

# St John Vianney RC Primary School

Inspection report

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<b>Unique Reference Number</b>	102152
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	286291
<b>Inspection date</b>	22 May 2007
<b>Reporting inspector</b>	Steven Hill

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 on roll</b>	
School	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms M Kane
<b>Headteacher</b>	Mrs R Kilbride
<b>Date of previous school inspection</b>	9 May 2001
<b>School address</b>	Stanley Road London N15 3HD
<b>Telephone number</b>	020 8889 8421
<b>Fax number</b>	020 8881 2528

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is an average-sized primary school in a disadvantaged part of Tottenham. The proportion of pupils entitled to free school meals is above average. Pupils come from a wide range of different ethnic heritages, with the largest groups being Black African, Other White, White British, Other Mixed, White Irish and a few from a range of other backgrounds. Two thirds of pupils have a mother tongue other than English. A very large percentage of pupils have learning difficulties, including a high proportion with statements of special educational need. Attainment, when children start in the Foundation Stage, is much lower overall than that usually found, although there are considerable variations from year to year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

St John Vianney is a thriving, racially harmonious community with a very positive family atmosphere, much appreciated by pupils and parents alike. It is an outstanding school where pupils' achievement, personal development and well-being are all excellent.

Pupils get off to a flying start in the Nursery, where they quickly feel at home. The wide range of exciting things for them to do and the very positive relationships with adults mean they make very good progress from a low base. This progress continues in the Reception and infant classes, so that overall standards are in line with the national average by the end of Year 2, although there is some fluctuation from year to year. Standards continue to rise in the junior classes, and are consistently above average by Year 6, and in some years are well above average. Variations from year to year are because of differences in the abilities of each year-group.

Pupils' achievement is underpinned by outstanding teaching, a good curriculum, and exceptionally thorough tracking of their progress. Detailed records of how pupils are getting on enable teachers to match work carefully to their individual needs. Teachers give pupils many opportunities for hands on experience, which means their understanding rests on a firm base. Positive relationships and clear expectations ensure that pupils' behaviour and concentration are excellent. They work hard and are keen to succeed because, as a Year 6 pupil explained, 'Teachers make things as fun and as educational as possible.' The strong emphasis placed on English, mathematics and science ensures pupils do particularly well in their basic skills. However, although provision for information and communications technology (ICT) has increased considerably since the last inspection, there is still not enough equipment for younger pupils to have enough opportunities to use computers.

The care, guidance and support provided for pupils are outstanding. All pupils, whatever their needs are given sensitive, caring help that is tailored to their individual pastoral and academic needs. By Year 6, pupils are confident, caring and sensitive young people, keen to do well themselves, but also to help others. Their relationships with each other and with staff are excellent.

The school's strengths are driven by outstanding leadership and management. The clear guidance of the head, and strong teamwork from all staff, support excellent self-evaluation. Lessons are monitored carefully and standards are examined in great detail. The school takes rigorous action to address any issues that arise so that the school is able to go from strength to strength. Great emphasis is placed on links with parents, who show overwhelmingly positive support for the school. Typical of many positive comments made was the parent who wrote 'Every child is valued individually while at the same time being treated as part of the school family.'

### What the school should do to improve further

- Improve the provision of ICT for younger pupils so they have more regular and frequent opportunities to use computers.

## Achievement and standards

### Grade: 1

Achievement is excellent. Pupils' very good progress across the school means that they move from low standards when they start, to broadly average standards by Year 2, and consistently above average standards by Year 6. Variations in standards from year to year are largely due

to differences in the abilities of different cohorts. For example, the relatively strong group who took national tests in 2006 gained results that were well above average, and their progress since Year 2 was in the top 10% nationally. The school responded promptly to a relative weakness in the number of Year 2 pupils gaining the higher grades in writing in 2006. A consistent emphasis on writing over the last year has eliminated this issue, with above average proportions attaining at the higher level.

The large number of pupils with learning difficulties and disabilities do very well in the light of their starting points, because of the carefully tailored help they are given. Pupils whose mother tongue is not English soon learn the language so they make the same progress as their classmates. Any who are struggling soon do well because they are quickly given the right support.

## **Personal development and well-being**

### **Grade: 1**

Pupils' excellent spiritual, moral, social and cultural development is exemplified by their outstanding behaviour, their care and concern for others, and their positive relationships. They work together well in teams, listen carefully to each other's ideas, appreciate each other's strengths and respect their differences. Boys and girls from different backgrounds work and play together in harmony. They take on responsibilities well, for example through being 'peer mediators' or in the 'buddying' links between older and younger pupils. They show independence when this is needed. They make a strong contribution to both the school and the wider community. They are proud of the support they are able to give to a school in Malawi, for example. They know how to keep themselves safe, and take care with the safety of others. Older pupils contribute their ideas very effectively through the school council, citing changes in school uniform and improvements in lunches and in playground equipment as examples of their effectiveness. They thoroughly enjoy school and, as one said, 'I don't think much needs to change!' They understand about healthy lifestyles, are keen on sport and PE, and some show an increasing willingness to eat healthy options at lunchtimes. Their strong social and academic skills prepare them well for their future lives, in school and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Outstanding teaching and learning are based on excellent relationships and high expectations which ensure secure discipline and a positive working atmosphere in classes. Pupils make very good progress because work is carefully matched to their individual needs. They concentrate very well, listening attentively in class because teachers explain things clearly and give them interesting and exciting things to do. In the older classes, good use is made of interactive whiteboards to enliven lessons and clarify explanations. Collaborative work is used very effectively to make learning more interesting. As one pupil said, 'We don't just write, we talk about things, share ideas and learn better.' Teaching assistants make a very positive contribution to pupils' learning, particularly for those who have learning difficulties or disabilities.

## **Curriculum and other activities**

### **Grade: 2**

The Foundation Stage provides a very good curriculum, with a good balance between activities chosen by children and those directed by adults. The outside provision is used imaginatively, for example in providing real bricks for children to build a 'house' mortared with wet sand. The emphasis placed on literacy and numeracy throughout the school enhances pupils' learning across the curriculum. The use of practical work in science is a particular strength. Provision for ICT has improved since the last inspection, although there is still not enough equipment available for children in the younger classes. Strong provision for personal, social and health education supports pupils' personal development. There is good enhancement to the curriculum through visitors to the school and visits out. Year 6 particularly enjoyed their residential visit and spoke enthusiastically of its social and academic benefits. There is a satisfactory range of extra-curricular clubs. Good attention is paid to learning about a wide range of different cultures, and to valuing the different cultures represented by the pupils.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. The friendly, welcoming approach in the Foundation Stage helps children settle in happily from the start. A key to the school's success is how it treats pupils as individuals, working hard to ensure that everyone is included, and that they all progress well socially and academically. Careful attention to the specific needs of the wide range of pupils with learning difficulties or disabilities is a particular strength. All these pupils, including some with considerable emotional or social problems, are helped to make very good progress and to take a full part in the life of the school. There is very careful tracking of how pupils are doing academically and personally, and action is taken to tailor provision to their particular needs. Pupils are motivated by being given individual targets in English and mathematics, and are helped to reach them. Pupils who are struggling to learn English are given effective extra help. Good systems are in place to safeguard learners so they feel safe and secure in school. The attendance of most pupils is good and the school is working hard to improve attendance.

## **Leadership and management**

### **Grade: 1**

The very positive outcomes for pupils are driven by a clear direction and lack of complacency in the school. There is a determination to continually improve things, and to treat all pupils as individuals. The headteacher provides strong leadership to an effective team of teachers and other staff who all work with the pupils' best interests at heart. Rigorous self-evaluation is based on the careful tracking of standards and achievement, and thorough monitoring of teaching. Clear feedback to staff on their lessons, and suggestions about how even very good lessons might be improved further, maintain the outstanding quality. The data on achievement is used effectively to address school-wide issues, to ensure that work is matched to pupils' needs, and to ensure that individual pupils receive the support they need.

Subject leaders take a full part in the self-evaluation, an improvement since the last inspection, and give effective support to colleagues. The governing body has a good understanding of the school's strengths and weaknesses, and holds the school to account well for its performance.

The school is very well placed to build on its strengths and to maintain high standards in the future.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

11 June 2007

Dear Pupils

Inspection of St John Vianney RC Primary School, London, N15 3HD

Thank you very much for the very warm welcome you gave me when I inspected your school. I really enjoyed talking to you and watching you at work. You told me that you enjoy school and it was easy to see why.

I think that your school is outstanding. You learn a lot and your standards when you leave are higher than those I see in most schools. Your teachers are very good at making sure that you get work that is just right for you, and that you have interesting things to do. This is why everyone makes such good progress. You help by showing excellent behaviour and concentration, and by always trying your best. The staff work hard to make sure that everyone is included in what is going on, and this makes the school a happy and friendly place to be. Many of your parents wrote to tell me how pleased they are with how you are all doing.

I was very impressed by how well you all get on with each other, and how caring and kind you are towards other people. You are growing up into children that your parents and your school are right to be very proud of.

The school keeps a very careful eye on how everyone is getting on, and staff are always trying to make things better. They have made a lot of improvements since the last inspection, although there is still not enough ICT equipment, and the younger children do not get enough chances to work on the computers. I have agreed with the staff and the governors that they will try to improve this.

I hope that you carry on enjoying school, and working hard.

Best wishes,

Steven Hill.(Lead Inspector)