



St Vincent's Catholic Primary School

URN: 101334

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

17–18 October 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

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

2

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

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

Fully

Compliance statement

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.

- This school is compliant in relation to the general norms for religious education laid down by the Bishops' conference
- This school is compliant in relation to any additional requirements of the diocesan bishop.
- The school has met all previous areas for improvement.

What the school does well

- Vincentian values are at the heart of the school and lived out by all members of the community.
- Teachers ensure that pupils are given opportunities to present their learning creatively.
- Relationships in school are strong, there is a culture of welcome and support.
- There is a commitment to caring for the most vulnerable in the community.
- The school environment is a testament to its Catholic ethos.

What the school needs to improve

- Ensure that tasks are adapted to meet the needs of more able learners.
- Leaders and governors to ensure that monitoring of religious education is robust and effective in securing good outcomes for all pupils.
- Enhance the outside prayer area to ensure it is an engaging and inviting area for prayer for the whole school community.

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

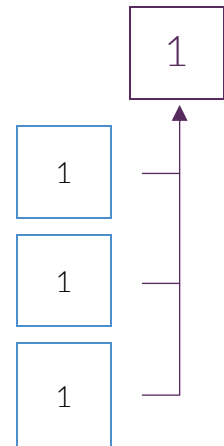
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

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

Leadership

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



Pupils engage deeply with their mission statement, 'the love of Christ urges us to care for each other and strive for excellence in everything we do', by saying it aloud as well as signing it at every assembly and school gathering. They are also extremely conscious of their Vincentian charism. Pupils understand that the Vincentian way is their mission in action. Pupils feel safe, happy, confident and secure in St Vincent's. They also have a clear understanding of their responsibility for those in need. Pupils know that their actions must reflect their Vincentian values. They support the local foodbank, Macmillan Coffee morning, The Passage, Brain Tumour research and the Trussell Trust. Catholic social teaching is embedded throughout the taught curriculum and pupils can link learning in other subjects to these values. Pupils demonstrate a deep respect for those from other faiths and enjoy learning about other faiths. The Mini Vinnies group are proud of their work as leaders; they explained that they don't just talk about what they should do, they do something to make a difference.

The whole school community is steeped in its Vincentian values. These values are seen as a means of putting mission into action and this is witnessed throughout every interaction in school. This is an exceptionally joyful and supportive community. Relationships are strong. One parent commented, 'In Catholic teaching and mission, there is a strong emphasis on the dignity of every human person, which inherently supports respect and inclusion of people from Black, Asian, and Minority Ethnic (BAME) backgrounds.' There is a genuine concern, from the youngest pupils to school leaders, for the most vulnerable in the community. Pupils in Early Years were observed helping each other at play, pupils listen respectfully to each other and leaders lead by example. Everyone is welcomed in this inclusive community. Staff from other faiths are supported and their own faith commitments respected. The school environment celebrates its

Catholic ethos. Displays in the corridor witness the school response to Catholic life and mission and in the hall the year of prayer is a focus. Each classroom has a dedicated prayer space that invites prayer and reflection. Relationships, sex and health education [RSHE] provision is founded on the teachings of Christ. Pupils enjoy their lessons and leaders have planned the provision carefully. It meets all diocesan requirements.

Leaders have been highly successful in ensuring that this is a community united in acting out their mission. Everyone strives to reflect their Vincentian values and leaders have embedded these values into every aspect of school life. In the taught curriculum the Vincentian values are constantly acknowledged and linked to Catholic social teaching. Leaders and governors work closely together. The sisters of the Daughters of Charity are linked to the school and contribute significantly to helping pupils understand their charism. The parish priest has developed strong relationships with families in the school. There is a strong focus on pastoral development. Leaders and governors work closely with parents who are supportive of the school's mission. Resources are targeted to those most in need including afterschool care, uniform and trips. Leaders are highly supportive of staff. They consider workload and well-being and staff feel valued and supported. The open-door policy works well and is utilised by staff. Early careers teachers value the support and guidance offered by leaders. In this small school leaders have many roles and responsibilities. To ensure that Catholic life and mission is highly effective and impactful, focus teams have been established. These teams create positive outcomes for pupils in their Catholic life and mission.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

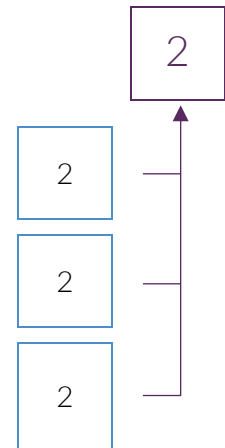
How well pupils achieve and enjoy their learning in religious education

Provision

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

Leadership

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



Pupils enjoy their religious education lessons. They follow a well-designed curriculum and are developing secure knowledge based on the *Religious Education Directory*. Pupils have good religious literacy. They are articulate and use scripture very well as a foundation on which to build their views. Pupils remember what they have learned in previous lessons and can link current learning to Catholic social teaching. Pupils know what they need to do to improve their work. They ask good questions of each other and collaborate well. In Early Years pupils learning about Baptism recalled the symbols that they had learned about previously and enjoyed role play both inside and outside. In Key Stage 1 pupils were recreating Moses' journey through the desert. They enjoyed thinking about the obstacles Moses must have encountered and reflected on his resilience in the face of adversity. In Key Stage 2 pupils were learning about Moses' leadership and enjoyed a discussion on his leadership style and attributes. Pupils enjoy the creative opportunities with which they are presented and respond positively and with enthusiasm.

Teachers have good subject knowledge and a good understanding of how pupils learn. They are committed to the value of religious education and provide pupils with effective feedback to help them understand how to improve their work. Pupils are given time to reflect in class. Lessons are creative and pupil work is celebrated. In the best lessons observed, teachers ensured the pace was purposeful, questioning was well targeted, and good strategies were used to engage pupils. Moreover, skilful questioning directed pupils to think deeper, and tasks were adapted for all pupils. However, this is not consistent practice, and all teachers do not always adapt tasks for more able learners. In a Key Stage 2 lesson when pupils learned about the key events in Moses' life, scripture was used effectively. Pupils were invited to think of a time when they felt worried like Moses. Pupils were asked to relate this to their lives and consider how God was with them.

Pupils discussed how God heard their cries and referenced this to Moses' people. In another lesson focusing on Miriam pupils demonstrated a good understanding of how her actions had impact. One pupil commented 'without Miriam's protection of Moses, the ten commandments might not have happened'. Pupils engaged in deep discussion about Miriam's leadership.

Leaders and governors ensure that the curriculum is creative and follows the *Directory*. Leaders plan for pupils to progress sequentially through the curriculum. Lessons are creative and enrichment opportunities enhance pupil learning. Leaders have implemented the new Directory in Early Years. Religious education is comparable to other core subjects in terms of budget and resources and professional development is given a high priority. New staff receive robust induction in the subject. There has been a change of leadership in religious education and the new RE leader has made herself available to staff. She models lessons and shares her expertise. Enthusiastic and with strong subject knowledge, she has a real passion for her subject. Succession planning is robust. However, leaders' and governors' monitoring of the subject is an area for further development. A monitoring programme is in place but the impact of leaders' targets for development is not yet in evidence. Work in books shows that more able pupils do not receive adapted tasks that provide challenge. Pupils with additional needs make good progress, their tasks are adapted, and they are supported by additional adults.

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

Pupils participate enthusiastically in prayer and liturgy. They are attentive and respond well engaging beautifully in communal singing. Pupils know their daily prayers well and are familiar with a wide range of prayers that are part of the Catholic tradition. They pray the rosary in October and May, and also pray the Lectio Divina, Visio Divina and Examen. Pupils offer their own prayers. They explain that they pray in times of sorrow and in thanksgiving. Daily prayer is part of pupils' lived experience at St Vincent's. From an early age, pupils understand the liturgical year and the relevance of the corresponding colours. They recite their mission statement with actions and can articulate how prayer and reflection leads to action. Pupils lead prayer and liturgy demonstrating a good understanding of the structure and purpose of liturgy. In a Key Stage 2 liturgy, pupils sang together to gather and chose scripture that reflected their theme. They asked good questions of each other based on scripture and linked their mission to their theme of trust. Pupils plan and lead prayer and liturgy in a spiritual way. They engage in meaningful discussion about prayer and can quote scripture readily to give examples of how God speaks to them. One child commented 'the beatitudes is a list of how God wants us to behave'.

Scripture passages are chosen carefully as a foundation for prayer and are linked to the themes of liturgies chosen by pupils. Staff model prayer life in an exceptional way, they link prayer to their Vincentian values and pupils do the same. Staff lead prayer and liturgy well and help pupils to plan and lead their own prayer and liturgy. One staff member commented, 'we value one another, and we strive for excellence in all we do with, and for, our pupils and their families. We live, we work and we pray together in stewardship of the gifts we have been given'. Pupils enjoy using art as a focus for prayer. For example, using sculptures of the stations of the cross that they created. Each classroom has a space dedicated to prayer. These spaces reflect the liturgical

year, they are places where pupils pose big questions. They are also spaces with religious artifacts where pupils pray and reflect. There is a prayer garden outside; however, it needs further development to make it an inviting and spiritual space for the whole school community. Staff work closely with families and include them in class liturgies and assemblies. Families also attend Mass. Prayer bags for family prayer are provided during Advent and Lent. The school and parish priest work hard together to secure a flourishing partnership with families.

The school has a robust policy for prayer and liturgy where the progression of prayer as pupils move through school is clearly highlighted. Pupils attend Mass regularly and know their responses well. The parish priest is a regular visitor to the school; when he offers tremendous support to both staff and pupils. Younger pupils visit the Daughters of Charity garden to pray and the sisters open up their archives for pupils to understand their history and connection to the school. The sacrament of reconciliation is offered during Lent and Advent. Leaders ensure professional development in prayer and liturgy is highly effective. They are exceptional role models for new staff to the school who seek to further enhance their practice. Mass is offered for staff intentions at the beginning of every school year. This is valued by staff and cements the strong relationship that exists between school and parish. Leaders and governors ensure provision for prayer and liturgy is prioritised when setting budgets.

Information about the school

Full name of school	St Vincent's Catholic Primary School
School unique reference number (URN)	101334
School DfE Number (LAESTAB)	3023506
Full postal address of the school	St Vincent's Catholic Primary School, The Ridgeway, Mill Hill, London, NW7 1EJ
School phone number	002089593417
Headteacher	Marie Tuohy
Chair of governors	Phillippa Weekes
School Website	https://stvincents.school
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	5-11
Gender of pupils	Mixed
Date of last denominational inspection	December 2018
Previous denominational inspection grade	Outstanding

The inspection team

Evelyn Ward

Linda McDonald

Lead

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