



Diocese of Westminster

St John Vianney Catholic Primary School.
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DFE Number: 309 3510
URN Number: 102152

Headteacher: Mrs Rosemary Kilbride
Chair of Governors: Mr R Milsom

Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 6th June 2013
Date of previous inspection: 19th June 2007

Reporting Inspector: Mrs Dee Mansi

Introduction

The inspector would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspector spent 1 day in school, visited 6 lessons and 1 assembly, and carried out 5 interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of St John Vianney Catholic Primary School, N15 3HD was carried out under the requirements of the Education Act 2005, and in accordance with the Framework and Schedule for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

Description of School

The school is a 1 form entry, with Nursery, in the LA of Haringey and the locality of West Green, Tottenham. The school serves the parish of St John Vianney, West Green, Tottenham. The proportion of pupils who are baptised Catholic, in Years R to 6 is 100%, Nursery - 85%.

The proportion of Nursery pupils who are from other Christian denominations is 10% and from no faith background is 5%.

There are 247 pupils on roll, with 2 pupils with Statements of Special Educational Need. The proportion of pupils from ethnic minority groups is well above national average. The number of pupils speaking English as an Additional Language is well above. There is an above average rate of families claiming free school meals.

Key for inspection grades:

Grade 1: Outstanding;*
Grade 1: Very Good;
Grade 2: Good;
Grade 3: Requires improvement;
Grade 4: Causing Concern.

A. Classroom Religious Education

How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?

What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?

Overall Grade: [1]

Classroom RE in St John Vianney School is very good. The inspector agrees with the School's self evaluation judgements.

The RE Co-ordinator and Headteacher have a clear plan of action, and together with the committed staff are proactive in seeking training opportunities to further their skills and develop their capacity to improve.

Pupils' religious literacy in Catholicism is developing at a steady rate, and this will be further enhanced by the developments planned for the study of other faiths. The children's enjoyment of religious education is evident, particularly when they can demonstrate their understanding through drama, art and ICT.

What has improved in classroom religious education since the last inspection and what should the school do to further improve in classroom religious education?

- Last inspection's sole action point was: 'Refine the assessment process in the light of the new diocesan guidelines.' This was in 2007, and there have been several revisions since. The 2013 inspection findings are that all current assessment is in line with Diocesan guidelines, and is rigorously monitored by the RE Co-ordinator.
- Further improvement from this 2013 inspection: The school's programme of study for other faiths is evolving. Given the location of the school, and the experiences the children encounter, the inspector feels the sole action point for the school should be:
To build on the regular programme of study by developing the children's understanding of Judaism and Islam within a rolling programme of the study of other faiths.

How well does the content of classroom religious education meet the requirements of the Curriculum Directory?

Grade [1]

The clear links to the Curriculum Directory is evident from the scrutiny of the pupils' work in their books, the portfolios, displays in the corridors and in classrooms. The classroom prayer focus was current with engaging displays, in most classes, of the Sacred Heart. The focus on the liturgical cycle was evident from within the planning, work and displays.

The RE Co-ordinator has been assiduous in linking the content of the RE planning to the requirements of the Curriculum Directory. She has coded the connections so that all teachers have access, and it is meaningful to their developing knowledge and application of the four themes within the Directory. These planned links are woven through the dual use of the Here I am programme and currently the

Diocesan resource units throughout this Year of Faith. Detailed mapping is being developed as evidenced from the teachers' medium term planning.

The school is working closely with advisors to use the Diocesan resources to raise the children's attainment to the upper levels of the agreed understandings of the Curriculum Directory, and were very keen to demonstrate how they had brought this about.

This interwoven curriculum has increased both children's and adults' religious literacy, and the inspector found some very engaging examples of cross-curricular work, combining the geographical setting of the Good Samaritan story which enhanced everyone's knowledge and understanding of the events.

Resources are good and appropriate to the needs of the school, matching spending in other core areas. Raised RE expenditure in recent years enabled the school to fully resource suitable bibles in every class, in keeping with the emphasis on learning through primary sources of scripture.

The use of Sources of Revelation posters is a concrete example of how the school works hard to broach areas they previously found difficult to deliver.

The work on Other Faiths is still developing, and the inspector has made this the sole action point.

Pupil achievement (as well as attainment and progress) in religious education

Grade [1]

There is clear evidence that the concentrated emphasis on attaining highly has been fruitful. There are clear examples of many Level 4 work and a few examples of Level 5 in Year 6 to warrant a very good grading. The children have an excellent attitude to learning and behave well in most classes. Evidence in EYFS through to Year 6 demonstrates the impressive progress within year. Most staff's formative marking and feedback is good.

Where there are difficulties in teaching children because of their individual needs, the school has been particularly inventive in creating opportunities for a number of intervention groups. Using eclectic methods of teaching to help pupils with special educational needs and behavioural difficulties engage with their learning, the teaching and support staff work seamlessly to create an atmosphere of joy within what can be extremely trying circumstances.

The children's buddy system is a holistic support network that ensures everyone has support in their learning and is cared for too.

The quality of teaching

Grade [1]

The inspector concurs with the school's self evaluation that the teachers have a broad range of experience and knowledge. Lessons range from good through very good to outstanding. Teachers are enthusiastic about teaching religious education, and there is a high sense of purpose and interaction between staff and pupils when they engage in the initial learning and then the tasks. Foundation Stage Personal, Social, Emotional Development and Religious Education are blended to help pupils make sense of their place in the world with God. There are some good examples of explicit teaching of signs and symbols e.g. the sign of the cross using photos of themselves.

The Headteacher and R.E Co-ordinator are very active in organising continual professional development for all the staff both in-house and attendance at a variety of courses offered by the Diocese. The R.E. co-ordinator engages with all the Deanery monitoring exercises and Diocesan work, which is then disseminated to the staff on a termly basis. This continual programme means that the subject leader can appraise staff's teaching and support their development.

Parents are well informed of all aspects of their children's learning and are very supportive. In among a high response rate of parents' questionnaires, there was a very small sample of parents who felt the R.E teaching was not rigorous enough. But this was very much countered by these own parents' own highly complimentary comments of how the school delivered the curriculum and cared for their children's welfare and development.

The effectiveness of the leadership and management of religious education

Grade [1]

The inspector concurs with the school's assertion that "Religious Education is at the heart of everything that is done in St John Vianney School". One very impressive, heartening example was of the Headteacher and staff joining the children in using Makaton and BSL in signing the prayers and greetings in assembly to help one hearing impaired child feel included.

The leadership and management of this subject is very good because there is a commitment to the educational mission of the Church by the leadership team, which in turn is disseminated to the staff, which in turn imbues the children with this charism. The senior leadership of the school consists entirely of practising Catholic members who take responsibility for ensuring that they are up to date and competent in all areas of their practice. The Governor' buddy system ensures that liaison with their subject co-ordinator counterpart is authentic and has far reaching implications for whole school development.

Through specific RE inset, regular staff meetings, informal meetings and comments on displays, the whole teaching and support staff's awareness is heightened and expectations raised so that RE is key to the life of the school. Consequently, all staff are in sympathy with, and respectful of, the school's Catholic ethos and vision.

New staff are inducted and trained well, with systems in place to ensure quality teaching – no matter how difficult the circumstances are in class. Leadership's perceptiveness is apparent of those weak aspects that need strengthening, and there is a willingness to tackle any areas that need attention.

B. The Catholic life of the school

How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade: [1*]

The experience of Catholic worship and prayer is clearly outstanding in St John Vianney School. A genuinely, joyful declaration of love for God, and each other, is regularly celebrated on planned and spontaneous occasions, to ensure the widest possible experience of Catholic tradition. The whole school community has a commitment to promoting the Common Good, and the pursuit of Social Justice is a strength of this school. The promotion of the Common Good is clearly lived out in word and deed through the responses of the whole school community. Parents are highly appreciative and supportive of St John Vianney School and its Catholic life. Leadership and Management by school staff and Governors are outstanding in promoting the Catholic life of the school.

What has improved since the last inspection and what should the school do to further develop the Catholic life of the school ?

There were no Catholic life of the school development issues from the last inspection. Since 2007, this aspect of school life has broadened and deepened. To further develop the Catholic life of the school, the action point is; To deepen the work on the Common Good by forging closer links with other faith groups. The two action points, one for RE and another for the Catholic life of the school, both indicate that this issue needs to be broadened as well as deepened. This is because of the school community's immediate needs to be better informed and engaged in the wider local community, and the need to prepare the children for future experiences.

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade [1]

Teachers and support staff have a very good subject knowledge of religious education in accordance with the Curriculum Directory for England and Wales. 10% of curriculum time is devoted to the teaching of religious education across all key stages every week. The school allocates a reasonable budget to teaching the Catholic faith, including the resourcing of continuous professional development (CPD) of all staff. Other faiths are studied within the time allocation.

The experience of Catholic worship – prayer and liturgy – for the whole school community.

Grade [1*]

The school's all pervading atmosphere of prayerful activity, celebration of God's word through song, musical instruments, dance, Makaton signing and speech is highly evocative. This aspect is so valued, that

children were enrolled in the Westminster Choir School outreach programme to enhance their worship, through singing, and then shared with their peers. There were examples of spontaneous meaningful prayer, readily created by the children, witnessed by the inspector.

The school is indeed fortunate that the Parish Priest values his connection to the school so highly that after presiding over mass in his parish church, he will then come to celebrate the Eucharist in the children's familiar surroundings. His accessibility, supported by the Deacon, who is also the RE Governor, ensures that the school community have many opportunities to attend mass in school. Connections to the local community remain very strong. There is a Prayer book in each class – recently updated, which reinforces the commonality of the children's experience of prayer in a cohesive Catholic community.

The commitment and contribution to the Common Good – service and social justice.
Grade [1*]

The whole school community has a commitment to promoting the Common Good, and the pursuit of Social Justice is a strength of this school. Examples include an inter-generational lunch with the school council and local community elders, working through London Citizens for peace based on the children's experience of the Tottenham Riots in 2011, and the assembly for the ingredients of Peace which will be shared with other Deanery schools.

Fundraising, by selling produce at the Summer Fair, Whirling Wheels and continuous, embedded involvement with schools in Malawi through a visiting Priest's connection and engagement with Global Schools' Partnership, ensure that the children are highly aware of their responsibility to help others who are marginalised and in need.

The school is particularly adept at supporting the children's talents, offering them opportunities to take responsibility for caring for others in society. Children are encouraged to develop their personal gifts in order to maximise their own potential, and to use these God given skills for the good of the wider community such as the School Council initiated Whirling Wheels project.

Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;

Grade [1*]

Collaboration has been a key driving force for the Headteacher, with her Governing Body, to develop a vibrant, effective community. This is notable across the quartet of home, school, parish and wider community.

The Governors and parents the inspector interviewed and met were highly aware of how fortunate they and their children were being in a school such as St John Vianney. Their comments went beyond loyal support as they could enumerate the occasions on which they had witnessed excellence individually and collectively.

The Year 6 Assembly was also attended by parents of non-Year 6 children, and they were able to articulate what they felt were the strengths of the school as a whole, and the education and care of their children in particular.

Of the 168 possible responses to the parents' questionnaire, 163 were returned = 97% ; 5 being either ill or on holiday. This is an overwhelmingly positive response to the school's endeavours. Almost all were supportive in all categories, with the added bonus that 95% of this figure agree, or strongly agree, that the school was delivering the curriculum and teaching their children very well within an outstanding learning environment and atmosphere of Catholic life.

The effectiveness of the leadership and management in promoting the Catholic life of the school.

Grade [1*]

The school is fully committed to the Church's mission and the leadership and management of the school are clearly outstanding.

The school self-evaluation also provides sufficient challenge to excellence across all aspects, leading pupils and the school community to experience what is exhorted in John 10:10b, "I am come that they might have life, and that they might have it more abundantly .

School Governors have an excellent understanding of their role as God's witnesses and disciples, as was evident through interviews during the inspection with the Chair and Vice Chair of Governors. Parents, pupils, staff and a telephone discussion with the Parish Priest concur with these sentiments.

During the inspection, links with other schools were noted and read about. Work experience students from a feeder Secondary School were in the school and others had also led Catechist courses with pupils.

The combination of all this empowers this excellent school to live out its mission '*with Our Lord as the focal point in which each child is valued as an individual, nurtured and encouraged to fulfil his/her potential.*'



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Grade [1]

Pupil achievement (as well as attainment and progress) in religious education

Grade [1]

The quality of teaching

Grade [1]

The effectiveness of the leadership and management of religious education

Grade [1]

B. The Catholic life of the school

What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?

Overall Grade [1*]

The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget

Grade [1]

The experience of Catholic worship – prayer and liturgy – for the whole school community

Grade [1*]

The commitment and contribution to the Common Good – service and social justice.

Grade [1*]

The partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf

Grade [1*]

The effectiveness of the leadership and management in promoting the Catholic life of the school.

Grade [1*]