

# St John Vianney Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	103715
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	323886
<b>Inspection date</b>	25 June 2009
<b>Reporting inspector</b>	Lois Furness

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	193
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Teahan
<b>Headteacher</b>	Teresa McNamara
<b>Date of previous school inspection</b>	1 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Mount Nod Way Mount Nod Coventry CV5 7GX

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<b>Age group</b>	4–11
<b>Inspection date</b>	25 June 2009
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**Telephone number**  
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## Introduction

Two additional inspectors carried out the inspection, evaluated the overall effectiveness of the school and investigated the following issues.

- The effectiveness of the school's actions in raising standards in mathematics.
- How the school is developing a more creative curriculum.
- How far the school has progressed in its work in promoting pupils' understanding of community cohesion.

Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of pupils' work and school documentation, and an analysis of parents' views. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, in the self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

In this smaller than average primary school, the vast majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average. Provision for Early Years Foundation Stage provision is part of the Reception class. The governing body is not responsible for the on site care facility.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St John Vianney is a good school. 'Both my children love this school and I love it too!' 'A place with an excellent caring ethos, where there is a real sense of community and where children make good progress both academically and spiritually.' These comments reflect the views of the overwhelming majority of parents and carers who responded to the Ofsted questionnaire, and who are extremely happy with the school's work. Pupils are also very supportive of the school. They really appreciate how friendly and helpful their teachers are within lessons, where they say 'not only do we learn lots; we also have lots of fun!'

At the heart of the school's success is the strong determination of the headteacher, governors and staff to continually improve the provision. In this, they are successful, and, since the previous inspection, standards have improved to above average by the end of Year 6. Pupils' achievement is good. Improving standards in mathematics has been a key priority over the past year, and the most recent National Curriculum test results for Year 6 pupils show that more pupils than in the past have attained the expected level in this subject. Also, an increased proportion of pupils have attained above the expected level. These results, and other improvements such as better involvement of staff with leadership responsibilities in checking the quality of teaching and learning, indicate that the school has good capacity to improve further.

Pupils make good progress because of good teaching and an effective curriculum that meets pupils' needs. As a result, pupils enjoy their learning and this is reflected in their above average attendance. The focus on the teaching of literacy and numeracy skills is appropriate, but the school has rightly identified that the curriculum should be more meaningful and exciting for its pupils. In the words of the headteacher, 'We felt there was a lack of verve and creativity in our delivery.' Links with other schools and local businesses effectively widen pupils' experiences. This, and linking subjects together in the context of termly themes, are ways in which the leadership is improving the curriculum. However, there is still some way to go, and opportunities for pupils to become involved in curriculum change, including the development of their independent learning skills, are not strong enough. Teachers pay good attention to making the purpose of each lesson clear to pupils, successfully encouraging high standards of behaviour. Effective questioning keeps pupils focused on their work. Those pupils with learning difficulties and/or disabilities are included well in all activities, and make good progress. Overall care, guidance and support are good. Child protection and safeguarding systems meet current national guidelines. Academic guidance is good. Pupils are fully aware of their current performance, of their targets and of what they need to do to reach them.

Pupils' personal development is outstanding. Their spiritual, moral and social development is particularly strong. Year 3 pupils speak very maturely about their 'prayer partners' and how proud they felt when taking part in the special mass following their first communion. The school deservedly holds the Healthy Lifestyle award and Activemark. This reflects how clearly pupils understand the importance of diet, personal hygiene and physical activity for leading a healthy lifestyle. They feel safe and are adamant no bullying takes place. They value the opportunity to share any personal concerns or worries. Pupils speak warmly of the friendships they make, and show confidence for example, when answering questions, sharing opinions and talking with adults. They know how to keep safe and are aware of the dangers of taking drugs and smoking. They take justifiable pride in their contribution to school life, for example as members of the school council or as buddies to other pupils. They willingly support charitable work to

help worthy causes both locally and farther afield. Pupils' very strong social development and their well developed basic skills prepare them very effectively for their future lives.

Leadership and management at all levels are good and leaders have a clear vision of how the school should develop. Governors are supportive and their role in challenging the school to do its best for every pupil is strong. Self-evaluation is accurate, and strengths and development areas are known. For example, although pupils have good opportunities to work with the school, the local parish and global communities, a recent audit has identified weaknesses in pupils' understanding of the diverse cultures living currently within the United Kingdom. Equality of opportunity is promoted well with staff working hard to foster the progress, both personal and academic, of each individual pupil in their care. In this school, every child really does matter.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children start school with skills and abilities that are broadly typical for their age, although this varies considerably from year to year. They settle quickly and happily because of the commitment and expertise of the Early Years Foundation Stage staff. Thorough assessment and monitoring procedures ensure staff quickly get to know the children's individual needs and interests and match teaching and learning activities to them. For example, a discovered interest in pirates means planning is to be adapted to include this interest.

Teaching is good. The balance between teacher-led activities and those chosen by the children is good. This means children make good progress and by the time they enter Year 1, most are demonstrating above average standards for their age. In the past, boys have not attained as highly as girls in writing, or in knowing the names of letters. This is improving as the staff use a variety of resources, especially in the outdoor environment, to encourage boys to improve their literacy skills. Care and welfare is given high priority, resulting in children demonstrating good levels of self-confidence. Children also have good ability to focus on learning for extended periods of time, such as when two children were observed working in the 'garden centre' checking how well the new plants were growing.

### **What the school should do to improve further**

- Involve pupils in the development of a meaningful and exciting curriculum which enables them to become learners that are more independent.
- Increase pupils' understanding of the multicultural society in which they live.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

26 June 2009

Dear Pupils

Inspection of St John Vianney Catholic Primary School, Coventry, CV5 7GX

- Many thanks for being so friendly when we visited your school. A special thank you goes to those of you who met with us to share your views and opinions. It was wonderful to see such polite and well-mannered pupils and your behaviour is outstanding both in lessons and in other areas of the school. Your parents and carers should be very proud of you. We think you go to a good school which is getting better and better. These are the main things we found out.
- Those of you in the Reception class make good progress because of good teaching. Your teachers have really good ideas about how to interest you, and we really liked your 'garden centre' where you are growing lots of plants.
- By the time you leave school in Year 6, you reach standards in your work that are higher than those found in most schools. Well done! This shows you work hard.
- Teaching is good in your school because your teachers make sure you all know what you need to learn in your lessons. We were glad to find out that you find lessons interesting as well as fun.
- You clearly know lots about how to keep healthy and safe, and you try your hardest to lead a healthy lifestyle.
- It was good to know that you think adults take good care of you, and that is no bullying takes place in your school.
- Those of you who are school councillors, buddies or help at the friendship stop do a good job in making sure everyone feels happy in school.
- Your school's leaders run the school well, and know how to improve it further.
- To continue to make your school even better, we have asked your teachers to do the following things.
- Give you more opportunities to plan the curriculum, and make choices about how you learn.
- Help you to learn more about different communities and cultures in the United Kingdom.

Thank you again for your help. We hope you keep on working hard and will continue to enjoy learning for the rest of your lives, as much as you do now.

Yours faithfully

Lois Furness

Lead inspector