



St Vincent de Paul Catholic Primary School

URN: 104667

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

08–09 October 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

Religious education (p.5)

The quality of curriculum religious education

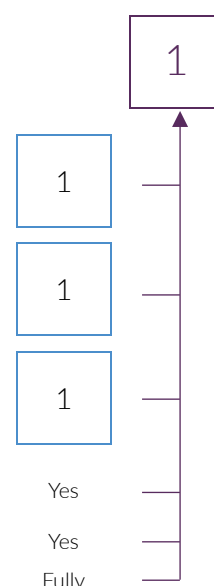
Collective worship (p.7)

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

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 to the areas for improvement from the last inspection



Compliance statement

- The school is compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is compliant in relation to any additional requirements of the Archbishop of Liverpool.
- The school has completed all areas for improvement identified in the last inspection.

What the school does well

- The school's mission to serve with love and strive for excellence is lived out joyfully by its diverse community.
- Positive relationships underpin all aspects of the school's work.
- Inclusion is prioritised and all members of the community are welcome, feel loved and treated with dignity and respect.
- Leaders, including governors, are inspirational in their determination to celebrate the uniqueness of this community.
- St Vincent de Paul's is a highly valued haven, a welcome oasis for every individual who passes through its doors.

What the school needs to improve

- Plan and provide assessment opportunities in religious education that will help pupils remember the steps they need to take to further enhance their progress.
- Enable pupils to plan and lead elements of prayer and liturgy and use their feedback to inform the ongoing evaluation cycle.
- Expand the repertoire of traditional prayer for use by pupils on life's journey.

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

Provision

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

Leadership

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



Pupils at St Vincent de Paul love and are loved. They are a credit to themselves, their families and the wider community. Adults know each pupil individually and value their uniqueness. Pupils in turn value themselves, their peers, and the adults supporting them. The approach to inclusivity is a real strength of the school, because every pupil is treated with respect and dignity. Initiatives such as the vegetable garden and uniform shop are practical expressions of service and exemplify the school's mission to serve with love. One member of the Mini Vinnies told inspectors, "We help others through our actions; we see it, think it and do it." The school celebrates diversity as its strength and ensures that all pupils are welcomed and supported. Pupils demonstrate deep-rooted respect for others, embracing differences without bias. Parents express their support for the school's inclusive culture and appreciate its warm welcome and compassionate leadership. Parish links are strong and provide highly valued spiritual and pastoral support. Pupils actively engage in leadership roles and know their actions make a difference to others. This fact was epitomised by the words of one pupil leader who said, "We might not have the biggest voice, but we do have the biggest hearts."

The mission statement is clear, well understood and lived daily by all members of the St Vincent de Paul community. Adults contribute to this work and as a result a warm and welcoming environment that is underpinned by faith pervades the school. Prayer spaces, beautiful displays, and well-maintained outdoor areas, including plans for an additional prayer space, reflect the school's Catholic identity. Staff work collaboratively in exuding a strong sense of togetherness and mutual care. They value one another saying, "We may not be rich in budget, but we are rich in heart." The community is joyful and exceptionally supportive in celebrating cultural diversity and actively engaging the parent body. Pupils and their families are proud to be part of this

school. The headteacher leads with compassion and integrity. She has high expectations of herself and others in fostering a culture where all staff and pupils are valued and everyone '*strives for excellence*.' Pastoral care is seamless and discreet, providing exemplary support, especially for the most vulnerable pupils. The environment is thoughtfully developed with creative outdoor learning spaces. Chaplaincy provision is a treasured aspect of school life and regular visits from the parish clergy enhance pupils' experiences. The relationships, sex and health education programme meets all statutory and archdiocesan requirements.

Leaders and governors know, understand and passionately live out the school's mission. They value every child and the uniqueness of their families. The headteacher embodies the mission at every opportunity saying, "We start with love. If we give even a drop of faith to each child and family, what a gift!" This vision is shared by all who serve at St Vincent de Paul's. The school actively engages in archdiocesan opportunities and training is shared effectively with staff. Strong parish links enhance the Catholic life, with valued contributions from clergy and religious who are an integral part of the school team. Parents highly value the school's welcoming ethos, nurturing care, and effective communication. Inspired by their patron saint, the school demonstrates an exemplary commitment to social justice and care for the poor. Staff policies and support structures are embedded so that a positive working environment exists and staff say that they feel '*seen and heard*'. Pupils contribute meaningfully to the Catholic life and mission thanks to fundraising projects and activities initiated by leadership. The school mission is revisited annually and woven skilfully into all aspects of school life. Governors are ambitious, skilled, and actively involved in evaluating and challenging the school's work because they expect the best.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

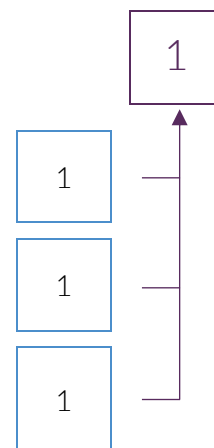
How well pupils achieve and enjoy their learning in religious education

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 in all key stages develop excellent religious knowledge and skills, making consistently good or better progress. In Early Years, the youngest pupils ably and excitedly recall various aspects of scripture because teaching in religious education is explicit and memorable. During a lesson on Creation and Covenant, pupils in nursery class said, “God created the world, Adam and Eve, the birds and the sea.” They went on to explain how scripture is very important because it is all about the word of God. Eagerness for learning and making positive contributions are replicated across the school and pupils are religiously literate, curious and independent learners. Pupils in Year 4 demonstrated considerable foresight and understanding of prior learning when predicting the result of God’s promise to Abraham. Despite potential barriers to learning, pupils are well catered for, ensuring fair access to the curriculum. Strong relationships and skilful teaching are common features which results in effective pupil learning and best behaviour. Those with various needs are given unobtrusive support so that they are equipped to participate confidently because they know their contributions are valued. Opportunities for pupils to self-assess are formative and allow them to reflect on the moment.

Teaching is very strong across the school. There is a high level of commitment to religious education from staff as they provide a well-planned and inclusive curriculum. Adults understand the positive impact of religious education on pupils’ spiritual and moral development through their use of real-life examples that enable pupils to understand more complex and abstract ideas as they progress through the school. The support for pupils with special educational needs, and those who have experienced adversity is highly effective and demonstrates a deep understanding of the needs of these pupils. The level of seamless support for all pupils enables them to thrive. Good relationships underpin all aspects of the school’s work and adults are encouraged to use their own teaching styles. In lessons, pupils benefit from time to reflect on

their work and to consider challenging questions. Inspectors observed pupils in Year 1 confidently sharing their thoughts on the importance of making good choices. They also observed a Year 6 lesson focussed on vocation wherein pupils demonstrated high levels of compassion and respect in response to targeted questions. With consideration and thought, one pupil asked how the parish priest can celebrate a funeral service without negative consequences. Feedback during lessons is immediate, positive and celebratory. Fundraising for and visits within the locality, including the Argyle Project, enrich the provision for pupils to understand how religious education impacts upon their community awareness.

Leaders have ensured there is a comprehensive plan for the roll out of the new Religious Education Directory, and this has been implemented progressively from Early Years up to Year 5. Staff across the school are embracing the new curriculum and can demonstrate clear improvements in pupils' rates of understanding with one member stating, "Our journey has been something to truly celebrate because the team has worked so hard to bring the story of stories to the forefront of everything we do." The religious education leader is passionate about her subject and actively involved in archdiocesan training and cluster groups. Alongside other members of the senior leadership team, she provides effective and valued opportunities for staff through a co-coaching model of support. The curriculum is bespoke and well-designed to ensure good progress from pupils' starting points. Inclusion is a strength, with all pupils accessing lessons with dignity and respect. Multi-agency approaches support vulnerable pupils and families exceptionally well. These pupils are treated with care, dignity and respect whilst being provided with essential access to a range of services. One parent said, "They couldn't ask for better support." The school's processes for self-evaluation are thorough and overseen by the highly experienced and committed governing body who challenge and support with equal levels of rigour.

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

2

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

1

Pupils at St Vincent de Paul respond positively and joyfully to the opportunities to participate in prayer and liturgy. Irrespective of faith background, pupils are respectful toward each other and conduct themselves reverently during their dedicated time to pray. Pupil leaders told inspectors that they really look forward to the weekly group gatherings where they develop their own personal relationships with God. One pupil told inspectors that prayer, "Makes me know God is always with me." This is a sentiment shared by many. Pupils know their school prayers, some of the traditional prayers and communal liturgical responses. Whilst pupils take part in all they are asked to do and enjoy taking on a variety of roles, such as reading bidding prayers or scripture, more would relish the opportunity to plan, lead and evaluate acts of worship. In the dedicated prayer room, there are thoughtfully written examples of prayers of thanksgiving for those in need. Members of Mini Vinnies spoke extensively about how prayer supports those who need our love, prayer and support locally and globally, citing occasions when they have formally gathered in times of anguish and in celebration. These have included the well-received and poignant celebrations of the lives of both Pope Francis and Diogo Jota.

Prayer is central to the daily life of the school with significant moments captured through meaningful and heartfelt celebrations. Appropriately planned weekly themes are underpinned by gospel values that enhance pupils' understanding of prayer. Throughout the week, adults make clear connections between scripture and the daily life experiences of pupils to enable them to encounter the word of God in action. Staff support children joyfully because they are advocates for the community, especially in their accompaniment of pupils throughout their sacramental journeys and celebrations. Staff are complimentary of the encouragement they receive from each other, the headteacher and the subject leader. They are deeply committed to and enhance the prayer life of the school by creating a calm, reflective and peaceful

environment; a haven in which all members can take 'time out to pray' when they need to. In every classroom, space is made for prayer and there are additional dedicated areas around the school building and grounds. Parish links are vital and well established. However, this strength does not deter the chaplaincy team from continually enhancing their current offer and broadening its engagement with the wider school community.

Strong leadership is provided by both the headteacher and subject leader who use their skills to model good practice and to support staff as required. They are excellent role models in sharing their expertise and developing key themes, such as *courage*. Opportunities for receiving the sacraments, mainly the Eucharist and Reconciliation are provided throughout the year, especially during Advent and Lent. Special days, such as the feast of St Vincent de Paul, are celebrated with vigour and enthusiasm. Leaders including governors are highly conscious of the context of the community. They have created an environment where all pupils, many of whom are not baptised Catholics, are able to reflect and participate in prayer and liturgy if they wish to. Despite budgetary constraints, high-quality resources are maintained and prioritised. Continuous professional development is always a priority with in-house training having a demonstrable and significant impact. The school's highly committed governors value the regular invitations to share in its prayer life. Governors and school leaders are unwaveringly dedicated to and supportive of making a positive difference in the prayer lives of those they serve. This reflects their determination to ensure that pupils leave St Vincent de Paul having encountered Christ daily.

Information about the school

Full name of school	St Vincent de Paul Catholic Primary School
School unique reference number (URN)	104667
School DfE Number (LAESTAB)	3413594
Full postal address of the school	St Vincent de Paul Catholic Primary School, Pitt Street, Liverpool, Merseyside, L1 5BY
School phone number	0151 709 2572
Executive headteacher	N/A
Headteacher	Mrs Lisa Salters
Chair of Governors	Mrs Eithne Proffitt
School Website	www.stvincentdepaulprimary.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
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	November 2018
Previous denominational inspection grade	1

The inspection team

Mrs R Tyler
Mrs J Littler-Shire

Lead
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

