CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

St Vincent's Catholic Primary School

URN: 152395

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

20–21 May 2026

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 with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has responded fully to the areas for improvement from the last inspection.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school does well

- Pupils are exceptionally proud to be part of the St Vincent's community; they are confident, happy and joyful, seeking out opportunities to put the school's mission and values into action.
- The dynamic and holistic Catholic curriculum of 'building the kingdom' forms a golden thread interweaving the principles of Catholic social teaching across all areas of school life.
- Pupils enthusiastically enjoy their religious education, resulting in excellent knowledge; they are religiously literate with a remarkable ability to think ethically and spiritually.
- Teachers have authentic subject knowledge of the new *Religious Education Directory,* enabling them to plan and deliver high-quality lessons, building well on pupils' prior learning through incisive questioning.
- The school works exceptionally well with the local parish to support pupils and their families, enabling them to participate fully in a wide range of prayer and liturgy encompassing the St Vincent's spirit of welcome and inclusion.

What the school needs to improve

- Ensure pupils can clearly articulate the theology underpinning Catholic social teaching.
- Develop a clear and comprehensive strategy to sequentially build pupils' skills in planning, leading and evaluating prayer and liturgy as they progress through the school.

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

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1

Pupils have an excellent understanding of the teachings of Jesus. They can clearly articulate the values of respect, inclusion, service and excellence, appreciating that their efforts to put these values into practice are recognised each week at the Friday Assembly. Parents recognise the part the school plays in their children's moral development, enabling them to become 'inclusive, nurturing, kind and caring'. One parent explained, 'my children have developed a sense of love for other people.' Pupils know the principles of Catholic social teaching through the school's building the kingdom curriculum and are making links to scripture, but can't always clearly articulate the theology that underpins it. One Year 6 pupil linked Moses leading the Israelites out of slavery to his knowledge of modern-day slavery and factory workers' conditions in China. They know they have a duty to care for the marginalised, including refugees. Pupils readily support those locally, through visits to the Michael Flanders Centre, nationally with donations to Mind and internationally with contributions to Cafod. Pupils fully embrace the inclusive nature of the school as symbolised through the red umbrella story, where 'there is room for everyone under the red umbrella'. Pupils highly value the school's chaplaincy provision, with pupil chaplains working with others across the deanery.

The mission and vision of St Vincent's is actively lived by staff, who are excellent role models. Parents recognise that 'staff demonstrate genuine care, kindness and respect, creating a strong sense of community for both pupils and families.' One staff member explained, 'Christ is at the heart of St Vincent's. Everything we do and our behaviour around the children is centred around Christ'. The mission statement is reviewed at least annually with staff who can clearly articulate the school's mission in action. Parents value the ethos of the school with one commenting that 'the school provides a warm, caring and faith-filled environment where children are encouraged

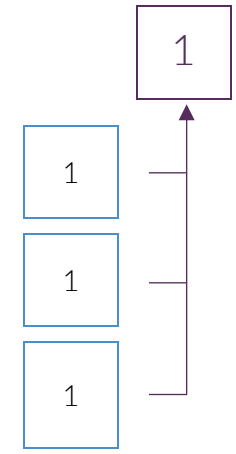
to live out Christian values in their daily lives.' Another parent said, 'this is a listening school'. The sense of community is palpable among all staff and parents. Cultural day, anti-bullying initiatives and show racism the red card are among the many actions that have enabled this supportive and joyful community to flourish. Furthermore, the school's flagship status for inclusion and proactive black and mixed heritage parents' forum promotes the highly inclusive nature of the school. Pastoral care is exceptional with countless examples of support for families during times of bereavement, crisis, emotional need and hardship. The physical environment is explicitly Catholic with high-quality displays, signs and a beautifully reflective chapel. The relationships, sex and health education policy is available on the website, with Ten Ten resources being skilfully used.

Leaders and governors are exceptionally articulate at explaining how the mission permeates school life. One leader explained that the 'voice of governors' is clear in all policies. The school enthusiastically responds to diocesan policies and initiatives. Moreover, the headteacher is exceptionally generous with her time, working beyond the school to promote the effectiveness of the school's building the kingdom curriculum and pupil chaplaincy provision. Parish links are flourishing with the school leading Mass on the first Sunday of each month and year group participation in the Friday parish Mass. The school has an extensive range of highly successful strategies for engaging with parents, fostered through an open-door policy, the Parent Teacher Association and regular newsletters. The school's commitment to Catholic social teaching is evident in its action to support those in greatest need materially and educationally. Leaders are passionate about their vision of empowering pupils through the curriculum to be advocates for our Common Home. One example includes pupils campaigning successfully to ensure the council improved the local park. Policy and structures, particularly the leadership's approach to coaching, ensure there is strong support for staff wellbeing. They clearly demonstrate their ability to self-evaluate with rigour and challenge. Pupils have a strong voice through the school council. Professional development always focuses on Catholic life and mission at the start of each year.

Religious education

The quality of curriculum religious education

Religious education key judgement grade



Pupils are developing secure and increasingly sophisticated theological knowledge, understanding and skills, alongside an ability to reflect more deeply upon the learning required by the *Religious Education Directory*; therefore, their attainment is strong. Pupils are able to articulate theological concepts appropriate to their age and capacity and connect learning across different units of work. One pupil explained, 'building the kingdom means bringing God's love into everyday life'. Another commented 'Jesus teaches us to care for people who are vulnerable because everyone is made in God's image.' Pupils make good and often consistently strong progress, shown in their exceptionally well presented books. Progress is enhanced by clear whole-school expectations around feedback and celebration of effort. Pupils are able to articulate how feedback supports improvement and deeper thinking, including the use of self-assessment at the end of each branch of learning. Pupils with additional needs are well supported through adaptive teaching, scaffolds, modelling and precision teaching approaches, enabling them to access ambitious theological learning alongside peers. Pupils reflect spiritually and think ethically and theologically about moral issues and lived experiences. They are able to connect scripture to contemporary contexts including racial equality, social justice, care for the elderly and environmental responsibility. One pupil stated 'the Beatitudes teach us how to live as disciples today'. Pupils ask thoughtful and reflective questions and demonstrate strong concentration, reflective thinking and independence within lessons. They remain engaged for sustained periods and respond thoughtfully without immediate adult intervention, enabling them to synthesise learning creatively through journals, reflection tasks and discussion.

Teachers demonstrate secure and increasingly authentic subject knowledge, which enables them to implement the *Directory* with growing confidence. Teachers communicate the value and importance of religious education clearly to pupils, demonstrated in their high expectations for

presentation, theological thinking and engagement. Staff consistently articulate that religious education is 'lived out not laminated,' reflecting a deep commitment to the subject and its place at the heart of the curriculum. Planning is securely linked to assessment and pupil need, with teachers using skilful questioning to identify pupils' understanding and deepen learning. Feedback is consistent across books and aligned with whole-school policy. Celebration of effort is evident through displays, journals, verbal praise and reflective responses. There is a strong understanding of the role religious education plays in pupils' spiritual and moral development, with lessons providing meaningful opportunities for reflection, silence, prayer and theological discussion. Teachers provide extensive opportunities for pupils to present learning through a wide variety of forms, including discussion, journals, creative responses, retrieval activities, information technology and reflective writing. Support staff are effectively deployed to ensure there are considered adaptations and additional resources for pupils with special educational needs and/or disabilities.

Leaders demonstrate a clear commitment to ensuring the curriculum is a faithful expression of the *Directory*. Religious education has parity with other core subjects regarding expectations around presentation, feedback, challenge, curriculum design and resourcing. Professional development is a notable strength, with staff describing regular diocesan training, deanery induction, and collaborative support. Teachers who are early in their careers feel well supported through mentoring and induction. The subject leader for religious education demonstrates a clear vision, theological understanding and strategic oversight. She articulates strengths and next steps confidently and demonstrates accurate self-evaluation through book scrutinies, lesson visits and pupil voice activities. The curriculum is thoughtfully sequenced and rooted in scripture, Catholic social teaching and the mission of the school. Curriculum links across subjects further support pupils' understanding of Catholic teaching and lived discipleship. Leaders ensure that a range of strategies enable pupils with additional needs and disadvantaged pupils to access ambitious theological learning, ensuring inclusion is rooted in dignity and participation rather than simplification. Enrichment is extensive and meaningful, including Catholic social teaching projects, Catholic influencer awards, and building the kingdom activities. Leaders and governors identify strengths and priorities accurately and reference ongoing monitoring through pupil voice, work scrutiny, planning reviews and staff development. Self-evaluation is increasingly rigorous and focused clearly on improving religious education provision and outcomes.

Collective worship

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

Collective worship key judgement grade

1

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

Pupils demonstrate deep engagement with prayer and liturgy through excellent spiritual behaviours, attentiveness and thoughtful responses. In Year 2, pupils led by some of their peers are able to pause and reflect on the experience of the Apostles after the Ascension of Jesus and how it felt to be waiting. Silence allows for deep thought and reflection on the life of Jesus and their own lives. Pupils are confident in their understanding of the liturgical year, demonstrated through appropriate readings, choice of resources and ways of praying according to the Catholic tradition. A pupil in a Reception class explained that she would 'like to sit and think about God more'. Pupils are able to reflect deeply and articulate how the curriculum influences their prayer life. A Year 4 pupil stated that 'in PE I learn sportsmanship and leadership. I then use these skills in my prayers to help me treat people fairly. I can pray for people across the world who are not treated fairly in their lives.' Another pupil described how 'we don't leave out people from other cultures, countries or religions'. Pupils are thoughtful and reflective on their prayer experiences and can talk about how these have prompted them to mission and action. They recognise that prayer is important because it 'connects us with God'.

The centrality and importance of prayer may be found in every aspect of the school and across all age ranges. Opportunities for daily engagement in prayer, either in groups, classes or on a personal level are many and are routine in gatherings of both staff and pupils. There is a richness, breadth and depth to prayers, with pupils able to discuss the rosary, Lectio Divina, the prayers of the Church that they know and the prayers that are part of the school day. Staff help pupils in choosing appropriate and seasonally relevant passages. The scriptures are well chosen to support the theme, message and mission of the celebration. Pupils with additional needs can fully engage in these prayers by being supported, for example with a pre-reading of the Gospel and explanation. Staff are confident in leading prayers and are excellent in their modelling to

support pupils in leading well-constructed and creative experiences. For example, in a Year 6 liturgy with the theme of waiting and together is stronger, pupil leaders were able to choose thoughtful and relevant resources in their focus area. Music is well chosen to support gathering and setting the ethos of prayer time. There is a considered and imaginative use of space across the school to support prayer, including well-constructed classroom prayer tables, and strategically placed prayer spaces around the school, allowing pupils to pause and reflect. In the Early Years outside area, the Pentecost themed provision has been carefully designed to support pupils' understanding of the Holy Spirit through sensory, visual and symbolic experiences.

The prayer and liturgy policy supports a strategic approach to consistent progression in prayer knowledge, but it does not sequentially build pupils' skills in planning, leading, and evaluating prayer and liturgy as they progress through the school. Leaders, including governors, ensure that pupils experience holy days of obligation, liturgical celebrations and significant feast days. During May the school holds a Marian procession, and First Holy Communion is celebrated. A high priority is placed on professional development and formation for all staff. Several teaching assistants have recently completed the Catholic Certificate in Religious Studies which has contributed to wider staff formation. Additionally, there are regular staff meeting prayer and reflection opportunities. Leaders have secure knowledge and skills which they confidently demonstrate to staff through shared observation, further developing staff expertise. There is strong resourcing throughout the school, with governors prioritising more culturally relevant iconography. Leaders and governors demonstrate a reflective and faithful knowledge of prayer and liturgy across the school and prioritise regular self-evaluation supporting pupil experience and growth in prayer and liturgy.

Information about the school

Full name of school	St Vincent's Catholic Primary School
School unique reference number (URN)	152395
School DfE Number (LAESTAB)	3073509
Full postal address of the school	1 Pierrepoint Road, Acton, London, W3 9JR
School phone number	02089926625
Headteacher	Monica McCarthy
Chair of governors	Marcella Phelan
School Website	www.st-vincents.ealing.sch.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	11 December 2019
Previous denominational inspection grade	1

The inspection team

Gael Hicks	Lead
Amanda Ruthven	Team
Bernadette Horton	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