



St. Vincent’s V.C. Academy

(Part of St Cuthbert’s M.A.T.), Queens Road, Kingston upon Hull, HU5 2QR

School Unique Reference Number: 140848

Inspection dates:	18 – 19 June 2019		
Lead inspector:	Mrs. Margaret Swinhoe		
Team inspector:	Mr. Andrew Krilic (Trainee inspector)		
Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Catholic Life:	Outstanding		1
Collective Worship:	Good		2
Religious Education:	Good		2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St. Vincent’s V.C. Academy is a good Catholic school because:

- St Vincent’s is a good Catholic school where all pupils are valued as individuals, and equality is treasured. Pupils and adults show respect and kindness towards one another and relationships are excellent, living out the school motto, ‘Kindness is the key to all hearts’. Pupils feel safe and happy and know that adults care about them, want what is best for them and work hard to achieve this. Pupil leadership is taken seriously by school leaders and many pupils take responsibility for a wide variety of initiatives. The pupil leadership team has written its own improvement plan ‘Moving St. Vincent’s Forward! School leaders are determined and passionate that pupils leave St. Vincent’s fully prepared to move confidently onto the next stage of their education. The school has made rapid progress and time needs to be taken now to consolidate and evaluate the many exciting initiatives the school community is involved in.
- The chaplaincy team is a strength of the school. Acts of Collective Worship are varied and meaningful for pupils. Pupils are becoming very confident and knowledgeable in planning and leading Acts of Worship, and gain a great deal from the modelling provided by the adults in the school. Prayer is central to the life of the school. Dedicated adults have been working with pupils over a long period in craft clubs and preparation for receiving the sacraments. They demonstrate invaluable authentic Catholic witness to the pupils and to staff.
- Attainment and progress across the school is good overall. Behaviour in lessons and attitudes to learning is good. Pupils are motivated by the differentiated learning objectives in each lesson, which encourages every pupil to be ambitious in their learning- and they are! Vulnerable pupils and those with particular needs are very well supported and leaders direct resources to ensure all pupils achieve to the best of their ability. A significant group of pupils show a mature approach to the scriptures and enjoy debate and exercising critical thinking skills. Pupils evaluative skills are improving but is not embedded and not all pupils are able to talk about how to improve their work.
- Teaching is good with some outstanding aspects and teachers plan their lessons with care, trying to match carefully with previous attainment. More in-depth questioning would ensure more accurate assessment of what pupils know and understand during each lesson. It would also help to develop pupils’ critical thinking and reasoning skills.
- School leaders ensure that all pupils receive their full entitlement of 10% curriculum time devoted to Religious Education (RE)

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- St. Vincent's is a smaller than average-sized Catholic primary school, situated near the centre of the city of Kingston-upon Hull. There are currently 204 pupils on role. The admission number is 30.
- The majority of pupils live in the parish of St. Vincent's. The school and the parish church share the same site.
- 69.6% of pupils are baptised Roman Catholics; 18.15 from other Christian denominations; 4.45 from other world faiths; 7.8% with no religious affiliation.
- There are 7 full-time teachers employed in the school and two part-time teacher. 40% of teachers hold the certificate in Catholic religious studies (CCRS.)
- The ward served by the school has 35.4% of households which are categorised within 10% of the most deprived households nationally. 14.6% of pupils are eligible for free school meals, masking the fifth quintile ladaci deprivation reality of the school population. The vast majority of families are employed within the low-income factory based industries in Hull.
- 63.9% have English as another language (EAL), compared with 18.5% nationally. The school supports 16 discrete language groups. Pupil stability is low.
- 19.9% of pupils are classified as having special education and needs and disabilities (SEND). 11.55 of pupils have a health care Plan (HCP).
- The school is part of St. Cuthbert's catholic academy Trust, consisting of 8 schools, having joined it in October 2017. The leadership of the academy consists of the chief executive officer (CEO); executive headteacher; chief operating officer (COO); head of school.
- The school employs a chaplaincy co-ordinator, who works as part of the St. Cuthbert's chaplaincy team and spends one day each week in St. Vincent's.
- 10% of curriculum time is devote to the teaching of religious education (RE).

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Continue the improvements made in the recent years by consolidating the rapid progress which the school has made and rigorously evaluating improvements:
- Improve teaching and learning by: [Click here to enter text.](#)
 - including more probing questioning by staff to ensure pupils have grasped their learning objectives
 - allowing more time for discussion between pupils and between pupils and staff to allow pupils to develop higher order thinking skills.
 - sharing the good practice which already exists in the school on a regular time-tabled schedule and evaluating its impact
 - encouraging all pupils to evaluate their learning so that they can articulate clearly how they can improve their learning.
- Improve the quality of pupils written work by:
 - ensuring that the literary skills pupils have acquired in English lessons are transferred into longer pieces of work in Religious Education (RE) this should ensure that the standard of work produced is of a higher quality.
 - rigorously monitoring the presentation, spelling and hand-writing to ensure all pupils produce work that they are proud of and show that they value it.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

1

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.

- The pupils at St. Vincent's know they are at the centre of the school's mission and that all the adults in the school are determined to provide them with a Catholic education of the highest quality. They know the school's mission statement 'Kindness is the key to all hearts' and try to live it out in everyday life.
- The pupil leadership team has written its own school improvement plan, and take the role very seriously. They have taken evaluations. Pupils' comments include, 'The children's leadership team has come up with lots of ideas' and 'The children's leadership team helps children in school'.
- Pupils are extremely proud to belong to St. Vincent's school. As one parent said, 'My children buy into what the school is aiming for'.
- Pupils show a genuine warmth of welcome to all visitors. This was seen when inspectors met a group of RE ambassadors on the first morning of their visit, the pupils coming in very early to make sure they would be there in time. All of the pupils were extremely proud of their position as RE ambassadors and took great pride in explaining and pointing out what was happening in classrooms and in all communal areas, both inside and out. The pupils were extremely well presented, and spoke with confidence, knowledge and pride in one another.
- Pupils are invariably respectful and caring towards one another and all adults in the school. They are quick to acknowledge each other's success and to offer support when needed.
- Pupils were seen to quickly offer forgiveness and compromise when there was a difference of opinion which could easily have escalated.
- Pupils enjoy talking about the Catholic Life of the school and the Church. Older pupils in the chaplaincy group were vocal in voicing their views on the future of women in the Church and on whether some of the scripture stories were 'metaphorical' and 'written because that's how they wrote things then. We don't talk in the same way now'. 'They were trying to explain things so that people could understand' Most pupils are ethically and theologically literate, appropriate to their age, some extremely so, clearly enjoying debate and using critical thinking skills. This is not apparent in all classes.
- There is little doubt that pupils gain enormously in self-esteem by being surrounded by committed, happy adults who clearly want only the best for them and who work hard to achieve this.
- Pupils are very responsive to the needs of others in the local and wider community; singing in residential homes; children in need; food-bank donations; Catholic Aid for Overseas Development (CAFOD). This because pupils are taught that they each have unique gifts which should be used in the service of others. The very active 'Minnie Vinnies' take the lead in organising these activities.

- Pupils are energetic in their pursuit of eco-work. A beautiful display in the entrance area shows the many examples of what pupils have done to help look after God's creation.
- Pupils are enthusiastic in their work with the parish and with parishioners, for example in the craft club, hymn practise and organising fairs. Pupils spoke with great fondness of the adults who give freely of their time to come in to support the school and their clubs and have shown this dedication for a number of years
- The chaplaincy provision is much appreciated by the pupils in St. Vincent's. Pupils are involved and highly motivated by the prayer-life at St. Vincent's. Many pupils spoke of the 'Be Spirited Day' and the excellent artwork which resulted from it. They lead and participate with enthusiasm in retreat days, rosary club, Collective Worship, singing and a wide variety of prayer-experiences.

The quality of provision for the Catholic Life of the school is outstanding.

- The school and Trust leadership, staff, parishioners and all the adults surrounding St. Vincent's are deeply committed to the Church's mission in education. This leads to a constant 'look-out' for opportunities which would enhance the Catholic Life of the school.
- The senior leaders, chaplaincy team and parishioners all offer invaluable authentic Catholic witness to the pupils.
- Staff pray together frequently and all staff are involved and enjoy these opportunities to be together in silence and in reflection. Staff members lead prayers with gentleness and imagination. The care that staff have for one another is clearly evident.
- Staff and pupils are currently reviewing the mission statement to make sure that it still inspires and motivates everyone. All staff are dedicated to its values.
- Chaplaincy provision is of a very high quality, delivered by a central team who work with St. Mary's college. It is a strength of the school. A member of the team visits the school one day each week, enthusing the pupils with singing, liturgical dance, contemporary prayer-experiences, discussion. All planning is done by the central team and at key seasons in the liturgical calendar, all schools in the academy work alongside each other. The chaplaincy team also support and advise staff and the school's junior chaplaincy team in planning activities and a variety of Acts of Worship.
- The pastoral care provided at St. Vincent's is outstanding, and this care is extended to all members of the school community. It is a strength of the school.
- Vulnerable pupils, and those with educational needs are treated sympathetically and effectively, and this care extends to their families. As one parent said 'I was contacted at home, in the evening, because the school knew I would be worrying, even thoughhad happened and been dealt with much earlier in the day'.
- The Catholic identity and the social teachings of the Church are evident throughout the school in displays, prayer-garden, prayer-corners, pop-up prayer stations, sacred spaces. All are thoughtfully cared for by pupils, co-ordinated by adults as necessary, and treated with great respect. When asked what happens if someone were to inadvertently put something on the prayer station such as a lunch-box or coat, pupils looked in askance and were definite in saying 'It just wouldn't happen'. Inspirational messages, eco-work, messages from scripture are scattered throughout the school and all feed the imagination and raise the spirit.
- Catholic social teaching is a very important focus for the school. Stewardship of the earth, inspirational people, dignity of the person, concepts of justice and peace all feature in the social and moral teachings at St. Vincent's.

- Catholic values inform the relationships and sex education (RSE) and personal, health, social and emotional education (PHSE).

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- The Trust Leadership and the head of school form an indomitable group of people who are determined to drive through improvements for the life chances of all those in their care, based on their belief in the value of their work and that Christ is at the centre of all that they do. They are ambitious for their pupils. Staff recognise the belief that leaders have in the pupils and respond positively.
- Planning for improvement in the Catholic Life of the school is based upon in-depth knowledge of the school community and therefore the strategic vision is clear. Staff are all committed to this. Activity in the Catholic Life of the school is closely monitored at various levels, internally, at executive head, chief operating officer and at board level. Leaders have the ability to be flexible and because the school is monitored so well, can alter priorities as unseen situations arise, whilst still maintaining momentum.
- CPD is a huge focus for school leaders as a number of staff are new to Catholic education or are not from a background in the Catholic faith. These staff follow the 'Foundation Stepping Stones' programme, meeting together regularly after school. Many other staff members join them. A lot of training is done collectively with other schools in the Trust and is led weekly by the head of school, executive headteacher and the chief operating officer. The training provided ensures that the Catholic identity and mission of St Vincent's is embedded and lived out by all.
- Pastoral care and support for those with particular need is a high priority for school leaders. Leaders support this by making both financial and personnel resources available.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

2

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

2

2

1

How well pupils respond to and participate in the school's Collective Worship is good.

- Pupils at St. Vincent's are generally very enthusiastic in embracing the many opportunities provided by the school in a wide variety of Acts of Worship, opportunities for prayer and singing. Pupils recognise that Acts of Worship are central to the life of their school. Traditional prayers and responses are well known to the pupils.
- Pupils are reverent and respectful during Worship, and have recently begun to use silence as an opportunity to reflect, think about what is going on around them or simply to be still and 'speak with their hearts'.
- Pupils have gained a great deal of confidence in planning their own Acts of Worship from the modelling that is provided through the chaplaincy team and their class-teachers. They are increasingly using various artefacts, scripture readings and music to devise varied and meaningful Worship for their peers.
- Pupils are regularly involved in planning, preparing and leading Acts of Worship, appropriate to their age and pupils take this very seriously. Pupils show enjoyment and respect in peer-led Worship. The 4-part Act of Worship is sometimes broken down so that the focus is on only one or two parts. This is helping pupils to think more deeply about their Worship.
- The vast majority of pupils have an excellent understanding of the Church's liturgical year and the liturgical colours associated with it. The pupil chaplaincy group take responsibility for changing liturgical cloths on the sacred spaces and prayer stations. Pupils show pride and enjoyment in their leadership role.
- Living within a community where prayer is seen to be important, joyous and relevant, has a profound effect on many pupils and plainly has a positive impact on the spiritual and moral development of pupils. This is seen in the relaxed and inclusive manner in which pupils pray together.

The quality of provision for Collective Worship is good.

- The provision for Collective Worship is good because everyone recognises that it is central to the life of St. Vincent's and everyone strives to make all prayer experiences as meaningful and enjoyable as possible for themselves and the whole community. However, not all staff and pupils are yet confident and skilled sufficiently in leading truly meaningful Acts of Worship as this takes time to develop.
- Chaplaincy provision is a real strength of the school. The central team is based in St Mary's College and all planning and preparation is undertaken collectively. An experienced and committed chaplaincy co-ordinator spends one day each week in each school, spending time with individuals, groups, classes and whole-school. Singing, using a variety of artefacts, modelling and helping pupils in planning and preparing

their class Collective Worship, Godly Play and rosary club are all included in the many activities which the chaplaincy leader uses to inspire and teach the pupils. Pupils respond wholeheartedly.

- Pupils are encouraged to think of their place in a wider society outside of their school and family - their wider community, country and the global world - and their responsibility entwined with Gospel values to serve where they can. This is the base for all the work of the eco-group. Acts of Collective Worship celebrating Creation and stewardship of the earth are a theme which pupils embrace enthusiastically.
- Staff receive comprehensive training from the chaplaincy team within the Trust and occasionally attend diocesan training, which is then cascaded through all Trust schools.
- Parents and carers are invited to many whole-school Acts of Worship especially during significant seasons and feasts in the Church calendar. These are well attended. Parents are invited half-termly to 'Stay and Pray' sessions with their children. Worship and prayer is encouraged at home by sending home the travelling crib, travelling cross and RE homework. Parents commented upon how valuable they found this to be in giving a focal point to their prayers in the home.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.

- School leaders are committed to ensuring that pupils receive high quality prayer and Worship experiences. Collective Worship is central to the life of St. Vincent's. Leaders, including the chaplaincy team, are passionate to try to find innovative ways of enabling their pupils to begin to know Christ.
- Importantly, leaders also recognised that this is not always possible for this to happen for everyone, as many things are beyond the human understanding. Talking with pupils and involving them in planning, preparing, giving the pupils responsibility and discussing Worship with pupils is therefore taken seriously in trying to provide prayer experiences which hold meaning to them.
- School leaders, particularly the head of school and chaplaincy co-ordinator, deliver high quality Acts of Collective Worship to the whole-school, exposing the pupils to a variety of experiences. In the Worship witnessed, the whole-school fell silent after a reading from scripture. A young pupil commented afterwards on how 'it just feels nice'. Evaluating and reviewing a child-centred approach is part of the leaderships' review process. This has been a focus for the leaders during the year and it is obvious that the pupils know that their views are taken seriously and acted upon. It appears to have deepened pupils' understanding of prayer.
- The chaplaincy co-ordinator has expert knowledge in all aspects of Collective Worship. She motivates and inspires pupils with her gentleness and confidence, including creative and imaginative ideas in delivering Acts of Worship. This modelling really motivates pupils to plan Acts of Worship which has meaning for them, as well as being inspirational in their own spiritual development.
- Leaders have an excellent understanding and knowledge of the Church's liturgical year, seasons and feasts, and celebrate them with great joy and enthusiasm. Leaders try hard to include contemporary activities and music into the Collective Worship of the great feasts, making it more accessible for 21st century pupils and families.
- CPD is of great importance to the school leaders and time and resources are directed towards this. All staff, especially those who are new to Catholic education and those without a Catholic faith background are given comprehensive training in Worship and receive on-going support and advice from their mentors and from colleagues.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

2

2

2

How well pupils achieve and enjoy their learning in Religious Education is good.

- Pupils' attainment is good overall at St. Vincent's. Most pupils reach the required level of attainment in RE at each key stage, some coming from low starting points.
- Progress across the school is also good, with most pupils making good progress relative to their starting points. However, the attention to detail in recognising the small steps in progress is not consistent across the school. This would enable more rapid progress to be made.
- The progress of pupils with special education needs and disabilities (SEND) is well monitored and these pupils make good progress and are in line with their peers.
- The introduction of differentiation of learning objectives using: 'professional'; 'world class'; 'legendary' has impacted very positively as all pupils can achieve 'legendary' because the learning objectives are also differentiated. Pupils are very excited when they achieve 'legendary' and are highly motivated to work towards it. Pupils spontaneously congratulate each other when this happens.
- Staff at St. Vincent's recognise the importance of theological and ethical literacy and lessons often include opportunities to further explore issues of interest which would help pupils to develop their understanding in these areas. This is not fully embraced in some classes as too little time is given to pupils for discussion and to ask questions about what they are learning. This means that not all pupils are able to evaluate their learning or recognise how they could improve.
- Behaviour and attitudes to learning are good. Pupils understand that RE is a 'different kind of subject' and they have dedicated their RE books to someone important to them. This appears to have a positive effect on the pupil's approach to RE lessons and pupils say 'I think of my ... and it helps me to try to do better for him/her.'
- Presentation is good overall, but this is variable. Handwriting, presentation and spelling policies are not always followed.

The quality of teaching and assessment in Religious Education is good.

- Teaching at St. Vincent's is good overall, with some outstanding aspects. Teachers plan for their lessons, sometimes with their colleagues. Teacher assessment is used to try to make learning match the needs of their pupils. Teachers work hard to plan for imaginative and creative lessons in order to engage pupils.
- Teachers new to Catholic education and those without a background in the Catholic faith are well

supported and willingly seek advice about subject knowledge which supports the training they receive. This supports consistency of practice.

- In the best of lessons, teacher's subject knowledge is good and this gives confidence to allow pupils to discuss, debate and question. This also ensures accurate teacher assessment of what pupils know and understand in relation to the learning objectives of the lesson.
- Staff are confident in the use of differentiated learning objectives and differentiated levels of achievement: 'professional'; world class'; 'legendary'. In the best of lessons teachers use this as a simple and effective way of motivating pupils and of raising self-esteem.
- Questioning is used to good effect in some classrooms but in-depth questioning is not a consistent feature across the school.
- Marking and written feedback is used to improve pupil knowledge and understanding, but 'on the spot' feed-back is insufficiently used.
- Teacher assessment overall is accurate and matches the work seen in pupils' books, but there are inevitably some inconsistencies.
- Pupils' work is assessed regularly at various levels: in-house; across Trust schools. There is no other external validation at present.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is good.

- RE at St. Vincent's is celebrated as, 'The core of the core'. Resourcing, staffing and funding for CPD reflect this priority. Additional time and resources are directed towards retreat days, chaplaincy, 'Be spirited days'.
- In reviewing the mission statement, leaders ensure that it will constantly renew and influence the whole of the curriculum, Catholic life and Collective Worship.
- Leaders ensure that RE follow the Bishop's requirements in teaching the 'Come and See' programme and 10% of curriculum time is devoted to RE.
- Monitoring and evaluation RE is rigorous in school and across Trust schools. Leaders have recognised that there is added value in moderation outside of Trust schools and have invited external moderation in order to give an added layer of scrutiny and increased confidence in assessment outcomes.
- Leaders provide a comprehensive induction programme for all teachers, including those new to Catholic education and those without a background in the Catholic faith. Much of this is provided by the Trust leadership, based upon the diocesan induction programme.
- Trust leadership ensures that St. Vincent's work closely with other schools in the Trust, sharing good practice and always striving for improvements. This includes regular meetings focussing on the RE curriculum.

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:**2****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

COLLECTIVE WORSHIP:**2**

How well pupils respond to and participate in the school's Collective Worship.

2

The quality of provision for Collective Worship.

2

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

RELIGIOUS EDUCATION:**2**

How well pupils achieve and enjoy their learning in Religious Education.

2

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

2

School details

School name	St. Vincent's V.C. Academy
Unique reference number	140848
Local authority	Kingston upon Hull
This Inspection Report is produced for the Rt Reverend Terence Patrick Draine the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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