

St John Vianney Catholic Primary School, Blackpool

URN: 119598

Catholic Schools Inspectorate report on behalf of the Bishop of Lancaster

13–14 June 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

1

What the school does well

- The school is an exceptionally supportive and joyful community, where everyone is welcomed loved and nurtured.
- Leaders work tirelessly to ensure a flourishing partnership between school and parish.
- Staff, leaders and governors are inspirational witnesses to the Gospel and to Catholic social teaching, seeking daily to serve those in need.
- Pupils are religiously literate and are aware of the demands of religious commitment in everyday life.
- Staff are models of excellent practice to pupils as participants in and leaders of prayer and liturgy.

What the school needs to improve

- Ensure greater consistency in feedback across the school, so that all pupils can articulate how they have made progress and what they need to do to improve.
- Provide opportunities for pupils to lead spontaneous prayer, influenced by the curriculum and the wider 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

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

1

Pupils have a clear understanding of their place in the community and their role as part of the mission of St John Vianney in being 'sincere, joyful, and virtuous'. Pupils are proud of their school and the work they do, seeking equality for all. Through various groups, including *Mini Vinnies*, *Guardian Angels*, Prayer Leaders and *Nurture Ambassadors*, children confidently articulate Jesus' mission in the gospels to serve others. Senior leaders work closely with the parish priest and governors to develop this strong understanding of their place in the community and how to serve Jesus. One child reflected on the work of *Mini Vinnies* with the *John 21 Shed*, stating that scripture tells us to 'Feed my Lambs'. This was supported by another with 'Jesus fed the five thousand so we must try to feed as many people as we can.' Senior leaders work closely with parishioners and children in this work. Pupils are actively involved in responding to the demands of the Church's social teaching. The children who are *Guardian Angels* confidently share their understanding of their role as 'Stewards of the World' to meet the needs of others both locally and globally with their work on the *Garden of Eden* and Cafod fundraising. Pupils recognise that to do this work takes commitment and reflects the support from all who are part of this rich community.

St John Vianney's is a supportive and joyful community, valuing all and acknowledging the presence of Christ in each other. The mission statement is revisited regularly with each year group developing their understanding. Prayer life is at the heart of school which strengthens its Catholic mission, with supportive staff who are driven to ensure that children have a loving relationship with God. Everyone is welcoming in a spirit of hospitality, especially the vulnerable and those in need. Senior leaders recognise their role in this as they use 'What would Jesus do?' as a guide which has prompted the nurture work in *Nest* and the planned *Blossoms* project

to support pupils with special needs and disabilities. Staff enthusiastically reflect the mission of the school and are exemplary role models to the children and wider community, taking active steps to run Children's Liturgy to engage children in Sunday Mass and in this way support their faith. Families recognise that St John Vianney is 'A family with faith at its centre'. Children have a strong understanding of how they can make a difference in the world, rooted in the gospel, that is confidently articulated as a reflection this commitment from all staff.

Governors and leaders are exemplary role models and can clearly articulate the Mission of the Church. Leaders and governors state they are proud of being part of St John Vianney's and are clearly ambitious with a shared vision that is articulated and actively promoted by all. They are fully involved in the work of the school and the wider mission of Catholic social teaching. This leadership ensures that the children have a true understanding of this and are building a caring community by responding to the needs of the vulnerable through the *Garden of Eden* and the *John 21 Shed* as a direct response. Staff report they are supported by senior leaders and value the expert help and support from the parish priest. Inspectors witnessed the kindness and care for children and families which is to be celebrated. The stunning use of art encapsulates the children's view of their faith and how to live it. Governors give the highest regard to the Catholic life identity of the school and preserving it for the future. Parents have a strong understanding of this, recognising that the children truly understand the importance of the values of the Catholic Church and put this understanding into everyday life.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

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

1

Across the whole school pupils are developing excellent knowledge, understanding and skills in religious education. They make consistently good progress, as evidenced in their workbooks and in the school's tracking system. As a result, pupils including disadvantaged pupils and those with special educational needs, achieve excellent outcomes.

Behaviour is excellent in religious education lessons because pupils are actively engaged and enthusiastic. Across the school, most pupils are able to work independently. They are religiously literate and skilled in reflecting spiritually, showing an awareness of the demands of religious commitment in everyday life. Pupils are skilled in using subject-specific vocabulary in their responses to questions both in discussions and in their written work. The standard of work produced and the outcomes for pupils are broadly in line with those in other core subjects. Pupils are proud of the work they produce, which is of a consistently high quality, and they can recall previous learning, using subject-specific vocabulary. They use technology effectively to capture and store creative aspects to their learning, for example artwork, photographs, and film clips.

Some pupils are developing an understanding of how well they are doing and what they need to do to improve further. Leaders recognise that ensuring consistency of practice in feedback across school will enable all pupils to do this effectively.

Across the school, teachers' subject and pedagogical knowledge is very strong. For teachers new to school, including those who are early career teachers, there is a programme of peer support in place. Staff work in year group pairs to plan lessons together, identifying suitable resources and adapting approaches to meet the needs of all

pupils. All staff have very high expectations and are enthusiastic about how they can inspire and motivate pupils within religious education lessons. Lessons begin with the introduction of new vocabulary which is shared and explained. Older pupils research the meanings in groups. This vocabulary is referred to throughout the lesson and is used by pupils to support their written work. Teachers and support staff also use the new vocabulary when supporting or challenging pupils, so that by the end of the lesson pupils have a secure understanding. In the Early Years Foundation Stage new vocabulary is displayed and used effectively in all areas of the continuous provision. Teachers use questioning skilfully to extend learning and deepen understanding. They encourage other pupils to build on responses, so that all pupils are able to develop a deeper understanding of new concepts and build on previous learning. Time is built into lessons for personal reflection and paired discussions.

The use of high-quality resources, which include art, music, and technology, enhances the provision and enables teachers to tailor learning to meet the needs of all children. Visits to places of worship and other regular visitors to school further enhance the provision. Teachers and support staff work exceptionally well together to ensure those pupils with additional needs are fully included in all activities and achieve well.

The head teacher and religious education subject leader are excellent role models and provide very good support for staff. The religious education subject leader, who is also the Early Years Foundation Stage teacher, has a clear vision of outstanding teaching and learning and has a high level of expertise.

The school is following the diocesan guidance on the implementation of the *Religious Education Directory*, with suitable programmes to support the teaching. There is a clear plan for continued professional development for all staff in school.

Self-evaluation is rigorous and accurate. Leaders and governors understand the strengths of the school as well as what needs to improve.

Collective worship

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

Collective worship key judgement grade

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

1

Prayer and liturgy is central to the life at St John Vianney and is highly valued by all. Pupils respond exceptionally well to the experiences of prayer and liturgy provided. For example, they participate through the quality of prayerful silence, initiated by the use of the *singing bowl*. There is an excellent attentiveness and response to prayer and liturgy with children singing enthusiastically. Prayer and liturgy is appropriate to pupil age and stage of learning. In Year 1 for example, children confidently pass a candle around during prayer and liturgy, welcome the gospel with appropriate words and gestures and join in the 'Glory Be.' prayer, whilst older pupils were seen leading their own well-constructed prayer experience based on scripture, with the liturgical ministries being undertaken with confidence. This was then evaluated with next steps highlighted.

Pupils confidently demonstrate an excellent understanding of the liturgical year and how it is expressed in the life of the school, for example, the colours on prayer tables reflecting the different liturgical seasons. Prayer leaders make excellent use of the Carlo Acutis chapel for a range of prayer sessions including Examen. They are proud of their role and, 'Dedicating time to bring others closer to God through prayer.' Nurture ambassadors are proud of their positions, giving help and support to others. One pupil said she knew that 'God wouldn't just leave you to be upset' and after praying she felt, 'Different inside.'

There is a strongly embedded pattern of daily, weekly, and annual prayer, which offers experiences of the breadth of the Catholic tradition, for example, praying the rosary. Scripture is the main part of all experiences of prayer across the school and the whole celebration is woven around this. Staff are inspirational role models of practice in engaging in prayer and liturgy and also in guiding pupils and colleagues in doing so. Prayer spaces in classrooms and around the school, including the chapel, are beautiful, well cared for (including some by the

prayer leaders) and are highly conducive to prayer and reflection. Staff have ensured that parents and parishioners are welcomed into school, with parents stating, 'I love that we get invited into class liturgies and Masses so that we can share our child's worship,' and 'It made the hairs stand up on the back of my neck.'

Leaders and governors are clear in their understanding of the skills required by children at different stages of their school life to participate in and lead liturgy. The school's policy on prayer and liturgy is fit for purpose and well used by relevant staff. Leaders have an excellent understanding of the many and various ways of praying within the Catholic tradition and are highly aware of these in relation to the community that they serve. The parish priest and school create a well-planned calendar that sets out the opportunities to celebrate the Eucharist with the parish, including all holy days and other significant days throughout the year. The sacrament of reconciliation is available at appropriate times. Prayer and liturgy are a focus for frequent and high-quality professional development, including with the Diocesan Primary Religious Education Advisor. This practice further feeds into the central place that prayer and liturgy hold within the school. The provision for prayer and liturgy is prioritised and this can be seen with the many high-quality resources such as singing bowls, statues, images of archangels on worship tables and high-quality artwork, all of which are used to enhance worship. Prayer and liturgy is clearly included in the self evaluation process, with the pupil voice being valued and taken into account.

Information about the school

Full name of school	St John Vianney Catholic Primary School
School unique reference number (URN)	119598
School DfE Number (LAESTAB)	8903624
Full postal address of the school	St John Vianney Catholic Primary School, Glastonbury Avenue, Blackpool, FY1 6RD
School phone number	01253 311248
Headteacher	Clare Evans
Chair of Governors	Sonia James
School Website	www.stjohnvianneys.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Blessed Edward Bamber
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2018
Previous denominational inspection grade	1 - Outstanding

The inspection team

Jacqueline Hampson	Lead
Alan Parry	Team
Anne Charnley	Team

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