

St Vincent de Paul Catholic Primary School

Morpeth Terrace, Westminster, London, SW1P 1EP

Inspection dates 2–3 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders have not ensured that teaching is good enough at Key Stage 1 to enable pupils to make fast enough progress in English and mathematics.
- Teachers at Key Stage 1 do not identify precisely enough what pupils need to do to improve. As a result, pupils do not move on quickly enough and are unsure how to improve their work.
- There is a lack of challenge for the most able in Key Stage 1, who do not deepen and extend their learning quickly enough.
- Pupils at Key Stage 1 are not skilled at writing longer pieces of work in a wide range of ways or subjects which slows down their progress.
- Some middle leaders are not involved enough in checking on the quality of teaching and so are not contributing as much as they could to its development.
- The school's plans for improvement generally identify the correct priorities. However, procedures for checking the impact of the school's actions are not sufficiently clear for leaders and governors.
- Governors, although providing good challenge in many areas of the school's work, do not have a precise enough understanding of the school's data on pupils' progress. This hinders their ability to challenge school leaders as effectively as they should about pupils' achievement.

The school has the following strengths

- Teaching in Nursery, Reception and Key Stage 2 is stronger over time. By the time pupils leave the school, attainment in English and mathematics is above average.
- Pupils' spiritual, moral, social and cultural development is excellent, contributing to pupils' good behaviour and an extremely harmonious school community.
- Leaders show a high level of care to all pupils particularly those whose circumstances make them vulnerable. Procedures for keeping pupils safe and secure are outstanding.
- Parents are very supportive and pupils love coming to school. Pupils are smart, proud of their school and very happy. Attendance is above average.

Information about this inspection

- Inspectors observed 14 lessons, of which four were joint observations with the headteacher and deputy headteacher. In addition, inspectors made a number of other short visits to lessons. They looked at pupils' books and observed other aspects of the school's work.
- Meetings were held with the Chair of the Governing Body and other members, teachers and school leaders. Pupils took inspectors on a tour of the school. Inspectors also listened to pupils read and spoke with them about their reading and their work.
- Inspectors took account of the 34 responses to the online questionnaire (Parent View). They spoke to parents and carers at the school gate. Inspectors reviewed 25 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and plan, records relating to behaviour and attendance, checks on teaching, and documents relating to safeguarding. Inspectors also visited the school's website.

Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Sue Quirk

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Over one in six pupils is known to be eligible for the pupil premium (additional government funding), which is below average. In this school, the eligible pupils are those entitled to free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- Over three quarters of pupils belong to ethnic groups other than White British, the vast majority speak English as an additional language. The main languages are Italian and Spanish.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching and raise achievement at Key Stage 1 by:
 - providing a greater level of challenge for the most able so that more achieve what they are capable of in English and mathematics
 - identifying precisely what pupils can do so as to plan activities that will move them more quickly to the next stage in their learning
 - giving more guidance to pupils as to how they can improve their work, particularly in writing
 - providing opportunities for pupils to do longer pieces of writing in a wider variety of ways and in other subjects.
- Improve leadership and management by:
 - developing the skills of middle leaders so that they have a greater impact on improving the quality of teaching
 - making sure that the effectiveness of the school's plans for improvement can be easily checked by leaders, including governors
 - strengthening governance so that it has a more precise understanding of pupils' achievement and can provide an even greater level of challenge.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because not enough pupils in Key Stage 1 make the progress of which they are capable in English and mathematics. Teachers do not precisely identify what pupils know and understand, and so activities are not always appropriate for the different ability levels in the class. Progress slows as a result.
- Progress of pupils at Key Stage 1 is slowest in writing. Pupils do not write at length, build on the skills they have acquired or write well in other subjects and contexts. They are not confident enough in developing ideas, constructing sentences or writing longer pieces of text. Progress in reading and mathematics, particularly for middle and lower ability pupils, is faster than in writing.
- More able pupils at Key Stage 1 do not make the progress they are capable of because too often they are asked to do the same as everyone else. This is in contrast to Key Stage 2. For example, in a Year 3 history lesson, pupils were asked to describe a Holbein painting of Anne of Cleves as part of their work on why her marriage to Henry VIII failed. This was planned in such a way that it really challenged the writing skills of all pupils. More able pupils reach higher levels of attainment in English and mathematics by the time they leave the school.
- Progress through Key Stage 2 is good and often more rapid in English and mathematics. Pupils are very confident with arithmetic and so when faced by problems are not hindered by slow calculation skills. Many pupils in Year 6 calculate percentages and fractions accurately. The teaching of Latin in the school is greatly benefiting pupils' understanding of English grammar and, in 2013, Year 6 pupils achieved well above the national average on the grammar, spelling and punctuation test. Overall standards of attainment are above average when the pupils leave the school and they are well prepared for secondary school.
- Pupils make a good start to learning to read in Nursery and Reception because of well-designed programmes to help children learn their letters and the sounds they make (phonics). The school acted quickly to remedy the low levels reached in the Year 1 phonics screening check in 2013. Inspection evidence indicates that current pupils are doing much better. As they move through the school, pupils develop a love of reading of both print and electronic media. Reading is promoted well throughout the school, with most classrooms having engaging areas where pupils can enjoy a book.
- The school's emphasis on developing pupils' speaking and listening skills benefits all pupils, especially those who speak English as an additional language. This enables them to make similar progress to other pupils and ensures equality of opportunity. Disabled pupils and those who have special educational needs make good progress in all areas of the school because they are given extra additional support which is well designed for their particular needs.
- Although 2013 Key Stage 2 statutory assessments indicated that pupils eligible for additional funding through the pupil premium were eight months behind in mathematics and writing, they attained similarly to other pupils in reading. The funding is used for a specialist teacher to give eligible pupils additional support in English and mathematics across the school and for extra support for mathematics in Year 2. Inspection evidence indicates the progress of eligible pupils is quickening and gaps reducing.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good enough at Key Stage 1 to ensure all groups of pupils make the progress they are capable.
- At Key Stage 1, pupils do too much work that limits their ability to solve problems or learn ways of how to set out their work and write longer pieces of text. This slows down their progress, particularly that of the most able.
- While pupils' work is usually marked, at Key Stage 1 not enough guidance is given to pupils as to

how they can improve their work. This is not the case at Key Stage 2, where pupils have clear indicators that identify the next stage in their learning. As a result, pupils generally know how they can improve. In Nursery and Reception, adults encourage pupils with excellent questions to enable them to deepen their learning or to try something more challenging, which leads to good and often faster progress being made.

- Teaching is typified by excellent relationships between teachers and pupils. Pupils listen hard and answer and ask questions readily. Pupils work hard and always give their best whatever kind of work they are asked to undertake. When pupils are working, adults circulate very well and provide good help when pupils are stuck. In Key Stage 2, pupils are routinely challenged with questions to deepen their learning and make them think.
- Additional adults are well trained; they provide good support for disabled pupils and those with special educational needs, enabling them take a full part in lessons and learn well.
- Activities are very well planned in Nursery and Reception, both inside and outside the classroom. Adults engage with pupils very well allowing children to really think about what they are learning. As a result, they make a really good start to school and learn very well. Nursery children were enthralled as they released butterflies that they had observed from when they were caterpillars. Plenty of opportunities are given to pupils who speak English as an additional language to speak and to listen, and so when they leave the Reception class most are ready for Year 1.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are well behaved around the school and extremely polite and well mannered. All the parents and carers who were spoken to or who responded on Parent View indicated their children were happy and well behaved. The children also said they were happy and that behaviour was typically good. Not surprisingly, they enjoy attending school.
- In lessons, pupils help each other to learn well by listening to the teacher and usually work very hard. They always try to finish their work and take pride in their presentation. In those lessons where the teaching is not as strong, pupils lose concentration and sometimes get distracted.
- Pupils are extremely proud of their school and always look smart in their school uniform. They responded enthusiastically to inspectors when they talked to them about their work. They enjoy the responsibilities they are given, such as serving on the school council or as 'Mini Vinnies' which is junior membership of an organisation that helps vulnerable communities around the world. Pupils also enjoy showing younger pupils how to cut up their food into smaller pieces at lunch time or volunteering to help out in the Nursery and Reception during their breaks.
- Adults show a great deal of respect and care for pupils, particularly those whose circumstances make them vulnerable. Pupils repay this by showing similarly high levels of care towards each other. There are a few pupils who have difficulty with managing their own behaviour, but the school deals with this extremely well so that it does not interfere with their learning or the learning of others.
- Pupils respect the wide range of cultures that are represented in the school and are knowledgeable about other faiths and religions as the school is highly successful in fostering good relationships and tackling discrimination. This results in an extremely harmonious school community.
- The school's work to keep pupils safe and secure is outstanding. Procedures to ensure pupils and the site is safe are well established and understood by everyone. Pupils said they felt very safe and the parents agree. Child protection systems and procedures are very rigorous and staff are well trained to deal with any situation that might arise.
- Bullying incidents are extremely rare and pupils are confident that if anything were to happen adults would deal with it quickly. Pupils are fully aware of matters related to bullying through electronic media and value the e-safety week which helps them to understand how to keep safe on the internet.
- Pupils understand the importance of eating healthily and taking regular exercise. The school is

using its extra government funding for sport participation to provide specialist teaching for physical education and to provide an even greater range of activities for pupils during lunch times.

The leadership and management

require improvement

- The inability of leaders to secure good progress over time in English and mathematics at Key Stage 1 is the main reason why leadership and management require improvement. Actions to improve teaching so that it is consistently good at Key Stage 1 have not been effective.
- Middle leaders, although giving good support informally and providing training to school staff, are not checking on the impact of their actions on the quality of teaching often enough. This limits quicker progress in improving teaching.
- The school's planning documents, although generally identifying the correct areas for improvement, are not clear about how the improvement will be measured. This means that leaders, including governors, cannot easily identify if actions need to change.
- Senior leaders have implemented a strong appraisal system for teachers, with regular checks on the quality of their teaching and which identify areas to improve. Teachers value the opportunities the school provides for them to develop their skills through attending training. This is more effective in the Early Years Foundation Stage and Key Stage 2.
- Inspired by the long-standing headteacher, leaders have been successful in maintaining a shared understanding of values, beliefs and attitudes that pupils, staff and parents totally subscribe to. As a result, behaviour is good, pupils enjoy coming to school and staff enjoy working there. Parents value the regular opportunities they have to meet the headteacher to discuss school and how they can support their children. All parents and carers who responded on Parent View would recommend the school to another parent.
- The different subjects studied are supported by a wide range of visits and visitors to school. The school provides excellent support for pupils' spiritual, moral, social and cultural development. By the time pupils leave the school, they have developed an excellent understanding of right and wrong, based on a strong set of principles and beliefs.
- Leaders have been successful in ensuring that good progress has been maintained in the Nursery and Reception and Key Stage 2 since the last inspection. This, together with, the outstanding management of safety and pupils' strong spiritual, moral, social and cultural development, indicates that the school has the capacity to improve further.
- The school values the regular visits it receives from the local authority who has provided good help for improving provision in Nursery and Reception. They are ready to support the school's senior leaders to raise pupils' achievement back to the good levels reached in the last inspection.
- **The governance of the school:**
 - Governors do not understand the school's performance information precisely enough and therefore are unable to challenge the school as well as they should about pupils' achievement compared to other schools. They believe that pupils' achievement and the quality of teaching are better than they currently are at Key Stage 1 because they do not look closely enough at the progress of different groups. They rely too heavily on school leaders' plans for the future and are only able to note that actions are taking place, rather than the impact of those actions. Governors are challenging in other areas of the school's work. For example, they make a significant contribution to the outstanding safety in the school and in meeting statutory requirements for safeguarding and the recruitment of staff.
 - The governing body ensures that financial resources are managed effectively. It understands the impact of the pupil premium funding and how it is ensuring eligible pupils are closing the gap with their peers. Governors have also ensured that there is a close link between teacher appraisal and teachers' pay.
 - Governors value the training they receive, but would welcome the external review of governance that this inspection is recommending so that they can do their work more effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101144
Local authority	Westminster
Inspection number	431318

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	John Moruzzi
Headteacher	Jack O'Neill
Date of previous school inspection	22 May 2009
Telephone number	020 7641 5990
Fax number	020 7641 5901
Email address	office@svpschool.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

