

INSPECTION REPORT

School: **St John Vianney**

Address: **Rye Bank Road, Firswood,
Stretford, Manchester. M16 0EX**

Telephone: **0161 881 7843**

e-mail address: **vianneystjohn@btconnect.com**

URN: **106167**

Headteacher: **Mrs Eileen McMorrow**

Chair of Governors: Rev. **Dr.G.F.Byrne**

Canonical Inspection under Canon 806 on behalf of the Diocese of Salford
and inspection of Denominational Education under Section 48 of the Education
Act 2005

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	1	
Capacity for sustained improvement	1	
Overall pupils' outcomes	1	
Leadership and management	1	
Effective provision for Catholic education	1	

Date of inspection: 12th –13th April 2011

Date of previous inspection: February 2009

Reporting Inspector: Margaret Diffley

Information about the school

St John Vianney is a Catholic Day School for young people with learning difficulties and disabilities. It is a non-maintained special school admitting students from neighbouring authorities and Diocese. Current pupils come from Stockport, Trafford, Manchester, Salford, Rochdale, Tameside, Cheshire and Bury. The school caters for students between the ages of 8 – 19 years with both moderate and severe learning difficulties, including Autistic Spectrum Condition, Speech Language and Communication difficulties as well as complex needs..

All students have full statements of educational needs. 44% of pupils are patients under the Child and Adolescent Mental Health Clinics. There are 90 learners on roll, 61 % of whom are Catholics. 78% of learners are White British. 8% of pupils are children looked after and a third of pupils are eligible for Free School Meals. There are twice as many boys as girls on roll. The school has 12 full time and one part time teacher and 22 teaching/support assistants. 75% of teachers are Catholic and 57% of assistants are Catholic.

Overall Effectiveness

Grade 1

This is an outstanding Catholic school. St John Vianney is a praying and worshipping community where prayer is central to the life of the school. The school's mission statement is the source of the School Prayer which is displayed in every room and in the prayer corners which all classrooms have. Prayer opportunities for staff and pupils are meticulously planned. Pupils look forward with anticipation to Wednesday's whole school assembly! Themes for both formal and informal prayer reflect a deep understanding of the Church's mission and relate to the Liturgical life of the Church. There is a strong thread of spirituality which pervades and connects this community. Provision for collective worship celebrates, reflects and respects the religious diversity within the school community. Mass is celebrated regularly in school by the priest chaplain; there are opportunities for the sacrament of Reconciliation and Stations of the Cross are arranged for Holy Week.. Pupils take on the role of Sacristan and older pupils are Eucharistic Ministers.

Staff are actively encouraged 'to see the face of Christ in all they meet' no matter how challenging. At all levels staff are constantly engaged in reviewing and planning improvements to the school's provision. Concern for the personal and spiritual development of staff is apparent, exemplified by the time for reflection now available to all . The beautiful chapel is a real asset, well resourced and is used imaginatively by staff and pupils. All staff and pupils have a high regard for the catholic life of the school.

Capacity for sustained improvement

Grade 1

The community at St John Vianney has securely maintained and built on previously outstanding performance. The Governors, Senior Leadership Team and other leaders and managers inspire the school community to sustain an ambitious and challenging vision which is clearly focused on the school's mission 'The school recognises and accepts that each individual is unique and of equal value in God's eyes'.

The Senior Leadership Team is highly motivated and consistently communicates high expectations to staff about securing improvement. Morale is very high and belief in the school's continuing success runs through all levels of staff. Processes for managing the performance of staff and for their professional development are used exceptionally well. The recent national Autism Accreditation is great cause for celebration and the assessment process has had a profound impact on the work of the school, particularly in providing a framework for further developing effective behaviour management. The school's capacity for sustained improvement is outstanding.

What the school needs to do to improve further

The school should continue to implement the programme for the wider dissemination of the revised Sex and Relationships Education Policy to all members of the school community governors, staff, pupils, parents and carers.

The school should continue to review provision for post-16 learners in Religious Education by exploring and developing an accredited programme, at the same time pursuing links with partner providers.

How good outcomes are for pupils, taking particular account of variations between different groups

Grade 1

Outcomes for pupils are outstanding given their starting point on entry to the school.

Pupils understand and are able to articulate in their own way, the ethos of St John Vianney School. The corridors and classroom walls bear testimony to this. Pupils contribute positively to the distinctive nature of the school. They take responsibility for shaping liturgy, participate constructively in the collective worship and their learning in religious education. Pupils know that they have a voice and can make a difference to life in school. They speak proudly about the work of the school council - most recently concerning healthy food choices at lunchtime. They enjoy the weekly 'celebration' assemblies each Friday, where pupils' non-academic progress and achievements are the focus.

Pupils of all ages can express their own views with confidence and are able to remember and describe the teachings of Jesus and the key moments in his life, notably the events of Holy Week. They value and respect the Catholic tradition of the school, treating others with respect and courtesy. They show understanding of the need to forgive, be forgiven and they have a good understanding of right and wrong.

They are responsive to the needs of others, both within and beyond the school community. This is promoted through the ongoing link with Shikamana School in Kenya, charitable fundraising for Francis House, for CAFOD and St Joseph's Penny. Next week all pupils, parents and staff will take part in the Non-Stop Event fundraising event.

Vibrant acts of worship which make concrete connections between faith and daily life engage all pupils and inspire in them a thoughtful response. Pupils are at ease when praying with others who have different beliefs and attitudes to spirituality, acting with reverence and appreciating what is taking place. Assemblies and other times of prayer make use of music, art and role play to enhance opportunities for engagement and response, as one teacher said the intention is to 'harvest the spirituality in order to bring God to a situation.' It was a privilege to be present at an outstanding and deeply spiritual act of worship, in which the whole school participated, based on the Last Supper.

Standards achieved at all key stages are good. The school uses CASPA (Comparison and Analysis of Special Pupil Attainment) for benchmarking. At KS4 pupil performance in Religious Education, as accredited through the Salford Diocesan Certificate of Achievement, is better than in other core subjects. Last year all pupils in the cohort were entered for this accreditation, 27% attaining distinction level. Monitoring indicates that this year's group are on course to achieve their targets. Increasingly the RE department is making use of photographic and video evidence of pupil outcomes in lessons, as seen in a Key Stage 3 lesson about Jesus' entry into Jerusalem.

How effective the provision is for Catholic Education

Grade 1

Pupils follow the Salford Diocesan syllabus at Key Stage 2 and 3; at Key stage 4 they all complete the Diocesan 'The Christian Challenge' certificated course. Progress in both attainment targets across each key stage is good. All aspects of pupils' complex and individual needs are assessed in great detail and information is shared with teaching staff so that appropriate learning activities are planned. Pupils are keen to do well and apply themselves in lessons. Relationships, based on sound knowledge, between staff and pupils are strength of the school. Pupils are interested and enthusiastic about their learning in RE.

Pupils throughout the school achieve well in religious education because of the overall outstanding teaching which they receive. Staff are confident in their use of subject knowledge alongside their extensive experience in meeting the complex and varying needs of the young people in their care. The high quality of classroom relationships is a real strength of the school. There is excellent rapport based on praise and encouragement. A range of interesting and concrete learning experiences was observed which make learning relevant to where pupils are on their faith journey, as seen when Key Stage 2 pupils took part in a Passover Meal. There is an emphasis on visual learning. Lesson planning is meticulous and takes account of the individual needs of each pupil. A half-termly tracking system is in place to monitor pupil progress. It is currently being refined to include sub levels, to avoid any pupils appearing to reach a plateau in their attainment. All pupils have a Learning Log which includes written work they are especially proud of, together with self assessment of progress, review of current targets and proposing new targets for the forthcoming half term. Staff endorse these with appropriate comments.

The religious education curriculum provides outstanding opportunities for spiritual and moral development. Diocesan requirements are met- the time provided overall is appropriate because the religious education curriculum is not just confined to RE lessons. The wider curriculum, in particular through SEAL, PSHCE, and Pastoral Activity lessons is planned and delivered to enhance and deepen pupils learning and understanding of the Catholics faith, using expertise within and beyond school. Learning is often both stimulating and memorable. Continual evaluation of the effectiveness of the provision ensures that the programme reflects the personal needs of pupils This is particularly evident in the newly developing post 16 provision in the 'faith in action' unit of work for older pupils which focuses on moral issues.

Last term's practical task was based around work in support of the Cornerstone charity for the homeless. An outstanding learning opportunity for Key Stage 5 pupils was seen where pupils explored the concept of service through the 'washing of feet' from the Last Supper. An imaginative, and profound sensory experience for the pupils and staff involved.

The curriculum is customised to meet the particular needs of individuals and groups of learners, including personalised programmes. A team of high calibre, experienced classroom and teaching assistants make a crucial and valuable contribution. A variety of extra curriculum activities including residential retreats for each key stage and pupil participation in the Diocesan Lourdes Pilgrimages, are much enjoyed. The Religious Education department's subject expertise and training, under the dynamic leadership of the Head of Department, are making an effective contribution to the quality of whole school provision.

How effective leaders and managers are in developing the Catholic life of the School

Grade 1

Leadership at all levels in the school is deeply committed to the Church's Mission in education - as was commented, 'Saint John Vianney School is a very powerful sign of the Diocese caring and providing for disadvantaged members of the community'. The Headteacher and senior leadership team are a source of inspiration for the whole school. There is explicit evidence that the Catholic mission of the school is a priority together with the spiritual and moral development of pupils. This is reflected in the three year school development plan, self evaluation and other documents. Pupils and staff have a deep understanding of the school's mission, share its purpose and are keenly and actively involved in shaping and supporting it. Self evaluation is embedded in daily practice and is a coherent reflection of monitoring, analysis and continual self challenge. Planning involves key parties and is founded on sound evidence and data, systematically tackling key areas for development and building on many areas of strength.

The Governors are well organised and thorough in their approach, make significant contributions to the work and Catholic dimension of the school and give generously of their time and expertise. They access external training but also attend in-house opportunities and develop through sustaining the strong spiritual perspective of the school. They keep the work of the school under regular review, supporting the work of the staff in improving outcomes for pupils. Governors are prepared to allocate scarce resources to ensure that the school can effectively continue its Catholic mission. They contribute to the process of self evaluation through the formal committee structure, informal discussions with the Headteacher and by discussion at full governing body meetings. Many governors have long standing relationships with the school and provide high levels of challenge and support for Religious Education. They show determination in challenging any weakness in the school and support in bringing about any necessary improvements.

The inclusion of all is definitely a central goal and a shared vision at St John Vianney School. Leaders and managers work with outside agencies to ensure that pupils enter into dialogue and collaborate with people from different backgrounds. Within school there is concern, respect, hospitality and a warm welcome for all. Pupils from different backgrounds are given opportunities to work together. Relationships among pupils are very positive; parents from different backgrounds are encouraged to be involved in the life of the school; Pupils' diverse backgrounds are recognised and valued in Religious Education and appropriate adaptations to the school's schemes of work are made. Pupils have a sense of the wider world, other people's beliefs, cultures and needs. They are generous in their support for those less fortunate and suffering from the effect of global disasters. This was seen not only in videopoems about the Tsunami, but also in the ongoing CAFOD water for life appeal.