



St John Vianney Catholic Primary School

Inspection Report

Unique Reference Number 103715
LEA Coventry
Inspection number 276981
Inspection dates 12 June 2006 to 13 June 2006
Reporting inspector Ruth Westbrook AI

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

Type of school	Primary	School address	Mount Nod Way
School category	Voluntary aided		Mount Nod
Age range of pupils	4 to 11		Coventry, West Midlands CV5 7GX
Gender of pupils	Mixed	Telephone number	024 76464088
Number on roll	197	Fax number	024 76694268
Appropriate authority	The governing body	Chair of governors	Mr John Teahan
Date of previous inspection	13 September 1999	Headteacher	Miss T McNamara

Age group 4 to 11	Inspection dates 12 June 2006 - 13 June 2006	Inspection number 276981
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St John Vianney Catholic Primary School serves Catholic families in the Mount Nod area of Coventry. Most pupils come from socially and economically advantaged backgrounds. A few pupils are from minority ethnic backgrounds. Most children benefit from some form of pre-schooling and many have attended the playgroup attached to the church. Most children's knowledge, skills and understanding on entry are above average. The number of pupils with learning difficulties and disabilities is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school providing satisfactory value for money. Nonetheless, there are many good and outstanding features. Pastoral support is one. This is because the headteacher sets clear direction for the school in establishing a caring, Catholic community. As a result, pupils develop as very well-rounded individuals.

Although standards in the Foundation Stage and Years 1 to 6 are above average, the quality of provision is satisfactory and consequently pupils make satisfactory progress. This is a slip back from the good progress made in recent years. Prolonged staff absences have been rightly pinpointed as the main cause for this. Leadership and management are satisfactory because, in spite of their hard work, senior leaders have been unable to improve pupils' progress. The decline in progress has now been halted and, with staffing issues resolved, improving achievement is firmly back on the agenda. The school is poised to move forward and its capacity to improve is sound.

Other aspects of teaching and learning and the curriculum need developing to improve the satisfactory provision. Academic targets set for most pupils, especially the more able, are not high enough. Within work planned in subjects there are not enough opportunities for pupils to develop independence in their learning.

The headteacher and governors have a clear view of the school's strengths and weaknesses, and this is reflected in their plans for improvement. However, staff with curriculum responsibilities do not systematically check the work of the school to establish what is working well and where further improvement is needed. The school's view of its overall effectiveness as good is over-generous because the school has not taken sufficient account of the satisfactory teaching.

Parental views of the school's work are overwhelmingly positive. There are a few well-founded expressions of concern over the effects of prolonged staff absence on children's progress. However, most parents feel that the school works well with them to provide the 'very best start to their children's education and to their lives.'

What the school should do to improve further

- Involve staff with curriculum responsibilities in checking systematically how well the school is doing in order to establish what is working well, what needs improving and where support is needed.
- Improve the progress of all pupils, especially the more able, by encouraging pupils to think for themselves and ensuring that their academic targets are sufficiently challenging.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Children's attainment on entry to the school is above average. They make satisfactory progress in Reception, and move

ahead faster in their personal, social and emotional development. Pupils make satisfactory progress in Years 1 and 2 to reach above-average standards. They do especially well in reading. This year, as a result of changes introduced, writing standards in Year 2 have improved, and boys have made better progress than in previous years.

In 2005, Year 6 pupils reached above-average standards, indicating that pupils made broadly expected progress. Pupils in the current Year 6 are reaching standards which are average, but their starting point was lower than in previous years, so they too have made satisfactory progress. Achievement and standards in English are better than in mathematics and science. Up to 2004, pupils made good progress in Years 2 to 6. Since then, their progress has been affected by prolonged staff absence. Pupils generally meet the targets set for them, but they are not challenging enough.

Pupils with learning difficulties and disabilities are supported well by teachers and teaching assistants who meet their needs so that they make the same progress as other pupils.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils is outstanding as a result of their involvement in initiatives promoting outstanding spiritual, moral and social development. These opportunities are welcomed by pupils, who take full responsibility for a range of activities like friendship stops, buddy schemes and the school council. Through such schemes, pupils make a very positive contribution to the life of the school.

The progress pupils make in their personal development is reflected in the huge enthusiasm and enjoyment which all pupils show for school. Pupils are very proud of their school. As a result, attendance levels are good and there is no unauthorised absence. Learners display positive attitudes towards each other, their work and their surroundings. Behaviour is generally good, and pupils respond well to reward systems. This strong emphasis on personal and social development ensures that pupils develop interpersonal skills to support their future economic well-being.

Pupils show their understanding of safe and healthy lifestyles. They make healthy choices for lunch and snacks. They participate well in a range of physical and other activities at break times and after school. Pupils have a good understanding of how to keep themselves and others safe, and feel very safe and secure when in school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and so pupils make satisfactory progress. The quality of teaching is even across the school and the problems caused by staff absence in Years 3 and 4 over the past couple of years have been largely overcome. There are

some clear strengths. Teachers' planning is good and management of pupils in the classroom is very good. Classrooms are well organised and attractive. Teachers and assistants support less able pupils effectively and so these pupils make steady gains in their learning. However, there are some common areas for development. Sometimes teachers do not provide enough opportunities for pupils to develop investigative skills and independence in their learning. The quality of teachers' marking is patchy and sometimes does not refer to the targets which have been set. There are good examples of marking which gives clear guidance on what pupils need to do to improve. However, not all teachers check whether pupils take note of the advice given.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory in both the Foundation Stage and Years 1 to 6. The timetable has been improved since the last inspection and lessons are now not overlong and there is a better balance between subjects. Year 6 pupils feel that the practical nature of what they are taught is a key factor in their learning and enjoyment. Less able pupils are supported well in lessons and through small-group work, but the curriculum is not always challenging enough for the more able. There is a very good programme for pupils' personal, social and health education. This covers sex education and substance abuse and encourages pupils to lead healthy and safe lifestyles. Visits from outside agencies and visits to places of interest enrich the curriculum very effectively, as does the range of well-attended extra-curricular activities. The school has improved its grounds since the previous inspection and these are now pleasant and very useful resources for learning and playing.

Care, guidance and support

Grade: 2

Care, guidance and support are good, with some outstanding features. Staff provide a high level of personal support, which underpins pupils' outstanding personal development. Relationships between all members of the community are excellent. Staff know pupils well, and are thoroughly committed to their care and welfare. There are good arrangements for introducing pupils to school and for when they transfer to secondary schools. Procedures for safeguarding pupils are in place, including secure child protection procedures. Risk assessments are carried out routinely. The school has satisfactory procedures for assessing pupils' attainment and checking their progress. Both pupils and parents are involved in this process; an improvement since the previous inspection. These procedures are used well to identify targets and support for less able pupils. However, targets for the more able are less well defined and do not always offer enough challenge. Pupils understand their targets in English and mathematics, but these are not always linked closely enough to National Curriculum levels.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory. The headteacher has provided clear leadership for the school through difficulties caused by long-term absences. Her leadership has ensured that pupils have maintained satisfactory progress. The deputy headteacher and other colleagues have supported her well. The headteacher and senior staff set clear, high standards to ensure a caring, secure and stimulating environment which leads to the outstanding personal development of pupils. Staff are committed to the school. They work well together. A parent expressed 'delight with the caring, warm, loving atmosphere within the school.'

The school's self-evaluation is generally accurate. Understanding of the school's strengths and weaknesses is based on good analysis of data. The views of pupils and parents are taken into account and feed into the evaluation process. The monitoring of the school's work by the school's leadership is not yet happening systematically enough to ensure consistency of practice across the school. Whole-school targets set for staff are not sufficiently challenging to improve progress from satisfactory to good. The leadership and management of the Foundation Stage are satisfactory.

Governors know the school well. They have provided good support to the school in overcoming problems caused by staff absence. A budget difficulty caused by the staff absence has been very well managed by governors and the headteacher. Improvement since the school's previous inspection is sound. All key issues have been addressed and high standards have been maintained.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children,

You may remember that we inspected your school recently. Thank you for being so helpful and polite during the inspection.

We thought that you might like to know what we think about the school and how we think that it could be made even better.

? Your headteacher and other staff look after you very well and make sure that you learn how to be healthy and safe.? You behave very well and work hard in lessons. You care for each other very well.? You told us that you enjoy school a great deal and find your lessons and other activities interesting.? Teachers make your lessons even more interesting by bringing in people to talk to you and by taking you to interesting places. We think that some of you could sometimes spend more time investigating and solving problems.? You are making satisfactory progress in your lessons but we think that you could do even better than that, and achieve more challenging targets.? We have asked your headteacher, deputy headteacher and subject leaders to check whether everybody is doing as well as they can and give people extra help if they need it.

We have asked the school to look at our suggestions. We hope that you will help them to put them in place and make SJV an even better school.

Yours sincerely,

Ruth Westbrook Lead Inspector