



Catholic Schools Inspectorate inspection report for **St John Vianney Catholic Primary School**

URN: 147342

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 30 November - 1 December 2022

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The school mission statement, 'Love one another as I have loved you', unites the school community and underpins all areas of school life.
- The head teacher and deputy head teacher, who is also one of the subject leads for religious education, offer excellent leadership. As a result of this, staff share ownership of the school's values and are also positive role models across the school.
- Pupils demonstrate a deep sense of belonging to this welcoming, inclusive community. They behave exceptionally well, are polite and appreciate all the school offers them.
- High-quality teaching in religious education enthuses and engages pupils, enabling them to be confident, successful learners.

- Prayer and worship are central to the life of the school and woven through the school day and year.

What the school needs to improve:

- Strengthen the rigour of the school's improvement plans by linking the findings and impact of monitoring and evaluation to whole school priorities.
- Increase the range of opportunities for pupils, especially younger ones, to prepare and lead prayer and liturgy activities.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1



Pupils demonstrate a strong understanding and sense of belonging to this inclusive Catholic community. They are active in their commitment to the mission, the language of which is used frequently and spontaneously by pupils of all ages, even in the new school nursery. Pupils' words and actions indicate they clearly understand Gospel values and Catholic Social Teaching. Older pupils have many opportunities to take on responsibilities associated with the Catholic life of the school. They serve on the chaplaincy team, school council, liturgical committee, environmental committee and as house captains. They are energetic and confident in working with younger pupils and organising numerous activities which show their care and concern for others and the earth. Younger pupils respond enthusiastically to the example set by older pupils. The school routinely supports many initiatives locally, nationally, and internationally. These include Mary's Meals, Chocs 'n Socks (a local Cyrenian project) and the Good Shepherd Appeal. The behaviour and attitudes of pupils are excellent. They feel safe, have a sense of self-worth, and demonstrate high levels of respect and care for others.

The inspiring mission statement is at the heart of the school. Pupils embrace it, referring to it as the only rule needed in the school as it covers all aspects of life. Relationships between staff and pupils are excellent, with the school community frequently being described as 'a family'. Staff display love and care for pupils and promote high standards of behaviour rooted in Gospel values. The consistent whole-school focus on values empowers pupils and deepens their understanding of faith in action. Each term, they focus on two values, reinforced in assemblies and visual displays around the school. The school provides a wide range of well-planned chaplaincy activities, many of which are developed with pupils in Years 5 and 6, who organise and lead the younger pupils. The school environment effectively reflects its Catholic identity and ethos and shows that they are fully alive in the school's daily life. Based on four saints, the school house system has a high profile in the school and is enthusiastically embraced by pupils. Personal, social, and health education

(PSHE) and relationship, sex, and health education (RSHE) are carefully planned to reflect Catholic teachings and principles. Details of the schemes have been shared with governors and parents.

Leaders and governors see promoting the Catholic life of the school as a core leadership responsibility and ensure the whole curriculum contributes to the spiritual and moral development of pupils. They embrace and promote the archbishop's vision for co-responsibility with parents and for 'creating vibrant communities in the service of God.' Leaders and governors continually strive to build on the school's Catholic tradition, and active links with the parish are exceptionally strong. Senior leaders and the link governor for religious education undertake regular monitoring of the Catholic life and mission of the school. These are supplemented by external peer reviews by the multi-academy company (MAC). However, the priorities identified from monitoring are not formally linked to the school development plan. Training opportunities are varied and valued by staff, who also appreciate the high levels of support and care senior leaders and governors provide to them. Staff provide support for parents as the first educators of their children. Creative 'Inspire' workshops enable parents to work alongside their children and deepen their understanding of the Catholic mission of the school. This mission is powerfully conveyed and developed in the weekly school newsletter and celebrated in the Faith Journal of each class.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

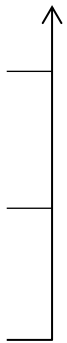
The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1



Pupils develop excellent knowledge and understanding in their learning of religious education. Overall, most pupils, from their varied starting points, make good progress in each key stage, with no significant variation between groups of learners. The religious literacy of pupils is extremely strong and plays a vital part in enabling them to grow in their understanding of faith and its application to daily life. Pupils' attitudes to all aspects of their learning in religious education are consistently positive and positively impact their progress. They enjoy their lessons, participate enthusiastically, and relish opportunities to link their learning to daily life. Pupils of all ages are curious, confident, and articulate. Pupils respond well to various learning approaches; as a result, behaviour and motivation are excellent. Pupils, especially older ones, have many opportunities to write in depth. They take great pride in their work, as evident in its presentation and the depth of their responses. Pupils' work is marked regularly, and they receive verbal feedback. Marking affirms the progress made by pupils and provides opportunities for pupils to improve their work further.

Teachers display high levels of confidence in the delivery of religious education based on authentic subject knowledge and skillful practice. There is a tangible commitment to the subject with ongoing dialogue and reflection resulting from strong leadership. Teachers have high expectations of pupils surrounding learning, progress, participation, and behaviour. They are aware of the different needs of pupils in their class and, together with a team of committed teaching assistants, support individual learners. Teachers and support staff provide lots of praise and affirmation to learners; these positively impact pupil attitudes and behaviour. Teachers effectively plan quality lessons that consolidate and extend pupils' learning. They structure lessons so that prior learning is checked, and tasks enable pupils to acquire knowledge and develop understanding. Staff are particularly effective in linking the studied topic to previous learning and daily life. They use questioning precisely to challenge and encourage pupils to reflect, make their own links and think more deeply and spiritually. Teachers provide pupils with various learning tasks and use various resources

effectively. The learning environment is purposeful and focused, with class displays supporting learning and celebrating pupils' achievements.

Leaders and governors maintain religious education at the heart of the curriculum. They ensure that the curriculum meets the requirements of the *Religious Education Directory* and that the required amount of time is given to religious education. The intent and implementation of the religious education curriculum have been carefully considered, and learning is effectively sequenced to meet the needs of pupils in each key stage and within the nursery provision. As a result, prior learning is effectively enhanced and built upon. Leaders provide quality resources and ensure that staff receive regular, pertinent training and updates. Consequently, the quality of work produced by pupils has parity with other core subjects. Leaders understand the importance of monitoring and assessment. The religious education subject leaders have a clear and accurate understanding of strengths and areas for development and takes effective action to secure improvements. Leaders have systems for tracking and monitoring the delivery of religious education. These include lesson observations, scrutiny of pupils' work, seeking the views of pupils and staff and analysing pupil progress data. The findings of this monitoring are reported to the governing body, along with the monitoring reports produced by the link governor for religious education.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

1

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

During class prayers and larger group worship in the hall, pupils are respectful and join in fully and prayerfully. They particularly enjoy singing and do so with great enthusiasm. Pupils value the many opportunities to engage in prayer, worship, and reflection and have a secure knowledge of traditional prayers. Older pupils are confident in collaborating to lead prayer and worship with younger pupils. Many opportunities for pupil involvement exist through whole school assemblies, class prayers, pupil-led reflections, and attending Friday Mass in the parish church. Pupils have a detailed understanding of the liturgical year and can explain how it influences the life of the school. Older pupils, particularly members of the chaplaincy team and liturgical committee, are confident and well-versed in preparing and leading prayers and reflections. They work well with staff and each other and are excellent role models to younger pupils. In preparing worship, pupils are supported to include a range of approaches, including the use of Scripture, religious prayer aids, liturgical music, and meditation.

Prayer is the heartbeat of every school celebration and is central to its life. The rhythm of the school day is built around regular prayer and a focus on the liturgical year offers a variety of opportunities and experiences. The rich provision for the school's prayer life makes a significant contribution to the spiritual life of the whole school community. The importance of a range of prayers is understood and valued by staff and pupils. The head teacher and deputy head teacher are strong role models in the school's prayer life, leading by example and offering support and guidance. As a result, teaching and support staff are also models of excellent practice. The school provides a variety of prayer and worship opportunities, which are enhanced by providing a wide range of high-quality resources. Pupils confidently use these. Displays around the school are vibrant and supportive of prayer. Pupils can contribute to the displays and write their own prayers to hang on their house prayer trees. Pupils are particularly proud of the new outdoor prayer area they helped design. Links with the parish church are strong, and pupils are regularly

involved in parish worship. Parents are positive about the school's work in nurturing faith, commenting on the re-introduced prayer bags and the opportunities to come into school to join their children in prayer.

Leaders, governors, and staff clearly understand high-quality prayer and liturgy, as expressed in the school policy. They also have a secure understanding of the liturgical year, seasons, and feasts and ensure that prayer and worship are relevant and have a clear purpose and message. At Key Stage 2, they promote pupils' planning and leading of prayer and liturgy. Pupil evaluation of prayer takes place, but this is not yet embedded as routine practice. The head teacher and deputy head teacher use the liturgical calendar as the basis for whole-school planning, and high profile is always given to feast days and holy days. Staff are effectively inducted into the school's prayer life and participate in training opportunities to support prayer and liturgy. The governing body is active in its commitment to the school's prayer life, and governors frequently attend whole school worship, enabling them to witness first-hand the high quality of provision. The link governor for religious education also undertakes monitoring activities. Leaders and pupil chaplaincy leaders also undertake monitoring activities, identifying areas for improvement. However, staff and pupil monitoring are not fully linked to evaluation or the school development plan.

Information about the school

Full name of school	St John Vianney Catholic Primary School
School unique reference number (URN)	147342
Full postal address of the school	Mount Nod Way, Coventry, CV5 7GX
School phone number	02476 464 088
Name of head teacher or principal	Veronica Gosling
Chair of governing board	John Teahan
School Website	www.sjv.co.uk
Multi-academy trust or company (if applicable)	Holy Cross Catholic MAC
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	November 2016
Previous denominational inspection grade	1

The inspection team

Mrs Basia McLaughlin

Lead inspector

Mrs Sarah Rathbone

Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement