

# St John Vianney's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	119598
<b>Local Authority</b>	Blackpool
<b>Inspection number</b>	339477
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Judith Straw

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	453
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Miguel Gomez
<b>Headteacher</b>	Mrs Lynne Worden
<b>Date of previous school inspection</b>	12 December 2006
<b>School address</b>	Glastonbury Avenue Marton Blackpool FY1 6RD
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## Introduction

This inspection was carried out by four additional inspectors. They visited 17 lessons taught by 17 teachers. They held meetings with parents and carers, groups of pupils, governors and members of staff. They observed the school's work, and looked at a range of documents including the school development plan, teachers' lesson plans, assessment and tracking data, safeguarding and policy documents and samples of pupils' workbooks. They analysed 81 parental, 113 pupil and 12 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school has addressed the areas for improvement since the last inspection
- how effective are strategies to improve progress across the school
- how well higher ability pupils are achieving
- how effective the school is in improving attendance.

## Information about the school

St John Vianney is a much larger- than- average primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is well below average, with Polish pupils representing the largest contingent of pupils with English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is below average. The numbers of pupils joining and leaving the school other than at the usual times is steadily increasing. The school has gained Healthy School status and the Basic Skills Award.

The school was closed to pupils on the second day of the inspection because of a major disruption to the water supply.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St John Vianney is a welcoming school which provides a satisfactory standard of education for its pupils. Some aspects of the school's work are good.

Children enter the Early Years Foundation Stage with skills at levels below those expected for their age and make good progress to reach average attainment by the time they enter Year 1. This is because teaching; learning and provision are good for the youngest children. From Years 1 to 6, pupils' learning and progress are satisfactory and beginning to accelerate. Standards are rising in Key Stage 1 and the school has increased the proportion of pupils reaching the higher Level 3 in reading and mathematics. The school has also improved standards in mathematics for average and higher attainers in Key Stage 2. The overall average standards in Key Stage 2 have been maintained since the last inspection, but pupils' attainment in science has recently dropped to below average. Overall, pupils make satisfactory progress and those with special educational needs and/or disabilities make good progress because of the effective support they receive from teachers and teaching assistants. The school's own tracking data shows that the stable population of pupils who spend several years in the school make better progress than the increasingly large number who join later in Key Stage 2.

The school provides a safe environment for its pupils and takes good care of them. As a result, pupils report that they generally feel safe. The school promotes the well-being of pupils and they are well informed about healthy lifestyles. Pupils make a good contribution to their community and are keen to take on responsibilities. However, they would like even more opportunities to make their voice heard and to be involved in discussions about school improvement.

Although some teaching is good, too many lessons move at a slower pace because teachers spend too long on whole-class sessions or question and answer sessions, which reduce the time available for pupils to take greater responsibility for aspects of their own learning. Sometimes pupils are not challenged sufficiently so that they find work too easy. Pupils enjoy the visits the school provides to places, such as France, and the school's good range of after-school activities. However, as yet, the school's plans to develop the curriculum so that it engages pupils more keenly are at an early stage and pupils have not been involved in the discussions for these changes.

Senior leaders understand the issues that the school faces, especially in raising standards and have effective plans in place to address these. They make good use of the school's tracking system to oversee the progress made by all pupils. Leaders are fully involved in monitoring and evaluating the work of the school and have tackled the

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main weaknesses identified at the last inspection. The school has shown that it has a satisfactory capacity to improve further.

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

- Raise standards in science by:
  - increasing the opportunities for high quality investigative work.
- Increase the proportion of good and better teaching, by:
  - ensuring a brisk pace in all lessons
  - providing appropriately challenging work for all pupils
  - improving the consistency of the feedback that pupils receive when their work is marked.
- Implement plans to develop the creative curriculum and to include pupils more in the discussions held. Develop the creative curriculum by:
  - implementing its current plans for this purpose and by ensuring pupils are as fully included as possible in this process, specifically through discussion.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory and most say that they enjoy their learning. Pupils are enthusiastic and respond positively when lessons are engaging and learning is fun. In the best lessons, pupils work cooperatively, sharing ideas and discussing ways to solve problems with a partner or in groups. For example, a Year 3 class thoroughly enjoyed looking at as many different ways as possible to solve a number pattern problem. Pupils generally behave well in lessons, even when the pace is slower. Pupils are keen to work independently and happy to talk about their work. They have class targets and can describe how close they are to reaching them. Higher ability pupils make satisfactory progress and most reach the levels expected for them. Progress in mathematics has improved and some pupils are beginning to achieve better than expected results. In recent years, pupils in Key Stage 1 reached above average standards, but currently, standards are average because of the lower starting point of the current Year 2 pupils. When pupils have spent too long sitting and listening to explanations they can become distracted and lose interest.

Pupils say that they feel safe and appreciate the efforts the school makes to ensure that they are secure, for example in providing a new fence. They say there is not much bullying and any that occurs is dealt with quickly. They feel that behaviour overall is satisfactory. They can describe what a healthy lifestyle should be and take notice of the school's good advice on diet and exercise. Pupils enjoy responsibilities such as peer mediators, fruit monitors, house captains and head girls and boys. The ECO group looks at ways of helping the school to be more environmentally aware. The school council

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manages fund-raising activities and does some canvassing about new equipment. Some pupils were disappointed that the school council was not more involved in discussions about the curriculum and other matters and some pupils felt that there were not enough opportunities for them to share their ideas about school improvement or their concerns. Pupils develop satisfactory numeracy and literacy skills that will contribute to their future well-being. Attendance is satisfactory. Pupils know the difference between right and wrong. They are proud that people from different cultures feel welcome at their school and have a good understanding of communities in other parts of the world, through listening to talks from local charity workers.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In good lessons, the pace is brisk, pupils work well individually or in pairs or groups on tasks that are challenging and satisfying. Lessons are planned in detail to match the differing abilities of the class. Information and communication technology is used well to enhance enjoyment and interest. Marking is thorough and teachers give good advice on how pupils can improve their work. Where teaching is only satisfactory, too much time is

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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spent at the beginning of lessons when pupils sit and listen and are not actively engaged. Teaching assistants make little contribution to these sessions. Some lessons lack challenge, particularly for higher ability pupils. In general, there are too few opportunities for pupils to conduct investigations in science. Teachers' marking is inconsistent in quality, with sometimes too little advice given to help pupils to improve their work. The result is that pupils make satisfactory progress in line with national expectations. Pupils know their targets, but some are unsure about how they could make their work better. Good interventions from teaching assistants, once pupils begin individual or group work, support the good learning and progress made by pupils with special educational needs and/or disabilities.

The curriculum is satisfactory in meeting the needs of pupils. Additional activities, such as visits to the Lake District and to France, enrich learning. The school is beginning to use themed weeks such as 'health week', 'World Cup' week and 'European awareness' to provide stimulating activities which better engage pupils. There is a good range of after-school clubs, such as cooking, sports and modern foreign languages. Displays around the school are interesting, but there are not enough examples of high quality work done by pupils that could be used to inspire and enthuse others.

The school takes good care of its pupils. Those who are vulnerable for any reason or who have specific learning difficulties and/or disabilities are particularly well supported and encouraged. There are effective links with many external agencies, which support those most in need. There is a long-standing partnership with a local special school which benefits pupils from both schools. Transition arrangements between classes and other schools are good. The school works hard to promote attendance, which is average. The school has not fully taken into account pupils' views so that they can make a full contribution to the school as a community.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and deputy headteacher provide experienced leadership which is focused on school improvement. The staff work well together as an enthusiastic team. Senior managers use an effective tracking system, which enables them to monitor pupils' progress and the quality of learning. Despite these advantages, standards have been slow to rise and have in fact, fallen in science. The school has not put enough emphasis on accelerating progress and maximising the potential of all pupils. Governors

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discharge their statutory responsibilities satisfactorily and are involved in the school's self-evaluation. They know the school's strengths and weaknesses, but their monitoring of how policies are implemented and how improvement plans are impacting on pupils' progress, lack rigour.

The school satisfactorily promotes equality of opportunity. There is no evidence of discrimination. Leaders carefully monitor the progress of different groups.

The school has a good range of partners who support the academic progress and social and emotional well-being of pupils. The partnership with the Woodlands special school has been particularly beneficial for both schools, resulting in the good progress made by pupils with learning difficulties and/or disabilities. Parents and carers of younger pupils felt well informed about their children's progress. However, some parents and carers of older children felt that they would like more information about their children's progress and how they could support their children's learning. Strong local community links are fostered and the school has some international links largely through fund-raising activities. Community cohesion is satisfactory. The school is meticulous in its work to safeguard children and minimise the risk to their well-being. There are robust systems for child protection and potentially vulnerable children are well looked after.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children have a good start to their education in the Early Years Foundation Stage. Adults work well together and use their skills to plan exciting activities, which stimulate children's desire to learn, so that they make good progress across all the areas of



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learning. From starting points, which are generally below expectations for this age, children make good progress to reach the expected levels by the time they enter Year 1. They are encouraged to be independent, but also to work well together in pairs, groups and teams. Children from different backgrounds get on well with each other. Adults use good methods to assess the progress children make and use this information well to plan the next steps in learning. Children have good resources for learning inside and outdoors and there are plenty of opportunities for them to choose the activities which they enjoy most. Children demonstrate a good understanding of how to keep safe. The Early Years Foundation Stage is well led and managed. The leader works hard to ensure that all staff understand how well the children in their care are progressing. Links with parents and carers are good. There is a shared vision for continuous improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The large majority of parents and carers who responded to the questionnaire were positive about the work of the school. They praised the 'family atmosphere', the teaching staff, the care provided for their children and the good arrangements for pupils moving on to the next stage of education. Some parents and carers said they would like to see more homework set and would like more information about their children's progress. Others voiced the opinion that there is not enough challenge for higher ability pupils. Inspectors agree with this view.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John Vianney's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 453 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	65	26	32	2	2	0	0
The school keeps my child safe	54	67	25	31	2	2	0	0
The school informs me about my child's progress	38	47	36	44	6	7	1	1
My child is making enough progress at this school	41	51	35	43	5	6	0	0
The teaching is good at this school	39	48	40	49	1	1	0	0
The school helps me to support my child's learning	35	43	37	46	8	10	0	0
The school helps my child to have a healthy lifestyle	51	63	29	36	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	49	33	41	2	2	0	0
The school meets my child's particular needs	38	47	39	48	3	4	1	1
The school deals effectively with unacceptable behaviour	38	47	34	42	6	7	2	2
The school takes account of my suggestions and concerns	28	35	42	52	9	11	0	0
The school is led and managed effectively	40	49	36	44	4	5	1	1
Overall, I am happy with my child's experience at this school	44	54	34	42	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



09 July 2010

Dear Pupils,

Inspection of St John Vianney's Catholic Primary School, Blackpool, FY1 6RD

Thank you for welcoming the inspectors to your school. We enjoyed talking to you and watching you work in lessons. We were sorry that we did not meet more of you on the second day of the inspection when the school had to close. We hope you are all safely back this week. I am writing to tell you what we found out.

Yours is a satisfactory school. You said that you feel safe and that the school site is secure. We agree with you that behaviour can sometimes be good, but is more often satisfactory. Teachers work hard to ensure that you enjoy lessons, but sometimes the pace can be a bit slow and some of you told us that your work is occasionally too easy. The school takes good care of you and those of you with special educational needs make good progress. We were impressed by the roles of responsibility you take on in school, such as house captains and peer mentors, but some of you said that you would like to be more involved in decisions about the curriculum and other activities in school. Your attendance is average.

We have suggested some ways to help the school improve further. These are to help you do better in science by letting you do more investigations; to make sure that your lessons move at a brisk pace and that everyone has work which is challenging and for the adults in charge to carry on improving the curriculum to make your learning more enjoyable.

We have suggested that you have more opportunities to be involved in discussing how to improve the school. You can play your part by attending regularly and behaving really well.

The inspectors wish you well,

Yours sincerely,

Mrs Judith Straw

Lead inspector

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