils rise to meet them. Pupils show excellent behaviour and have an exemplary attitude towards learning. They are enthusiastic and focused, continuously developing their independence. The school encourages a thirst for knowledge. Pupils explore their interests through a 'skinny booklet of facts' linked to different subjects. Cultural experiences, including the arts, further broaden pupils' horizons.

The supportive family ethos is promoted by older pupils, who act as positive role models. Every child, from Reception to Year 6, belongs to a 'family at school'. Year 6 pupils act as head of families, 'Hoofies'. They organise activities for their family. This includes Christmas tree decorating, acts of worship and afternoon tea with the headteacher. These events build strong relationships and a sense of belonging.

The rich learning experiences and this strong community help pupils to achieve exceptionally well.

What does the school do well and what does it need to do better?

The school has designed a curriculum that gives pupils an exceptional education. It is well established and developed from the starting point of the most disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND). The curriculum covers a wide range of subjects tailored to meet the needs of all pupils. It aims high in its ambitions. Subjects such as Latin help pupils deepen their understanding of word origins and spelling. Staff deliver creative arts, such as music, with skill. This leads to impressive performances.

Staff are experts at teaching this curriculum. They address any barriers to learning before misconceptions can develop. This begins in early years, where 'key workers' have a deep understanding of each child's development. Adults help older pupils understand complex ideas and connect different subjects in practical ways. For example, when planning a camping trip, pupils budget for meals. They calculate food miles. They also create healthy meals that minimise impact on the environment.

Pupils are confident mathematicians. This begins in the Reception class, with precise teaching and modelling. Children work with high levels of focus as they show their understanding of number. Pupils know what they need to learn and embrace mistakes as a learning opportunity. They are confident in their ability to succeed as

they have time to revisit their learning. Pupils are resilient and exceptionally well prepared for their next stage.

The school delivers a precise reading curriculum with consistency. There is a relentless prioritisation of learning to read. In nursery, phonological awareness develops through stories, songs and rhymes. At the beginning of the Reception year, children begin formal phonics learning. They learn to recognise and read sounds in words. This strong foundation and prioritised practice allow pupils to build fluency quickly. The school's carefully curated library encourages a love of reading. Pupils explore both their favourite authors and information texts. The commitment to reading extends beyond promotional events and themed days. The school fosters a lifelong passion for reading through a comprehensive school-wide ethos.

The personal development of pupils is exceptional. The school has created a curriculum that reaches beyond the academic. It places pupils' needs at the centre. Carefully planned experiences and opportunities broaden pupils' horizons and aspirations. Important life skills are woven through this curriculum. This is expertly sequenced. First, pupils develop a deep understanding of themselves. This prepares them well to build their knowledge about healthy relationships with others.

Pupils train to become peer mentors. They act as intercessors to guide others in resolving disputes. They practically experience 'walking in the shoes' of others. This includes discussing barriers faced by people with physical disabilities. Pupils collaboratively create plans to solve access issues. They spend time without everyday comforts, such as electricity, or an equipped classroom. Pupils appreciate these lived experiences. It gives them a deep understanding of equality and social justice.

Pupils celebrate commonalities and engage well with different views and beliefs. All pupils have equal access to activities such as learning a musical instrument. The school removes any financial barriers. When pupils are ready, they have a leadership moment in the spotlight. This may be a leadership role or through collective worship, performances or musical concerts. Pupils speak highly of the Rainbows Club. They receive impactful support with difficult situations and with their mental health and well-being.

The school's exceptional leadership and management ensure effective professional development is in place. Staff are experts in delivering the curriculum. Local governors and trust leaders know the school exceptionally well. They provide effective support and challenge. Staff are overwhelmingly positive about the support they receive with workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148817
Local authority	Hartlepool Borough
Inspection number	10242401
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	Board of trustees
Chair of trust	Yvonne Coates
Headteacher	John Hardy
Website	www.sjvschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- St John Vianney Catholic Primary School is part of the Bishop Hogarth Catholic Education Trust.
- The school is a member of the Catholic Diocese of Hexham and Newcastle and has a Christian character.
- The school's last Catholic Schools Inspectorate Inspection under section 48 took place in March 2023.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to the headteacher, the deputy headteacher, members of the leadership team, subject leaders, the special educational needs coordinator and the leaders responsible for safeguarding.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. Inspectors also spoke to leaders about the impact in other subjects. They looked at the impact of writing in books and work from art and design and history as well as meeting with pupils about their learning. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector spoke to parents and carers at the school gate. The lead inspector took account of the views of staff and parents through surveys, including Ofsted Parent View.
- The lead inspector held separate meetings with the representatives of the school's trust board, including the chief executive, the local governing body, including the chair of governors, and the acting deputy director of education for the diocese.

Inspection team

Lesley Sullivan, lead inspector

His Majesty's Inspector

Angela Vear

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024