

St Vincent's Catholic Primary School

Address: Harting Road, Mottingham, London, SE9 4JR

Unique reference number (URN): 141481

Inspection report: 9 June 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve very well from their starting points. The school's focus on securing foundational knowledge, particularly in reading and mathematics, supports pupils to build their knowledge effectively over time.

Published outcomes in national assessments show that pupils' attainment is above national averages in several areas. Current pupils demonstrate secure knowledge in their work and can recall and apply what they have learned with fluency across subjects. Many pupils show confidence in explaining their thinking in depth and using subject-specific vocabulary accurately.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to children's social care are supported effectively to access the curriculum and make the same highly positive progress as others. Leaders assess pupils regularly and provide targeted support where gaps are identified.

Pupils are well prepared for the next stage of their education. Older pupils spoke confidently about moving to secondary school and feel that they have a solid foundation in their learning.

Inclusion

Strong standard ●

Leaders have established a highly inclusive culture. They know pupils and families extremely well and place strong emphasis on meeting each pupil's individual needs. This is reflected in the detailed understanding that staff have of pupils' barriers to learning, particularly for pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known to children's social care.

Leaders identify needs quickly and accurately through, for example, classroom observation, assessment strategies and discussion with families. The effectiveness of this work is enhanced by the way that the school involves external services, including educational psychology, speech and language and occupational health, where appropriate.

Support for each pupil is carefully tailored. Teachers adapt learning so that pupils access the same curriculum as their peers. For example, important vocabulary is introduced in advance to help pupils become familiar with it and tasks are broken into manageable steps. Support from staff is sharply focused on promoting pupils' independence. Support staff are well trained and play a key role in ensuring that pupils engage and succeed in classroom learning.

Leaders monitor the impact of support and the use of additional funding closely. Where strategies are not as effective as leaders want them to be, they are adapted quickly. Leaders work closely with families and external agencies to ensure that support is joined up and responsive. As a result, pupils with SEND and other vulnerabilities participate fully in school life and make progress from their starting points.

Leaders have established a coherent and well-sequenced programme for pupils' personal development that is responsive to the school's context. The curriculum helps pupils to understand a rich range of relevant topics, including relationships, mental wellbeing, diversity, citizenship and life in modern Britain. Leaders adapt the programme carefully to reflect pupils' needs and experiences. For example, pupils learn about online safety, road safety and how to manage risks both in and beyond school. They are supported to understand healthy lifestyles, including through discussions about food, exercise and wellbeing.

Pupils benefit from a wide range of opportunities that support their confidence, independence and understanding of the wider world. They take on a variety of leadership roles, including as school councillors and reading ambassadors. These roles allow pupils to take responsibility, support others and contribute meaningfully to the school community. For example, older pupils organise lunchtime reading sessions, support younger pupils at playtimes and lead aspects of the school's charitable work. Pupils develop a thoughtful understanding of culture and difference. They learn about a range of views and perspectives and speak confidently about respect, equality and diversity. Pupils can explain ideas such as democracy, tolerance and individual liberty clearly, and relate these to their own experiences. They also understand the difference between bullying and falling out, and know how to resolve issues respectfully.

The school provides a wide range of enrichment opportunities, including clubs, educational visits and cultural experiences. Pupils spoke positively about visits to museums, for instance, as well as the many wider opportunities they have for music and performance. Leaders monitor participation carefully and take steps to ensure that disadvantaged pupils access and benefit from these opportunities in full.

Pupils' behaviour, attitudes and relationships reflect the impact of this work. They are respectful, considerate and confident, demonstrating a strong sense of responsibility, belonging and readiness for life beyond school.

Expected standard

Attendance and behaviour

Expected standard 

Attendance is broadly similar to national figures. Pupils enjoy coming to school, particularly because of their friendships and opportunities to learn. Leaders have established clear systems to monitor attendance and act quickly when it declines. They work closely with families, drawing on a range of suitable strategies to support attendance. These range, for example, from drawing on support available from early help services to offering breakfast provision and maintaining regular communication. However, attendance for some disadvantaged pupils has been variable over time. While leaders' actions are beginning to improve this, attendance for this group is not, at present, as high as it should be.

Behaviour is positive across the school. Pupils behave calmly in lessons and at social times. They understand and follow routines, and staff apply expectations consistently. Classrooms are orderly, allowing pupils to focus on their learning. Pupils show positive attitudes and respond well to their teachers' instructions and guidance. They listen carefully, contribute to discussions and engage with their work. Bullying is rare. Pupils understand the difference between bullying and occasional disagreements and are confident that staff will deal with any concerns quickly.

Curriculum and teaching

Expected standard 

Leaders have designed a broad and balanced curriculum that sets out the knowledge pupils need to learn across subjects. They have chosen their approach to the curriculum carefully to support consistency in how well pupils learn and to manage staff workload. Leaders have also prioritised reading, language development and vocabulary across the curriculum.

Phonics is taught systematically, and pupils develop secure early reading skills. Teachers use clear modelling, questioning and routines to support pupils to build their phonics knowledge over time. Where teaching approaches are more established and embedded, teachers check pupils' understanding carefully and adapt their teaching to address misconceptions and deepen learning.

Leaders provide regular professional development to support staff, including training in phonics, adaptive teaching and curriculum delivery. This helps staff understand the curriculum and how to support pupils, including those with SEND, to make progress in their learning. However, in a few instances across subjects and year groups, teaching does not make the most of opportunities to deepen pupils' thinking or extend their knowledge. There are also occasions when checks on pupils' understanding are not focused firmly on ensuring that pupils fully secure key concepts before moving on. This is more evident in some wider curriculum subjects, where, at times, learning is not as well sequenced as in English and mathematics. While overall, this variability does not reduce how highly pupils achieve, leaders are determined to embed consistency in teaching and have identified this as a priority for further development.

Early years

Expected standard 

Children in the early years get off to a positive start. They settle quickly into routines and learn how to work and play alongside others. The provision is planned and organised so that children benefit from opportunities to explore and build their knowledge in the different areas of learning.

Leaders have designed a curriculum that focuses on communication and language, phonics and early mathematics. Phonics is taught systematically, and children begin to develop accuracy and confidence with early reading skills. Overall, they make progress in their learning and are prepared well for the transition into Year 1.

Staff generally support children's learning well. They help children to stay engaged and enjoy their learning, for example when building models or working together on creative tasks. However, sometimes, staff's interactions with children do not consistently extend children's language and thinking. At times, opportunities are missed to deepen children's

learning, for example through questioning or the introduction or repetition of new vocabulary during activities. Leaders recognise this and are working to strengthen the quality of staff's interactions with children.

Leaders have managed recent staffing changes carefully and ensured continuity for children. Staff feel supported and understand the priorities for further development.

Leadership and governance

Expected standard 

Leaders have an accurate and realistic understanding of the school's strengths and areas for development. They have identified clear priorities, including improving consistency in teaching and strengthening early years practice. Leaders are reflective and respond quickly where provision falls short of their ambitious expectations. For example, they have prioritised staff professional learning in communication and language to promote ongoing improvements in teaching, including in early years.

The recent transition into the multi-academy trust has been managed effectively. Leaders and staff benefit from regular collaboration with other schools in the trust, including opportunities to share practice and receive targeted support. Trust leaders provide frequent and helpful monitoring, including, for example, through visits, lesson observations and work scrutiny. This helps to give leaders a clear view of strengths and areas for improvement, particularly in teaching consistency and early years provision.

Those responsible for governance understand their strategic role and maintain a clear overview of the school's work. They ask well-focused questions to challenge leaders' decisions. During a period of organisational change, governance has focused on maintaining the school's ethos while supporting leaders through increased demands. They ensure that decisions are taken in the best interests of pupils, including those who are disadvantaged or have SEND.

Leaders prioritise staff development and wellbeing. Staff report that they feel supported and value the clear communication within this small school community. Professional learning is linked closely to school priorities and includes both teachers and support staff, helping to build consistent practice across the school. Leaders have established a culture centred on inclusion, strong relationships and high expectations, which is evident in pupils' experiences across the school.

What it's like to be a pupil at this school

Pupils achieve well at St Vincent's. They are engaged in their learning and take pride in their work. Pupils speak confidently about what they are studying in subjects such as science, history and art, and show secure understanding of key ideas. They enjoy finding out new things and consistently develop the knowledge and skills they need for the next stage of their education.

Pupils benefit from being part of a close and inclusive school community. They value the many opportunities to take on responsibility. For example, older pupils organise activities for

younger children, such as lunchtime reading clubs, where they share books and encourage a love of reading. Pupils see themselves as role models and take this responsibility seriously.

Pupils behave well. The school is calm and orderly throughout the day. Pupils understand routines and expectations and follow them consistently. At social times, pupils play cooperatively and include one another. They describe occasional disagreements, for example during games, but understand how to resolve these themselves. They are clear that adults are available to help if needed.

Pupils feel safe. They know who to speak to if they are worried and trust staff to help them. Pupils say that bullying is rare. Parents and carers spoke positively about the school's caring ethos and the way staff know pupils and families well. Pupils attend regularly and enjoy coming to school. Leaders support families where attendance is more difficult, although high attendance for some groups is not as embedded as it could be.

Pupils with special educational needs and/or disabilities are well supported. Staff make sure that they keep up with learning and address any gaps quickly. As a result, pupils are prepared well for the next stage of their education.

Next steps

- Leaders should further develop their work to embed consistently effective teaching across all subjects and classes so that teaching maximises opportunities to deepen knowledge over time.
 - Leaders should improve early years practice by strengthening the use of staff interactions to develop children's language, communication and thinking as they learn and play.
-

About this inspection

This school is part of St Oscar Romero Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Clare Verga, and overseen by a board of trustees, chaired by Allison MacQuire.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher and special educational needs coordinator. They also spoke with teachers, support staff, governors, trustees, the CEO of the trust, pupils and parents and carers during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Catholic religious character. The last section 48 inspection took place in December 2024.

The school joined the St Oscar Romero Catholic Academy Trust in September 2025.

The school uses 1 registered alternative provision.

Headteacher: Mrs Juliana Gonzalez

Lead inspector:

Adam Vincent, His Majesty's Inspector

Team inspectors:

Ben Carter, Ofsted Inspector

Naheeda Maharasingam, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

209

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

226

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

9.57%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.87%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.44%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	61%	Above
2024/25 (final)	81%	62%	Above
2023/24 (final)	81%	61%	Above
2022/23 (final)	78%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (final)	84%	75%	Above
2023/24 (final)	94%	74%	Above
2022/23 (final)	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	72%	Above
2024/25 (final)	91%	72%	Above
2023/24 (final)	91%	72%	Above
2022/23 (final)	100%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	73%	Above
2024/25 (final)	97%	74%	Above
2023/24 (final)	91%	73%	Above
2022/23 (final)	94%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	100%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	100%	59%	Above

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-9 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	92%	78%	14 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	100%	77%	23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	80%	4 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	100%	79%	21 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.8%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.9%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.2%	13.0%	Below
2023/24 (3 term)	9.6%	14.6%	Below
2022/23 (3 term)	13.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester

M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright