



St John Vianney Roman Catholic Primary School

Inspection Report

Unique Reference Number 111698
LEA Hartlepool
Inspection number 278754
Inspection dates 18 October 2005 to 19 October 2005
Reporting inspector Heather Richardson

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

Type of school	Primary	School address	King Oswy Drive
School category	Voluntary aided		Hartlepool
Age range of pupils	4 to 11		TS24 9PA
Gender of pupils	Mixed	Telephone number	01429 273273
Number on roll	211	Fax number	01429 242208
Appropriate authority	The governing body	Chair of governors	Mr B Robertson
Date of previous inspection	15 January 2001	Headteacher	Mr J Hardy

Age group 4 to 11	Inspection dates 18 October 2005 - 19 October 2005	Inspection number 278754
-----------------------------	---	------------------------------------

© 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 one of Her Majesty's Inspectors and an additional inspector.

Description of the school

St John Vianney Roman Catholic Primary School serves an area in the north of Hartlepool which is socially and economically disadvantaged, although some children travel to the school from across the town. It is an average-sized school, with 211 children from 3 to 11 years of age. The proportion of children who have a free school meal is lower than average because not all families take up their entitlement. The school has a range of out-of-hours care services for children and parents and is scheduled to become a Children's Centre from 1 January 2006.

When they start school, many children do not have the knowledge or skills which are typical of children their age. Very few children come from minority ethnic backgrounds. The proportion of children with learning difficulties is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in which children thrive. The work of the school clearly reflects its Catholic values and is, in turn, highly valued by parents. There is a strong emphasis on care and on achievement for all. This helps children to gain confidence and make good progress in the standards they achieve. Children enjoy school and are eager to learn. They benefit from a wide range of learning opportunities within and beyond the school day. The school is very well led and managed, with a clear sense of purpose. Teaching is good overall, but not always consistently so, and occasionally some children are not always challenged sufficiently. The senior staff and governors know what the school does well and how it could be even better. They have already shown they can make improvements. The school is well placed to improve further and provides good value for money.

The school provides well for its youngest children in the Foundation Stage. Children make good progress, often from low starting points, because they receive good teaching and care. There is a good range of enjoyable activities which spark children's interest and help them to learn. The school works hard with parents to ensure that children have a good start to their education.

What the school should do to improve further

- Make sure all teaching reaches the high standard seen in the best lessons.
- Build on existing work so that more able children are well challenged towards higher achievement.
- Ensure that children develop a greater awareness of the multicultural society in which they live.

Achievement and standards

Grade: 2

Children start school with lower than average knowledge, skills and understanding, particularly the boys. Their personal, social and emotional development is particularly low. Children make good progress in the Foundation Stage, although many still do not reach the standards of a typical 5 year old by the end of their reception year. However, they make particularly good gains in their personal, social and emotional development, which means that they are well placed for further learning. Children's good progress continues throughout Key Stage 1, and most reach the national average by the age of 7.

The standards children reach by the end of Key Stage 2 in English, mathematics and science are broadly average when compared with all schools. There is some variation in achievement between subjects and from year to year, but standards have risen since the school was last inspected. The school makes good use of the information it has about children's strengths and weaknesses to target support and raise standards. Children are set challenging individual targets for the end of Key Stage 2 and most

reach them. Children with learning difficulties make good progress throughout the school and often reach higher levels than those predicted. The school has recognised that its highest achievers do not always do as well as they might and has plans to improve their performance.

Personal development and well-being

Grade: 2

Children's personal development and well-being are good. The Catholic ethos runs through all aspects of school life and this contributes significantly to the increasing confidence and self-assurance which the children display as they progress through school. Their spiritual development is outstanding. Children show considerable thoughtfulness during collective worship. They care for one another well. The 'peer mediators' are particularly good. These children from Years 5 and 6 are trained to help other children to sort out disagreements in a reflective and self-disciplined way. Children show good care for others in the community and wider world in a range of ways, from bulb planting to supporting charities. They are aware of their own cultural heritage, but have a limited understanding of the multicultural world in which they live.

Children enjoy school. They speak warmly about it and show their work to visitors with pride. They behave well because the school adopts a consistent approach to teaching right and wrong. Their attendance has improved since the previous inspection and is now similar to that of all other primary schools.

Children are excited about the new buildings and the student council has planned improvements to the playground. They know about the importance of healthy eating and many take part in extra physical activities, including football and gardening clubs. Nursery and reception children benefit greatly from regular opportunities to learn outside.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Some teaching has outstanding features, particularly at Key Stage 1 and for the older children. In the best lessons, teachers plan carefully so that the needs of all the children are met. Activities are interesting, with good links made between subjects, and so the children enjoy learning. For example, a Year 6 literacy lesson drew on what the children had learnt in history about the Second World War and the models they were making in technology. Children listen carefully to the teacher and to each other, and are eager to volunteer answers. The teaching assistants and other helpers support children's learning effectively. Some lessons, although satisfactory, are not as good as the best in the school. In these lessons, the pace is slower and activities are less exciting. As a result, children are less enthusiastic and their attention wanders.

Assessment is good. Teachers help children to understand how each lesson builds on what they already know and can do. They help children to set targets for learning and to know when they are successful. Children's work is marked well, highlighting what they have achieved and how to improve. Children respond well and are eager to meet their targets.

Curriculum and other activities

Grade: 2

The school provides a well balanced curriculum, which is enriched by a good range of visits and by activities which take place before and after school. Children enjoy these activities and this encourages them to learn more widely.

The school places good emphasis on developing children's skills in literacy and numeracy, and on their enjoyment of learning. For example, this year's school focus on reading includes encouraging children to read for enjoyment. The school has looked carefully at how it can improve the curriculum to help children to make connections between their learning and to transfer their knowledge and skills between the subjects they study. The 'skills ladder' which the school has developed is helping teachers to reinforce these links as well as helping children to see what they have achieved and what the next steps are. As a result, the curriculum is now more coherent and there is a clearer understanding of progress from year to year in all subjects.

Care, guidance and support

Grade: 1

The school shows outstanding care for its children and takes every action to ensure their health, safety and welfare. Its ethos is calm and supportive. Staff are fully committed to children's welfare and to helping them develop healthy and safe lifestyles. As a result, children feel safe and well supported by trusting relationships with all adults. Staff are well trained in child protection issues and procedures are well established and regularly reviewed. Rigorous risk assessments demonstrate a strong commitment to children's safety. Children who have learning difficulties or require help with a particular problem, receive good support from well trained staff who ensure time is available to meet their needs. Teachers know their children very well. They work with parents and a range of outside agencies to support their work. The monitoring of children's work and achievement is well established in the school and this helps teachers to ensure children's needs are met.

Leadership and management

Grade: 2

The school is very well led and managed. There is a strong sense of direction and of a community where all members are valued. High quality care and support for children and their families goes hand-in-hand with a clear focus on raising standards for all. The school is very clear that every child matters. The leadership of the headteacher is outstanding. He has a clear vision and high expectations. He enjoys the confidence

of staff, parents and governors, who recognise how much progress the school has made under his leadership. There is also good leadership throughout the school. The school's new management structures are well considered and are helping the school to move forward purposefully; staff are well prepared for the development of the Children's Centre and the part they play as the school expands. The work of the school is monitored increasingly effectively by the headteacher and the deputy headteacher, with good use of data. Resources are used effectively. Governors know the school well and base their decisions on good information. They provide good support and appropriate challenge to help the school to improve, and have reorganised how they work to be more efficient.

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?	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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	2	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707
www.ofsted.gov.uk

To the children of:

St John Vianney Roman Catholic Primary School
King Oswy Drive
Hartlepool
TS24 9PA
November 2005

Dear Children

Following the two days we spent finding out about your school, we would like to tell you a little about what we found.

We think that St John Vianney Roman Catholic Primary School is a good school. We were very impressed by the way in which we were welcomed to your school and by how eager you were to talk about your work and the things you enjoy at school.

We liked the way your teachers and all the other adults care for you and give you the chance to learn lots of things, both in lessons and in all the exciting activities you can do before and after school. We could see that you tried really hard to reach your targets in lessons and liked earning one of Mr. Hardy's special reward stickers. We think that your teachers check that you are making progress very well and that they mark your work carefully. All this shows why you are doing so well and have learnt so much by the time you leave this school.

We think you care for each other very well. We particularly liked what the peer mediators from Years 5 and 6 do to help you when there are any quarrels at playtime. We also liked the way in which you were so thoughtful in collective worship. Well done!

As you know, we saw a few of your lessons and looked at the work you have been doing. Most of the time, we thought that your lessons were interesting and that you listened very well and did some good work, just as your teachers wanted you to do. However, in a few lessons, we think that you and the teachers can do a little more. We have asked your teachers to think about some more ways to make some lessons even more interesting. Please can you help your teachers by trying really hard all of the time?

We are pleased that you are learning about the area where you live. We have asked your teachers to help you to learn more about people who come from different backgrounds in this country and in other parts of the world.

We really enjoyed visiting your school and talking to you, your teachers and some of your parents. Thank you for helping us.

Yours sincerely,

Heather Richardson HMI

Gianna Ulyatt

Annex B