



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

URN: 148977

Carried out on behalf of the Canon Peter Leighton V.G., Diocesan Administrator of Hexham and Newcastle
 on:

Date: 01-02 March 2023

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

- Pupils are thoughtful, knowledgeable and religiously literate; the quality of their responses is exceptional.
- Scripture is at the heart of the school and influences the policies, procedures, and actions of the community.
- Leaders are visionary and embed policies and procedures effectively.
- Teachers are equipped with excellent subject knowledge and are given time to collaboratively plan meaningful and effective lessons.
- Collective worship is central to school life; it enriches pupils and staff.

What the school needs to improve:

- Ensure that the religious education tasks provided maximise the learning potential of all children, enabling them to respond in depth.
- Develop further opportunities for staff spiritual and professional development.
- Develop further opportunities for the parish community to be involved in the prayer life of the school.

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

Pupil outcomes in the Catholic life and mission at St John Vianney School are outstanding because a strong, welcoming and inclusive Catholic culture pervades. Gospel values lie at the heart of the school community and are known, lived and experienced by all pupils, and are endorsed by both staff and parents. All community members embrace the mission, 'We hope to act justly, love tenderly and walk humbly with our God.' Pupils understand and can articulate that the school community is committed to following the teaching and example of Jesus. Pupils know that they are valued. They readily and confidently make connections between their actions and those of Christ. The behaviour of pupils is exemplary. The restorative approach to behaviour management encourages pupils to take responsibility for their actions and to contribute to the well-being of all. Pupils value the opportunities to be Mini Vinnies and to act in ways of the faith. They state, 'MV means to be "mini versions" of Jesus.' They are proud to campaign for those in need and confidently talk about their contribution to charitable acts and Catholic Social Teaching. The recently completed 'poverty-proofing audit' has focused the pupils on the positive actions they can take to support the dignity of others.

The provision for Catholic life and mission is outstanding because staff act as excellent role models and provide the highest levels of pastoral care. As a result, pupils know that they are genuinely loved and made in the image of God. This embedded culture means that the school celebrates and values everyone in its community without exception. A well-sequenced Catholic relationships, sex and health education programme has been carefully planned and implemented, meeting both statutory and diocesan requirements. High-quality, scripture-rich displays communicate the message of Jesus, creating a prayerful and spiritual environment where everyone can work and play. Staff

ensure that there is a culture of welcome where happiness and inclusion are tangible. Consequently, pupils feel safe and valued. They develop a sense of belonging and demonstrate strong, respectful relationships. Staff create an environment which reflects the Catholic character of the school and provide enriching opportunities for the spiritual development of the pupils. Parents and carers agree and are overwhelmingly positive, with one parent commenting, 'I am appreciative of the Christ-centred ethos of the school and all that it does to nurture my child's faith and to foster a sense of spirituality and social justice.'

Leaders are outstanding in how they promote, monitor and evaluate the provision for the Catholic life and mission at St John Vianney. They are fully committed to being witnesses of the Gospel. They are dedicated to ensuring that the pupils experience an enriching Catholic education that provides excellent formation. The subject leader inspires colleagues to keep Christ at the heart of the school and her support is valued by all. Together with the headteacher, she ensures all staff are treated with respect and dignity, resulting in a motivated and committed team. All staff recognise their calling to be faith leaders. Leaders are meticulous in ensuring staff receive high-quality training and induction. Therefore, the Catholic life and mission of the school is consistently strong. Effective monitoring and evaluation ensures that the Catholic identity is well embedded, and procedures support the charism and mission of the school. Governors are passionate about their role within the school, supporting and challenging leaders. Governors and the parish priest have embedded effective partnerships with the parish, showing determination, ambition and enthusiasm to serve their community. They are proud of the strong links to the Church and fully support the school in its core mission.

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

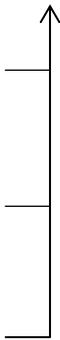
The quality of teaching, learning, and assessment in religious education.....

1

Leadership

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

1



From their starting points, pupils make sustained progress. They respond well to tasks and produce excellent work aligned to age-related expectations. Pupils with additional needs achieve well because lessons are appropriately adapted to enable them to access the curriculum alongside their peers. In relation to their age, pupils are religiously literate and use religious vocabulary appropriately and confidently. They are eager to learn and deepen their understanding by applying their knowledge well in directed tasks. By the end of Key Stage 2, pupils can make links between sources and they reflect on how religious beliefs influence the actions of believers.

Expectations in religious education lessons are high. Presentation in books reflects a great sense of pride. Pupils enjoy lessons and engage in their learning. They know what they have done well and are able to make improvements. Parents appreciate the impact religious education has on their children. One parent stated, 'I am pleased with the way my child has been introduced to religious education. They have asked me lots of big questions about God, Jesus, and the world because of what they have learned.'

Teachers have strong subject knowledge and all work collaboratively to ensure that there is equitable provision within year groups. They are rigorous in planning systematic lessons, adapting tasks and teaching to support inclusion. Consequently, pupils are given many opportunities to keep up with their peers and all are supported to know and remember more. Well-planned tasks are varied and creative, and therefore are engaging. Teachers are skilful in crafting questions to provoke deep thinking and give clear explanations and feedback to support progress. They use varied resources effectively to elicit well-reasoned responses, linking prior learning to new concepts. Pupils understand how to complete tasks well because they link directly to what has been taught. At times, however, the set tasks allow only limited responses when pupils are capable of recording their

thinking individually and in greater detail. Teachers are inspirational and this encourages pupils contribute well in lessons. Staff provide many opportunities for oracy, modelling language, and modifying key concepts to create a language-rich learning environment. This enables pupils to reason and justify their thinking, using religious vocabulary which is well-embedded. Parents value the quality of education that staff provide.

The headteacher has empowered staff through a shared vision and strategic direction for religious education. Staff recognise that her actions are 'transformative.' The subject lead is tenacious in her monitoring of religious education and diligent in her support for colleagues. She has an expert understanding of curriculum expectations and standards, which are comparable to other subjects. Staff recognise that her coaching and mentoring have 'supported and encouraged [them] to teach religious education thoughtfully and creatively, in a way which will engage and excite children.'

Leaders have embedded clear policies and procedures across the school which ensure that there is effective teaching which supports pupil progress. They prioritise investment in professional development and resources so that teachers have the knowledge and skills to provide excellent learning opportunities. Senior leaders recognise the strengths of the school and best practice is shared effectively. All teachers feel well supported because there are clear structures in place for coaching, mentoring and induction. As regular visitors to school, members of the local governing committee are well-informed when making decisions. They have ensured that religious education lessons are well-resourced and that additional enriching activities are invested in. They are rightly very proud of the achievements in religious education across the school.

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



Prayer is central to the life of the school and pupils participate reverently and enthusiastically. Church traditions are well-embedded, and these are enriched with creative opportunities to pray. There is a great emphasis on scripture across the school. As a result pupils understand the links between Bible passages and liturgical prayer opportunities. Pupils sing enthusiastically and join in well with communal prayers. Appropriate to their age, pupils plan and lead liturgical prayer knowledgeably and confidently. Pupils highly value the rich and varied opportunities for spiritual growth. They enthusiastically select Gospel readings, hymns and prayers. They can evaluate prayer and liturgy and their reflections shape their actions. They incorporate a variety of prayer styles into their own planned liturgical prayer.

The provision for prayer and liturgy is outstanding because it is central to school life. As well as regularly celebrating class and key stage liturgical prayer, groups of pupils join the parish community to celebrate Mass weekly. The parish priest regularly visits school and his visits enhance the prayer life of the school community. Staff undertake professional development and share best practice. Consequently, they are well equipped to lead prayer and liturgy, acting as excellent role models for pupils. Staff are also skilful in helping pupils to plan liturgical prayer so that they develop independence in line with their age and capacity. Adults create prayerful spaces in classrooms and shared areas. These are planned to enable pupils to respond and reflect, and they support pupils' understanding of the liturgical year. Pupils are encouraged to explore a wide variety of creative ways to pray, and they respond in their preferred way of praying. Liturgical music, scripture, art, crafting activities, reflection and silence are typical features of the prayer life of the school. The spiritual growth of all pupils is sensitively supported. Staff ensure that families feel included in the prayer life

of the school community by sharing resources to use at home, including prayer bags and travelling cribs. These are valued and parents welcome the opportunity to support their children in this way. In partnership with the parish of St John Vianney, most pupils in Year 4 are prepared for receiving the Sacrament of Reconciliation and the Sacrament of the Eucharist. The parish community welcomes this partnership work and would like to seek further opportunities to be involved in the prayer life of the school.

School leaders have responded to pupils and ensure that the prayer life of the school is meaningful and engaging. Staff report that the headteacher has been 'inspirational' in her vision for the centrality of prayer and her 'strong leadership and enthusiasm' has ensured that the school's prayer and liturgy policy is relevant and applied well. One pupil commented, 'She makes sure God is at the centre of all we do.' Senior leaders invest in professional development so that staff have the knowledge and skills to lead meaningful collective worship and to facilitate the leadership of pupils. The subject leader is an excellent role model and her coaching of staff in leading collective worship is highly valued. Staff feel they would benefit from more opportunities to observe and work alongside her to enhance their practice further. Her support for less experienced staff is evident and she ensures that all are confident in their role as faith leaders. Governors prioritise investment in professional development and resources that enhance collective worship. They recognise their responsibility to monitor the prayer life of the school, regularly visiting as part of the self-evaluation cycle of the school.

Information about the school

Full name of school	St John Vianney Catholic Primary School
School unique reference number (URN)	148977
Full postal address of the school	Hillhead Road, West Denton, Newcastle-upon-Tyne, NE5 1DN
School phone number	0191 2672233
Name of head teacher or principal	Allyson Thorpe
Chair of governing board	Graham Smith
School Website	www.stjohnvianneynewcastle.org
Multi-academy trust or company (if applicable)	Bishop Bewick Catholic Education Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Diocese of Hexham and Newcastle
Gender of pupils	Mixed
Date of last denominational inspection	22-23 September 2014
Previous denominational inspection grade	Outstanding

The inspection team

Barbara Reilly-O'Donnell	Lead inspector
Jane Weatherall	Team inspector
David Miller	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