



140848 St Vincent's Catholic Academy

St Vincent's Catholic Academy

URN: 140848

Catholic Schools Inspectorate report on behalf of the Bishop of Middlesbrough

29–30 January 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Yes

1

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant with the additional requirements of the diocesan bishop.
- The school is fully compliant with regard to its previously identified areas for development, having addressed the targets set from the previous inspection.

What the school does well

- Through the dedication and witness of the headteacher and senior leaders, the Catholic ethos of the school is lived out faithfully and is a true witness to the mission of the school and inspires others to do so.
- The leadership of religious education have a clear and ambitious vision for the improvement in outcomes for the pupils and in developing and supporting staff.
- Pupils are role models to others in their actions of kindness and respect. They ensure that their diverse school family are cared for and respected. They model actions of kindness to their peers.
- The relationship and partnership with the parish is of mutual benefit to both. They have developed a flourishing partnership where active, caring parishioners are seen as living witnesses to their spiritual calling to be inspirational role models to the pupils. This is then reflected in the compassion, respect and values that the pupils live out.
- The school's commitment to prayer, in a variety of forms, is central to the life of the school and this is embraced by all. It enables pupils to be reverent, thoughtful and have intimate moments with God.

What the school needs to improve

- To enable most pupils to articulate how their actions, both within the school and the wider community, are formed by influential people of faith and theology at an age-appropriate level.
- Enable most pupils to achieve consistency in showing individuality and creativity within their work at a high standard.
- Target professional development so there is a consistent application of the school's approach to outstanding teaching and learning.

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

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

1

St. Vincent's is a welcoming school where all feel valued through the actions they witness. The school community faithfully lives out their mission and this is witnessed and embraced by all. The mission is inspired by the words 'Kindness is the key to all hearts', taken from the words of St. Vincent de Paul. One parent said, "You can tell it's a school that cares deeply about everyone that goes there. They say kindness is the key to all hearts and I truly believe they instil that in my children." Pupils fully embrace the Catholic ethos and mission. They see and recognise that they are valued and in turn value others. This is recognised, encouraged and rewarded. Pupils come from very diverse backgrounds, and all are welcomed and cared for, treating all as being made in the image and likeness of God. Pupils highly value the chaplaincy provision and willingly take on leadership roles. Pupil leadership is encouraged and planned, and pupils have a wide range of opportunities to lead and take responsibilities, which they relish: Junior Chaplaincy, Anti-bullying, Eco - warriors, Mini Vinnies, RE Ambassadors, Cafod Club. Pupils are proud of their roles and see this is a part of their journey. Pupils talk with conviction about how they see these roles as being part of their future work. One parent said: "My child thrives with the responsibilities given to her by the school." Pupils show genuine commitment in always considering how they can care for others and they bring about positive change for others, caring for our common home.

Senior leaders live out the mission to share Christ's love through all they do and inspire others to do this in their lives. The school's mission has a wide and highly significant impact in school, the parish and in the wider community. The school does not work alone, nor does it seek to - it works in close partnership with its parish and this is of great mutual benefit to both. Parishioners, who are role models of kindness and dedication, have a positive influence on the school and

their work is promoted to the pupils so they in turn can reflect upon and live out these values. Staff work hard to ensure that the role models within the parish community are celebrated and considered within school to influence the virtues and values that the pupils live out. Staff are deeply committed to ensuring that the pupils have rich and varied opportunities to grow. One teacher said, "Pupils are excited to prepare and engage in prayer and take time to explore their relationship with Jesus. Regular visits to the church, for Mass and other teaching opportunities, has helped the pupils understand they are part of a universal Church and a loving, engaged parish community." One parishioner said, "The students are growing into true disciples of the Lord."

Leaders, governors and the Trust ensure that the Catholic mission is at the heart of all that it does and that the school remains true to this mission. The school is part of a larger Trust, but it retains its unique charism. Leaders work with passion and commitment. Their work is valued and appreciated by staff, parents and by the parish community. Governors take their role seriously and have robust systems to monitor, analyse and critically review the impact of the school to remain true to its Catholic mission. All leaders recognise that staff development and involvement play an important part in living out its mission and provide high level professional development and support both internally and externally. As a result, staff feel that they are truly valued and that they are seen as individuals who bring different strengths. Senior leaders recognise this and try to give enriching opportunities, enabling staff to flourish. Leaders have shown good strategic thinking and planned so that the themes of Catholic social teaching are embedded into teaching and learning. Leaders plan diligently so that pupils consider carefully how to care for others and how they can make positive change within school and within the wider community - spreading kindness to all.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

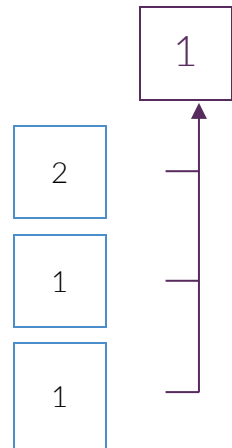
How well pupils achieve and enjoy their learning in religious education

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' learning deepens over time as they improve their ability to reflect and consider what they have learned shapes religious life. Pupils develop secure understanding and skills that reflect their learning. At its best, the partnership of learning between teachers and pupils leads to high outcomes for pupils where they clearly reflect upon how their learning helps them think beyond the current content to make deeper links and influences the choices they will make. Pupils, relative to their age and capacity, are religiously literate and engaged. Within lessons, pupils are engaged and show deep interest in their work. Pupils generally show high levels of independence in their learning; they can think for themselves and concentrate well. In younger classes, learning about the local Church, children could talk freely and confidently about it as a place where we celebrate. In key stage one, pupils continue to experience learning through creative and well-planned tasks. Pupils are actively engaged in learning through circle time sessions, retelling scripture with a focus on key vocabulary. Older pupils are reflective and highly committed to improving their learning. Pupils respond positively to feedback and guidance. They recognise what they are doing well and think more deeply about their learning. Pupils across the school make good progress over time and, as a result, most achieve well, including the disadvantaged and those with additional needs. They can speak with confidence about what they have learned, with good subject specific vocabulary.

Teachers teach with confidence and have good subject knowledge and clear strategies to support pupils in developing a secure understanding of religious vocabulary. In stronger lessons, questioning promotes deeper thinking and greater consideration from pupils to link learning and to make accelerated progress and use this to extend learning. Teachers expand upon pupils' responses and misconceptions are corrected sensitively. Teachers expand responses with probing questions. The school has implemented the recommendations from the previous inspection to improve presentation. However, there are examples where task design has too much dependence on scaffolding and insufficient opportunities for creativity and individuality. Strong foundations begin for younger children where teaching is well matched to their needs and abilities. Learning is

embedded through purposeful enhancements in areas of provision, allowing children to explore their learning through meaningful play. Pace in lessons ensures pupils are on task, engaged in their learning and complete the tasks set. Teachers give clear and accurate information to pupils so the foundations for learning are built upon secure subject knowledge. Stronger teaching in the school is lively, engaging and enthuses pupils. There are many examples of outstanding teaching, but this is not consistent yet across the school. Teachers adapt tasks to suit the needs of all pupils, including those with additional needs. Adults who support pupils do so with sensitivity and careful guidance to enable them to achieve and make progress. Attainment remains in line with other core subjects and there is a rigorous system of monitoring pupil progress so interventions can be implemented if required.

Leaders and governors are deeply committed to ensuring that the teaching of religious education remains the very core of the curriculum and the improvement of outcomes for pupils are at the heart of their work. The leaders responsible for religious education are highly reflective in their work and have a clear strategic approach to improvement. Their work is valued and respected by staff. All leaders ensure that the teaching of religious education has at least full parity with other core subjects and has the required amount of dedicated teaching time. The subject leaders for religious education have a clear vision and are inspiring in their dedication to their work. The imaginative approach to the curriculum meets the needs of all groups of learners and all pupils benefit from this. There is a commitment to regular high quality professional development, both internally and externally. Monitoring is rigorous, planned for and improves and positively impacts on outcomes and is reviewed for impact by leaders. Professional development and support given to staff is of high priority. This is appreciated by staff who benefit from the varying forms: whole school and support bespoke to their individual needs. Strong links are forged with the wider community to provide a wide range of opportunities to promote pupils' learning and engagement with religious education.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

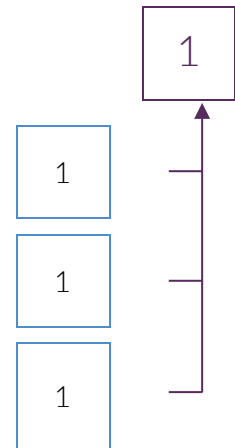
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils are fully engaged and participate with reverence and respect in acts of worship and prayer. They develop the good skills necessary to plan and lead in a variety of forms and they greatly value and respect the responsibility to do this. Pupils work with adults to prepare highly creative and imaginative experiences of prayer and liturgy. Pupils reflect deeply on the messages from scripture and consider what this means to their lives. They sing with enthusiasm and enjoyment and then move seamlessly to moments of inner reflection. Pupils experience and lead on traditional forms of prayer, meditative prayer and can lead with staff, for example, in praying the Rosary. There is clear progression in leadership and independence demonstrated by the pupils. They carry themselves with dignity at all times. Within classrooms, when pupils gather to pray, they work in close partnerships with their peers and staff to lead and spend time with God together and these are viewed as special moments. They reflect and share their views. One pupil said that today he would be reminded of the actions from Jesus, in the gospel, to help with his own decisions. Pupils understand thoroughly the liturgical year and how it influences their prayer life. Pupils talk with sincere pride about how their prayer life continues through their work with the parish and how their actions are celebrated and supported by all. When pupils have ministries at the church, such as reading or being altar servers, they feel a sense of pride and great respect within school for their work. Pupils can articulate and express the ways in which prayer and liturgy influence them and their actions, but this is somewhat limited.

Clear plans and opportunities for a rich variety of experiences of prayer and liturgy are in place to help the pupils grow spiritually. The planned, rich and abundant provision of prayer and liturgy reflects the richness of Catholic tradition. Pupils are given a wide range of creative experiences. Themes of prayer and liturgy are supported with well-chosen pieces of scripture, matching the liturgical season. Planning and provision ensure that all present can fully participate. Pupils show a

deep sense of reverence and engagement. Music is used skilfully and imaginatively to enhance the prayer experiences for all pupils. Music takes the form of traditional hymns, spiritual instrumental music and more modern hymns and music. Within classrooms, dedicated sacred spaces are a focal point reflecting the liturgical year. Progression plans are followed to build upon pupils' skills over time. Staff are highly skilled in leading prayer and liturgy and adept at leading pupils at an age-appropriate level so they can do the same. The school has invested heavily into making sure that there are creative, imaginative prayer spaces and opportunities for spontaneous prayer around the school. The commitment to liturgy and prayer is fully embraced by staff. One member of staff said, "Pupils are excited to prepare and engage in prayer and take time to explore their relationship with Jesus. This has helped the pupils understand they are part of a universal Church and a loving, engaged parish community."

The school's policy on prayer and liturgy is carefully formulated, regularly reviewed and is purposeful. Leaders have planned to provide many opportunities to celebrate the liturgical year. There is clear focus on providing high quality preparation and support to the parish sacramental programmes. Holy days and feast days are celebrated joyfully and are carefully planned for by leaders. They are a high priority in the school year. Leaders, including governors, have a clear understanding of how pupils' skills and levels of leadership and involvement should be built as they develop, and the quality of prayer and liturgy that should be provided. Leaders have invested time and resources into supporting staff so they can lead pupils. The role of the chaplaincy team and its support in this area is appreciated by all within the school and is deeply valued. Leaders have developed and maintained close links with the parish to enhance what is offered to staff, pupils and parents and celebrating Mass together is a weekly occurrence. The parish priest has strong relationships with the school, and both work together to enhance the spiritual experience of all and to make all feel welcome. There is a clear and thoughtful plan to engage and include parents and this is much appreciated and valued by them. The highest priority is given to the evaluation of the quality of the impact of prayer and liturgy, and this includes pupil voice carefully in the cycle of self-evaluation. Leaders ensure that they consider the views of pupils and the impact of their work to improve it further.

Information about the school

Full name of school	St Vincent's Catholic Academy
School unique reference number (URN)	140848
School DfE Number (LAESTAB)	8102019
Full postal address of the school	St Vincent's Catholic Academy, Queens Road, Hull, HU5 2QR
School phone number	001482342645
Headteacher	Philippa Donnelly
Chair of governors	William Massie
School Website	www.stvhull.org
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	St Cuthbert's Roman Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2019
Previous denominational inspection grade	2

The inspection team

Mark Ryan

Lead

Helen Lickess

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