

Inspection of St Vincent's Catholic Primary School

St Vincent Street, London W1U 4DF

Inspection dates: 23 and 24 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2010.

What is it like to attend this school?

Pupils very much enjoy learning at this school. The school encourages pupils to act responsibly and to care for others. Leaders set very high academic expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard to meet these standards.

The school places a strong emphasis on shaping pupils' positive attitudes to learning. The school encourages pupils to think before they act and to find solutions to problems. Pupils are safe and have an adult that they can speak to if they have any worries. Typically reflecting this, one pupil said, 'Everyone is caring to each other, and no one leaves anyone out in games.'

The school provides a rich and diverse set of personal development opportunities for all pupils. Pupils attend clubs for yoga, fitness and Irish dancing. They are proud student leaders in sports, music and other activities. For example, sports ambassadors enthusiastically set up and pack away games for other pupils during breaktimes. Pupils learn to play musical instruments, and all regularly take part in singing. The school organises frequent fundraising events for the local community and national charities. For instance, pupils sang to raise money for a local homeless charity.

What does the school do well and what does it need to do better?

The curriculum is highly ambitious. At times, it surpasses national curriculum expectations. For example, pupils in Year 5 used their knowledge of mathematics and geography during a project to calculate the school's carbon footprint. Pupils build their learning securely across a wide range of subjects, including art, music, and design and technology. The school oversees staff workload and ensures that it is manageable.

Subject leaders are experts. Curriculums carefully build pupils' knowledge over time because these leaders have pinpointed the key knowledge that pupils should know and remember. Each subject is designed so that pupils revisit important knowledge regularly. A focus on subject-specific vocabulary from early years ensures that children are equipped to answer questions confidently across many subjects. For example, in science, pupils gradually build their knowledge of plants with increasing confidence. In geography, older pupils can answer 'big questions' such as 'What makes weather happen?' and 'Will we ever run out of water?'

The school provides regular staff training. With this training, and access to support from expert staff, teachers have the know-how and resources that they need to teach effectively across all year groups.

The school supports pupils to learn to read very effectively. This work starts from the beginning of Reception, where teachers support pupils to practise new sounds. Pupils receive reading lessons daily. Those who need help to improve their fluency

are quickly identified and provided with all the support that they need. Leaders inspire pupils' love of reading by organising book fairs, inviting adults to come and speak to pupils, and filling the library with books rich in vocabulary. In the early years, children love listening to teachers read to them new and familiar stories.

Pupils are consistently focused in classes and respectful when they move around the school. They are kind and support one another. Staff in the early years instil essential social skills, including turn-taking, sharing and listening. Leaders work persistently to support pupils who need help to improve their attendance. As a result, pupils' attendance rates are very high.

The school's personal development curriculum covers topics such as life skills, financial literacy and mental well-being. Through the curriculum, pupils revisit common topics each year, so that pupils build their knowledge and skills in these themes each year. The school plans every educational visit so that it supports pupils to learn the curriculum. For example, pupils in Years 3 and 4 visited Epping Forest to learn about orienteering and the natural environment. Leaders have carefully designed a large programme of clubs, outings and pupil leadership opportunities. Pupils enjoy their roles as travel ambassadors and librarians. The 'green team' has planted flowers in the playground. Pupils regularly take part in class debates, where they listen respectfully to those with different points of view.

The school identifies pupils with SEND very quickly. Pupils with SEND settle in school well. They are fully included in learning and regularly participate in extra-curricular activities. Leaders ensure that staff have the required training to support the needs of pupils with SEND. This includes work with outside agencies where necessary.

Effective support for parents and carers is a distinctive feature of the school. As one parent said, 'It is the most wonderful community. Not just a school, but a place to really feel you belong and are supported.' Those responsible for governance check that the school fulfils its statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101143
Local authority	Westminster
Inspection number	10267887
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair of governing body	Pat Moloney
Headteacher	Marina Coleman
Website	www.stvincentsprimary.org.uk
Dates of previous inspection	20 and 21 October 2010, under section 5 of the Education Act 2005.

Information about this school

- The school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors met with leaders with responsibility for pupils with SEND, personal, social and health education, behaviour, early reading, pupils' wider development and early years.

- Inspectors met with representatives from the governing body and spoke with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, history and science.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the respective responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Guy Forbat, lead inspector	His Majesty's Inspector
Julie Wright	His Majesty's Inspector
Karyn Ray	Ofsted Inspector

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