



St Vincent's Catholic Primary

URN: 141481

Catholic Schools Inspectorate report on behalf of the Most Rev. John Wilson Archbishop of Southwark

04–05 December 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

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 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 in relation to the general norms for religious education laid down by the Bishops' conference and meet the 10% requirement for religious education curriculum time.
- The school is fully compliant in relation to any additional requirements of the Archbishop of Southwark.
- The school has fully responded to the areas for improvement from the previous inspection.

What the school does well

- The school's leaders have ensured that prayer is central to the life of the school.
- There is a welcoming and inclusive ethos, which ensures that all adults exercise deep care for every child.
- Pupils appreciate the various leadership opportunities available to them, such as those involving prayer and putting their faith into action.
- The leadership of religious education is such that the pupils are provided with wide ranging and effective learning experiences whilst at St Vincent's.
- There is an evident commitment of incorporating the principles of Catholic social teaching into the life of the school, impacting positively upon pupils' understanding of their importance.

What the school needs to improve

- Share a wider range of exemplary teaching methods in religious education to enhance consistency and impact on pupils throughout the school.
- Strengthen religious education lessons by developing questioning techniques that identify pupils' learning needs, allowing for more efficient adaptations to tasks.
- Expand the experience of prayer and liturgy by incorporating more creativity and innovation from pupils.

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

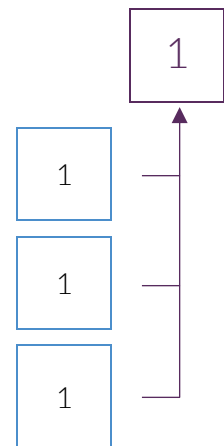
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



'The school is like a second home to me, and the staff are like second parents,' said one of the pupils. This phrase echoed the words of many pupils across the school. They know and understand that they are cared for and valued, within the distinctive Catholic identity at St Vincent's. Pupils expressed their understanding that decisions are made which 'enable us to follow in Christ's footsteps'. During lessons and beyond the classroom, pupils demonstrated their happiness and confidence in the school. This was also shown through their exemplary behaviour and positive approach to all activities within the school day. Pupils support both their peers and those from other year groups, fostering a welcome and inclusive attitude. They embrace those of different faiths, diverse cultural backgrounds, and differing educational needs. Pupils are keen to show what the school offers and how they care for it, such as its playground developments or its prayer spaces, acknowledging their work is guided by the school's values. Many, including the Mini Vinnies group, referred to the work of St Vincent de Paul underpinning their actions, describing their charitable work as aiming to 'bring people out of the dark' and to 'change the world for the better.'

The school's mission statement, 'We live, love and learn through Christ', is an inspirational expression of the Church's mission, known and lived out by staff and pupils at the school. A recent change from 'with...' to 'through... Christ', has resulted in pupils understanding that it provides stronger guidance for them during their time at school. The culture of care is clear, with one parent commenting, 'St Vincent's is a lovely and welcoming school. The ethos of the school is love with that of the Catholic faith.' The physical environment is vibrant, featuring displays, diverse artefacts, Bibles, and quotes from key people, along with a prominent installation depicting St Vincent. This atmosphere significantly contributes to the school's inclusive, community-based ethos. Pupils greatly value the school's chaplaincy provision. The Spirituality Leaders in particular offer other pupils a strong model of living out the Catholic faith. Staff members are exemplary role models, exercising positive behaviour management and pastoral care based upon a deep sense of understanding of, and support for, the needs of pupils. This demonstrates the impact of the school's provision for relationships, sex and

health education, which is firmly rooted in the teachings of the Church, and fully meets all statutory and diocesan requirements.

All leaders ensure that the Catholic life and mission of St Vincent's is clear in policies and practices. The school's governors possess a deep understanding of their role as guardians of the mission of the school, whilst also making a full commitment to the dignity and wellbeing of all at the school. Staff members commented that all leaders provide an inspirational witness to Gospel values. The carefully planned programme of induction into Catholic education for new staff, and ongoing support for more established members, enables a clear understanding of the school's expectations. The staffing structure has been designed to support the most vulnerable, with the inclusion of a family support worker. Leaders have developed a full partnership with the local parish, ensuring that pupils attend Mass at the church often, and the parish priest making regular visits to the school. The self-evaluation of the school's Catholic ethos is both rigorous and critical, and takes into account the views of staff, pupils and their parents. This has led to leadership opportunities for pupils and effective professional development of staff, which in turn has impacted positively upon many aspects of the school, including the whole of its taught curriculum, which supports the Catholic understanding of reality.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

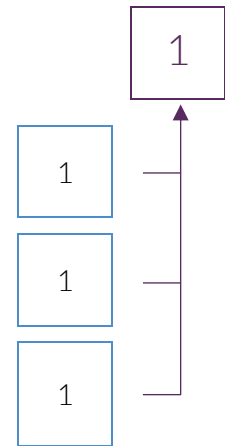
How well pupils achieve and enjoy their learning in religious education

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 make effective progress in their religious education at St Vincent's. The development of their knowledge, skills and understanding, is evident in the work they produce, enabling them to achieve well when compared to that of other subjects. Pupils are religiously literate in both verbal and written forms, thinking ethically and theologically. In one lesson, pupils researched Bible passages to support their understanding of justice and hope, linking these readily to the school's values. They are actively engaged during extended, independent learning times, enjoying the challenge of religious education and its application to everyday life. An example of this was seen in pupils learning how to put their trust in God, just as Joseph did in the Nativity story. They appreciate having opportunities to discuss their ideas, making links between religious beliefs and putting their faith into action, such as taking Christmas cards into a local nursing home. Pupils expressed that learning is stronger for them when the materials help them fully understand the theme of the lesson. They understand how feedback helps them improve, use comments and questions to reflect on their achievements and plan their next learning steps. The religious education books are greatly valued and are well looked after by pupils. They contain substantial amounts of well-presented work.

The staff at St Vincent's are confident in the teaching of religious education. They possess a depth of subject knowledge which has been developed through the effective professional development opportunities provided by the head teacher, subject leader and diocesan advisors. Individual lessons are planned following the published scheme enhanced with activities that deepen pupil interest and offer a greater level of challenge. Staff have high expectations and structure lessons well, enabling pupils to develop their religious literacy alongside their moral development, which assists in securing a wider understanding of the world. The weaving in of the school's values is a regular feature of the content of lessons, further building pupils' broader understanding of the impact of putting their faith in action. Questioning is skilful. Teachers now need to develop the precision with which they use pupil responses to move learning forward at a greater pace. Pupils are given opportunities to purposefully reflect upon their learning at the end of lessons, as a form of self-assessment, and follow-up feedback is both celebratory and developmental.

Leaders ensure that religious education is a core subject, and it is seen by both staff and pupils as the highest priority of the taught curriculum. It is well structured and planned in a clearly sequential manner. They have ensured that the curriculum is a faithful expression of the *Religious Education Curriculum Directory*. The subject leader possesses the vision, the skills, and the commitment, alongside the headteacher, to ensure that staff are regularly provided with models of effective practice and a variety of other opportunities for professional development. These enable the teaching of religious education to have a strong impact upon outcomes for pupils. The strengths of the curriculum are regularly disseminated to other schools and have been recognised by diocesan advisers as effective models. The school's leaders have also ensured there are many enrichment opportunities for pupils, which deepen understanding of Catholic traditions and the pupils' understanding of other faiths. The self-evaluation processes are wide-ranging and regular, take into account the views of pupils, and offer the leaders the forensic evidence upon which to develop the school's points of development.

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 appreciate and celebrate that prayer and liturgy is central to the school's Catholic identity. Pupils are wholly reverent and respectful during times of prayer, responding with appropriate enthusiasm and participating in communal singing with energy. They know and understand how the use of scripture, silence and symbols enables them to focus. In a time of prayer, younger pupils made good use of traditional icons to understand the piece of scripture being presented. Incorporating a greater variety of artworks would provide pupils with a richer experience of prayer and scripture. Pupil leadership is a key feature of the school's approach to prayer and liturgy: the encouragement and facilitation of prayer through planning frameworks, ensures that pupils understand and appreciate the value of working together to construct liturgies and celebrations. Pupils are confident to contribute their personal prayers, with the responses by others demonstrating a deep respect for individuals. They fully understand how prayer leads to actions, in and out of the school, and possess the skills and understanding to evaluate its quality and identify improvements. The school prayer was created by the pupils and is used regularly. .

Prayer is integrated through routine gatherings of staff and pupils at St Vincent's. The consistent reflective and unhurried approach ensures it is treated with the utmost respect. The planned programme of prayer and liturgy reflects the liturgical year, with opportunities for pupils to gather to pray throughout each day. The staff are committed to supporting pupils' understanding of the power of prayer, through guidance and modelling. The school's provision includes the celebration of the word, regular Mass at the local church and pupil-led opportunities such as praying the rosary, all of which provide pupils with a wide range of prayer experiences. One parent wrote in support of the school's 'great outreach in terms of inviting parents to the celebration of the word, and school attendance at Masses.' The school's Spiritual Leaders visit classes to lead the morning prayers, which provides a strong foundation for each day. They carry out this duty independently, confident in their ability, and always making use of the new school prayer. The school's prayer garden, developed with input from pupils, provides a reflective space for prayer along with other spaces within the school. The use of scripture is both regular and appropriate.

Leaders and governors have striven to place prayer and liturgy for pupils, their parents and staff at the heart of the school. The policy has been carefully formulated to guide and support the effective provision for worship. The school's inspirational leadership has a clear impact upon the positive structures and attitudes towards prayer and liturgy, modelling approaches comprehensively and enabling staff to understand prayer and liturgy for themselves and the pupils. The school's leaders have developed a strategy to ensure that pupils adopt greater independence as they move through the school. The ease and confidence of pupils to plan and lead liturgies, are clear evidence of the success of this approach. Parents have been invited into the school to lead scripture sessions for pupils. Holy days, key liturgical times and sacramental development are all included in the yearly planning. St Vincent de Paul is celebrated with a dedicated week of lessons, prayer and activities. Prayer and liturgy is given appropriate time and resourcing by leaders and governors. The school's rigorous approach to self-evaluating prayer and liturgy, which includes the views of the pupils, ensures that there is a continuous journey of development.

Information about the school

Full name of school	St Vincent's Catholic Primary School
School unique reference number (URN)	141481
School DfE Number (LAESTAB)	3053501
Full postal address of the school	St Vincent's Catholic Primary, Harting Road, Mottingham, London SE9 4JR
School phone number	0208 857 5134
Headteacher	Mrs Juliana Gonzalez
Chair of governors	Mrs Barbara Burns
School Website	https://www.st-vincent.s.bromley.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Vincent's Catholic Primary School
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	7 th February 2018
Previous denominational inspection grade	Outstanding

The inspection team

David Hennessey
Patrick Harrison

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