



Archdiocese of Birmingham

INSPECTION REPORT

ST JOHN FISHER CATHOLIC PRIMARY SCHOOL

Kineton Road, Wyken, Coventry, CV2 3NR

Inspection dates 10th -11th June 2015
Reporting Inspector Teresa Quick

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	4-11 years
Number on roll	418
Appropriate authority	The Governing Body
Chair of Governors	Fr Robert Wright
Telephone number	02476 443333
E-mail address	admin@st-johnfisher.coventry.sch.uk
Date of previous inspection	May 2010
DFE School Number	331/3409
Unique Reference Number	103713

Headteacher Mrs Denise Mooney

Previous inspection: 2

This inspection: 1

DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by 1 Diocesan Inspector.
- The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life.
- To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed 6 part RE lessons in 3 year groups, with the deputy headteacher.
- The inspector completed a work scrutiny with the headteacher and deputy headteacher and held discussions with pupils to evaluate the impact of teaching on their learning over time.
- Meetings were held with the chair of governors and staff.
- The inspector observed prayer services in 3 year groups, attended Mass and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school, and pupils' behaviour.
- Other documents such as RAISEonline, the development plan, teachers' planning, and learning journals were read alongside the self-evaluation.

Information about the school

- St John Fisher is a larger than average size Catholic primary school serving the parish of St John Fisher in Coventry.
- St John Fisher is in an area of mixed council, private rental accommodation and private housing. There is some social deprivation.
- The number of Catholic pupils is currently 89%.
- The proportion of ethnic minority pupils is 30%.
- The number of pupils eligible for free school meals is slightly above average and increasing as are the numbers with special needs and/or disabilities.
- Attainment on entry is broadly in line with the national average overall and below expectations in RE.

Main Findings

- St John Fisher judges its worship, Catholic life and RE to be good. The judgement is based on regular and rigorous monitoring and self evaluation processes which are meticulously verified. The judgement was made due to the very high expectations the school has of itself. Inspection found this to be outstanding.
- The school's outstanding leadership of the headteacher and subject leader ensures dissemination of the school's clear vision thereby creating a common sense of purpose in the community as a whole.
- The strong leadership of the headteacher and the subject leader lead the staff to provide outstanding outcomes for the Catholic life of the school community and excellent progress in RE across the key stages.
- The detailed raising attainment plan is based on thorough monitoring providing a clear knowledge of the teaching and learning and areas for development identified. It is characterised by clear priorities and success criteria, regular review and appropriate support to ensure plans are realised.
- The school works closely with the parish, the other parish school, Cardinal Wiseman School, and the schools in the Romero cluster ensuring outstanding pupils' spiritual, moral, and vocational development.

School self evaluation

- Improvement since the last inspection has been outstanding in relation to its recommendations about ensuring that rigorous assessment and monitoring procedures inform high quality planning for the development of Catholic life and RE.
- There is a very good range of monitoring and evaluation activities: talking with pupils both formally and informally, audits, and environmental learning walks. These involve the senior management team which includes the subject leader, and governors, parish priest, parents, parishioners and visitors.
- Monitoring and evaluation systems lead to the next step in the school improvement plan and the school is striving to improve further these very good systems with a greater formalisation of paperwork.
- School self-evaluation is an annual process and regularly monitored by staff and governors. The outcomes of monitoring and evaluation inform the school improvement plan for Catholic life. As a result of monitoring the school identified the need to improve responses to the Mass. The responses are now well embedded through singing but they still consider that Part 3 of the Mass has to be improved. As a result of carrying out the "Monitoring of the School Buildings and Physical Signs of a Catholic School" improvements have been made with crucifixes being placed in areas where there was a need and certain displays have been improved.--
- Clear priorities and timescales are strong features of improvement planning. The school has responded well to the recommendation about this at the last inspection.
- All forms of collective worship are monitored regularly by the senior management team and by peer monitoring. Observations are recorded and are then used to inform future planning
- All staff receive regular high quality professional development both internally within the school and locally. The non teaching deputy headteacher supports staff with the preparation of Mass and the various liturgies that are held at different times of the year and class prayer services. The school has developed and continues to develop innovative ways to inspire prayer. Pupils participate with interest and enthusiasm.
- The children's chaplaincy team supports the organisation of collective worship. Children often are instrumental in leading and developing ideas for collective worship and then are part of the evaluation process. After putting forward ideas they evaluate their implementation both formally and informally. Their ideas are fed into future planning. They are also forthcoming with ideas with the school council for charity events.
- The parish priest who is the chair of governors together with his assistant provides valuable regular contributions to the informal and formal monitoring of Catholic life and support the teaching in the school. They are reliable critical and supportive friends of the school.
- The school is an integral part of the parish which is of benefit to both the school and parish community. Parents and parishioners are very supportive of the school.

Governance

- Governors led by the knowledgeable chair of governors both support and provide challenge to the school. They regularly evaluate the Catholic life and the teaching of RE. The link governor for RE has a very detailed knowledge of the work of the school working closely with the subject leader.
- The governors are fully committed and closely involved with the school and ensure that the ethos, Catholic life, worship and RE provide the best opportunities for all

pupils and members of the school community. They support as well as challenge. This they do with expertise and make exact judgements about the quality of the whole ethos.

- The headteacher at each full governors' meeting reports on the Catholic life of the school and the teaching in RE. Catholic life and RE feature in the role of the performance and standards committee.
- Governors have been successful in the recruitment of Catholics as teachers and for other appointments within the school community. Targets related to the Catholic life of the school are included in all leaders' performance management.
- Members of the governing body now form part of the shadow directors of the soon to be formed Romero Multi Academy Trust (MAC). They are working for the benefit of the school before St John Fisher's School becomes a full part of the MAC.

Religious Education

- Senior leaders monitor and evaluate religious education thoroughly. Their judgements that progress is good for all groups of children and attainment good overall is a modest judgement
- Self evaluation is based on good analysis of pupil performance in RE and the relationship between data and planning are developing rapidly.
- Rigorous monitoring of RE by the leadership team takes place regularly. As a deputy headteacher, the subject leader takes the lead with learning walks, book trawls, planning scrutiny, pupil group and individual interviews and environmental trawls.
- Moderation of work, tracking and analysis of assessment data and lesson observations regularly take place.
- Systems are in place to check the quality and impact of teaching. Excellent support is given for newly qualified teachers, and newly appointed teachers who do not have a background in the Catholic faith. Teachers know that the subject leader who is not class based is there to support them both in school and with the training within the local cluster of Catholic schools. All teaching is at least good.
- Leaders know their teachers well. The judgement that teaching is never less than good is supported by a good range of monitoring systems that show that there have been huge improvements in teaching and learning since the time of the last inspection. Staff are committed, dedicated and reflective practitioners who show a determination to further the Catholic life and religious education in the school.
- Regular analysis of data by the senior leadership team results in targeted support, effective teaching and learning enabling the vast majority of pupils to be keen, and enthusiastic to learn, to participate in all aspects of RE and as a result develop well as independent learners and make good progress.
- The curriculum is broad, regularly reviewed and meets the needs of the pupils well. It is based on the diocesan Curriculum Strategy enriched by a variety of other resources and visits to other schools, faith centres, visitors, retreats and visits to places of religious significance.
- The school is continuously seeking to improve and develop their progressive RE curriculum which builds on existing resources and focuses on Faith development from the Reception Year to Year 6. Older and more able pupils are encouraged in a variety of ways including working in a group with the assistant priest to explore subjects in greater depth and detail and consider theological and ethical issues..

- The school works in partnership with the parish clergy to provided the high quality sacramental programmes involving both the school and the parish.
- Throughout the monitoring and evaluation process high on their criteria is the development of the school's spiritual, moral, and vocational development which is now outstanding.

Overall effectiveness of the school¹

- The school has an excellent Catholic ethos where everyone feels cared for and valued and it is led by a headteacher who has a clear vision, purpose and direction for the school. This is shared by all staff and governors. Leaders engender a strong sense of family thus enabling pupils to feel safe, cared for, respected and valued. They ensure that the school's vision statement is actively lived out- "To live and learn in our caring community"
- Outstanding pupil progress and attitudes to learning are enhanced by the broad, interesting curriculum, excellent Catholic life and the input of the clergy into the life of the school community.
- Children are working at or for some above age related diocesan expectations. Standards in RE are comparable with those in English which are above average overall, though a little below average in reading. The school monitors key groups, addressing issues to ensure all children achieve well.
- All teaching is at least good. Teachers' subject knowledge is generally very good supported by the subject leader and regular training. Resources are plentiful, kept up to date and well organised.
- Both formative and summative assessments and unit evaluations are carried out by teachers and this is used to inform future planning. Effective tracking systems are in place. Throughout the school marking is of a consistently high standard.
- Throughout the school at least 10% of the curriculum time is dedicated to the teaching of RE. The RE curriculum used is based on the Diocesan Strategy *Learning and Growing as People of God*. Provision of religious education therefore fulfils the requirements of the Bishops' Conference. The RE time is extended with cross curricular work with some extended writing, ICT, art, music and drama
- There is a strong emphasis on living out the faith and enhanced by outstanding worship and liturgical life of the school. The pupils have a very good appreciation of vocation.
- Family life and sex education is delivered in line with the teaching of the Catholic Church using "All that I am".
- Worship and Catholic life are both outstanding. The pupil Chaplaincy team are active and making an impact on the Catholic life of the school. High quality worship is led confidently by staff or pupils. Pupils participate with reverence and respect.
- Pupils' spiritual, moral, and vocational development is outstanding. The school works well towards their quest to unlock the children's potential to fulfil their vocation in life.
- The quality of relationships throughout the school is exemplary. Staff are excellent role models for the pupils. Pupils show respect for other pupils and the adults with whom they come into contact. Behaviour in class and around the school is excellent.

¹ As the quality of the school self evaluation has been affirmed, the judgements in this section of the report conform to those of the school.

- This is a school with “Christ at the centre” of this active Catholic community of school and parish.

Recommendations

- Continue to provide the staff with support so that teaching will deliver an increasing proportion of outstanding lessons