

# St Vincent de Paul RC Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	101144
<b>Local Authority</b>	Westminster
<b>Inspection number</b>	323411
<b>Inspection date</b>	22 May 2009
<b>Reporting inspector</b>	John Carnaghan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	247
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Moruzzi
<b>Headteacher</b>	Mr Jack O'Neill
<b>Date of previous school inspection</b>	10 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Morpeth Terrace London SW1P 1EP
<b>Telephone number</b>	020 7641 5990

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<b>Age group</b>	3–11
<b>Inspection date</b>	22 May 2009
<b>Inspection number</b>	323411

**Fax number**

020 7641 5901

<b>Age group</b>	3-11
<b>Inspection date</b>	22 May 2009
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## **Amended Report Addendum**

Following an Ofsted investigation the report has been amended.

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## Introduction

The inspection was carried out by two Additional Inspectors. The main areas investigated were: pupils' achievement and standards; the way the school supports and encourages pupils' personal and academic development; the quality of teaching and learning. Evidence was gathered from visits to lessons, assessment information, pupils' work, school documentation, questionnaires returned by parents and discussions with staff, pupils and governors. Other areas were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments are not justified and these have been included in the report.

## Description of the school

Three quarters of the pupils who attend St Vincent de Paul School come from minority ethnic groups, with white pupils from other backgrounds making up the largest group. Two thirds of pupils speak a first language that is not English. The main languages are Spanish, Tagalog and Italian. The proportion of pupils who have learning difficulties and/or disabilities is a little below average. The majority of these pupils have moderate learning and speech, language and communication difficulties.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

St Vincent de Paul RC Primary School is a good school that makes a real difference to the community it serves. Not only does it greatly benefit the pupils who attend but also their families. Children start school life with skills and understanding that are well below those expected for their age. Approximately a third of them speak no English. By the time pupils leave school they are confident, assured young people who are thoroughly prepared for the next stage in their lives. Although the rate of pupils' progress in the main school does not quite match the outstanding levels found in the Early Years Foundation Stage, achievement is good overall and standards at the end of Year 6 are above average.

The school has a very clear understanding of the learning needs of each pupil from an early age. It reacted strongly to a relative decline in mathematics standards in recent years, for example. Leaders targeted training towards improving teachers' competence and confidence, and the school took great care to identify and support potential underachievers. These actions have raised mathematics standards and current Year 6 attainment is now above average, as it is in English. Standards in science remain close to average. The quality of support ensures that pupils who have moderate learning difficulties or those who are at an early stage of learning English achieve as well as others in the school.

A very significant factor in the school's success is its thoughtful and constructive engagement with parents. The school uses numerous methods to involve parents. For example, the headteacher meets parents from a different year group every week. These sessions are very well attended. Parents are welcomed into classrooms and many enjoy the extra mathematics sessions run for their benefit so that they, in turn, can support their children's learning. A very high proportion of parents returned questionnaires and the vast majority fully support the school. A typical comment was, 'The variety, creativity and quality of preparation for lessons is excellent. The children are stimulated and encouraged to learn, enquire and think for themselves'.

Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent. Pupils show a keen interest in learning, and develop an appreciation for music, art and languages, enjoying visits, concert performances and special events like the May procession. Pupils fully understand the importance of a healthy lifestyle and keeping safe. Behaviour is exemplary. The school has robust systems for encouraging good attendance, which is above average. Throughout the school, pupils make a strong contribution to their community. For example, Years 5 and 6 pupils organise the teddy bears' picnic for Years 1 and 2. Pupils are proud of their school and confidently voice their opinions through the school council. They are excellently prepared for the future, because their personal and social skills are outstanding, and they make good progress in acquiring literacy, numeracy and computer skills.

Pupils report that lessons are engaging and they find their work both interesting and challenging. Teaching and learning are good. Lessons are thoroughly planned, so that pupils' work is pitched at the correct level and they have good resources available to help them learn. Teachers have good subject knowledge and teaching assistants are skilled practitioners who can support the progress of individuals, small groups and, when called for, whole classes. Regular assessments provide useful information on the quality of each pupil's learning. Where there are concerns, the school reacts promptly to provide high-quality extra support. Older pupils' books are mostly

carefully marked and annotated with good advice. However, this is not universal and some marking does not provide enough guidance about how the pupils could improve their work. The curriculum meets all requirements and is enriched by visitors to the school and numerous visits to local places of interest, such as the Cabinet War Rooms. Pupils appreciate the varied after school clubs and societies and participate in large numbers.

Staff provide outstanding care for all, including vulnerable pupils. The school is strongly committed to the well-being and personal development of pupils and the quality of pastoral care is excellent. Relationships between pupils and staff are exemplary and contribute significantly to pupils' achievements. Staff are trained to be alert to possible child protection issues and take effective action. The school has excellent partnerships with outside agencies to promote pupils' well-being. Pupils' progress is carefully tracked and this information is used to set challenging targets for improvement. The learning mentor helps pupils to understand their feelings and raises their self-esteem.

Leadership and management at all levels are good. The headteacher provides inspirational leadership. Parents greatly admire him with comments such as, 'My children are happy, well-rounded individuals who are allowed to shine and express themselves under the guidance of the headmaster'. He is ably supported by his committed deputy headteacher and senior leadership team. Self-evaluation is good and involves all senior managers. Analysis of performance data is rigorous and used effectively to promote higher standards. Links between improvement strategies and pupils' achievement are well focused in the school development plan; for example, in recent years there has been a continuous emphasis on raising standards in mathematics. The school has improved well since its previous inspection and has good capacity for continuing improvement. Governors provide good support and are closely involved in the school's day-to-day life. They understand the school's strengths and weaknesses and act as effective critical friends.

While some good local links exist, the school has only just begun to evaluate its work on community cohesion. It recognises the need to establish this as part of its planning cycle and to strengthen links with more distant and overseas communities.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The Early Years Foundation Stage gives children the best possible start to their education. Children come into the Nursery with a very wide range of ethnic, cultural and linguistic backgrounds and with skills that are well below those expected for their age. They are very quickly welcomed and made to feel an important part of the school. Excellent teaching quickly establishes good learning routines and children's achievement in the Nursery and Reception classes is outstanding. Notable strengths are the development of children's language skills and the effective promotion of their social development. By the end of their Nursery year, most children can talk with confidence about what they have been doing. Children in the Nursery and the Reception class display exceptional independence in the classroom, happy to work with adults as required but easily able to cope with activities on their own or with their friends. By the time children move into Year 1, their standards are close to expectations.

Teachers and adults in the Early Years Foundation Stage are very skilled practitioners. Lessons are very carefully planned to provide the correct mix of adult-led and child-initiated activities. The rooms and outdoor areas are very well prepared, so that there are plenty of stimulating resources available. Outdoor areas are very attractive and extremely well used to promote

learning. The outdoor element for the Reception Class lacks a roof, however, which precludes its use on some days of the year.

Children are very content. This is largely because their welfare is excellent and their safety is paramount. Adults know each child very well. Their progress is carefully and clearly recorded. Children's files are open to parents to view and they are encouraged to read them and add their own evidence of their child's achievement.

Initiatives to engage parents are but one element of exceptional leadership and management. There is very close collaboration between the Nursery and Reception classes and with the rest of the school. This ensures that the transfer of pupils into Year 1 is a matter of routine. Good links with outside agencies also adds to the high quality of the Early Years Foundations Stage provision.

### **What the school should do to improve further**

- Strengthen the school's contribution to community cohesion, particularly by developing links beyond the United Kingdom.
- Improve the quality and consistency of marking in all age ranges, so that every pupil receives good advice about the next steps in their learning.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

09 June 2009

Dear Pupils

Inspection of St Vincent de Paul RC Primary School, London, SW1P 1EP

Many thanks for being so helpful during the school's recent inspection. We were very pleased to see how happy you are in school. You told us what a good school you attend and we agree! There are lots of good things at your school and some are brilliant. The best bit is the Early Years Foundation Stage (which you probably call the Nursery and Reception classes) that gives the youngest children in the school such a great start. We think that the way the school cares for you is outstanding and this means that your personal development is also excellent. We were also very impressed with your outstanding behaviour. Well done!

Many children start school with low standards, especially in understanding English. Good teaching and learning across the school mean that achievement is good and, by the time you are ready to leave Year 6, standards are above average in most subjects. The subjects you study are well planned and organised so this area, known as the curriculum, is also good. Leadership and management are good. The headteacher and all staff work very well as a team to make sure you get the best possible chances. With the governors, they check up on you and the school very well to make sure no one falls behind.

I have asked the school to concentrate on two areas that need improving.

- While there are good links with other schools and places nearby, the school should develop better contacts with more distant places, both in this country and abroad.
- Some books are well marked but not all. I have asked the school to make sure all marking gives you good advice. If you are unsure about how good your work is, you should ask.

Once again, many thanks for all your help. It was very good meeting you.

Yours faithfully

John Carnaghan

Lead Inspector