



## Catholic Schools Inspectorate inspection report for St Gregory's Catholic Primary School

URN: 101923

Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 24-25 May 2023

### Overall effectiveness

The overall quality of Catholic education provided by the school.....

2

### 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.....

2

### Religious education (p.5)

The quality of curriculum religious education.....

2

### Collective worship (p.7)

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

✓

The school is fully compliant with all requirements of the diocesan bishop

✓

The school has responded to the areas for improvement from the last inspection

Fully

### Summary of key findings

### What the school does well

- Outstanding leadership in all areas of the school.
- The welcoming ethos has enabled the school to build successful partnerships with parents.
- Teaching at St Gregory's is consistently good and there are examples of outstanding lessons in which pupils thrive.
- Pupils are religiously literate, well behaved and engaged in lessons, participating enthusiastically, readily answering questions and speaking confidently about their learning, making links to their lives.

- A comprehensive and coherent programme of prayer opportunities and liturgies enables pupils and staff to deepen their spiritual lives.

What the school needs to improve:

- Develop the whole school curriculum by making Catholic Social Teaching a cross-circular theme in all subjects.
- Further develop staff in their subject knowledge and confidence to teach the RE Directory.
- Continue to develop collaborative approaches that empower pupils to plan, lead and evaluate prayer and liturgy.

## 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:.....

2

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

### Provision

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

2

### Leadership

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

1

The school has a clear mission statement that pupils can articulate and appreciate: 'Working and learning together with Jesus as one family'. Pupils understand the metaphor that their school acts as a family and this is clearly demonstrated in the care that pupils show for each other. One pupil stated, 'We are all one family here at St Gregory's and Jesus is always present. We never leave anyone out, we win as one and lose as one.' Pupil behaviour is exemplary demonstrating that they recognise the special dignity they possess as humans made in the image and likeness of God. Pupils' actions are guided by the values of the school, encapsulated by the acronym WINGS ('Willing to make a difference, Inclusive of others, Neighbours to all, Giving their best effort, Seeing Jesus in all people'). Pupils are actively engaged in responding to the demands of Catholic Social Teaching, however their ability to articulate the theology underpinning their actions could be extended. The pupils who act as RE Ambassadors in Year 6 are good role models by showing leadership in promoting the Catholic life of the school.

Staff are committed to the implementation of the school's mission statement. They act as effective role models for pupils in their commitment to service and building the family of the school. The welcoming ethos has enabled the school to build successful partnerships with parents. There is a strong Parent Teacher Association that builds community. The parent survey demonstrated the very high levels of support the school receives; this is a strength of the school. The school has strong links with the parish and regularly makes use of the Abbey church for weekly Mass. The RE Ambassadors lead on a comprehensive programme of charity work, supporting various charities including CAFOD, The Catholic Childrens Society and Acton Homeless Concern. Catholic Social Teaching is evident in the RE curriculum, however there is scope for this to be developed into a cross-curricular theme across all subjects. Staff

provide supportive pastoral care for the pupils and there is a strong commitment to the most vulnerable. Staff are positive role models for pupils, demonstrating mutual respect and care. A parent commented that, 'the school are brilliant at nurturing the spirituality of my children'. The physical environment of the school explicitly demonstrates the school's Catholic character; there are appropriate symbols and signs that celebrate and reflect the liturgical year. A well-planned Relationships and Sex Education (RSE) programme meets both statutory and diocesan requirements and is firmly rooted in the teachings of the Church.

Leaders and governors have a robust understanding of the strengths and areas of improvement for the school. There is a clear ambition for the school to continue to improve and provide the best outcomes for pupils. The head teacher has a passionate, ambitious vision of promoting the distinctiveness of Catholic education whilst at the same time maintaining the commitment to an inclusive school that meets the needs of all pupils. Governors are effective in holding the school to account and acting as a 'critical friend'. The leadership team, including governors, are diligent in caring for their staff. The staff retreat earlier in the year was a good opportunity for spiritual development and meeting the wellbeing needs of staff. Professional development, focusing on the Catholic life and mission of the school is engaging and effective. A member of staff said, 'Our staff and pupils are ambassadors for faith to each other and in the wider community. I really feel like I am part of a family at the school.'

## Religious education

### The quality of curriculum religious education

Religious education key judgement grade:.....

2

#### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

#### Provision

The quality of teaching, learning, and assessment in religious education.....

2

#### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1

Pupils are developing secure knowledge, understanding and skills and there is clear progression throughout the school. Pupil attainment is at least average or better in some year groups when compared to other core curriculum subjects; however, teacher's confidence in summative assessment needs to be more consistent and accurate. It is improving due to the high status that leaders, governors and staff attach to the subject. Religious education lessons effectively support pupils to know more and remember more: pupils show this well by revisiting prior learning at the beginning of lessons and through their oral contributions. In a lesson on making links between beliefs and actions of believers, pupils were not only able to recall a phrase used by Pope Francis, the 'globalisation of indifference', but also able to make links to the current lesson. Pupils have a good understanding of a range of scripture stories and consistently make connections with human experience. They are religiously literate and engaged in lessons, participating enthusiastically, with great interest and passion, readily answering questions and confidently speaking about their learning, making links to their lives. Pupils concentrate well in lessons due to high expectations of teachers. They are given opportunities to work collaboratively which leads to a good level of independence in written work, particularly upper Key Stage 2. Behaviour of pupils in religious education is very good.

Teaching at St Gregory's is consistently good in the school and there are examples of outstanding lessons in which pupils thrive. There is a clear structure to lesson delivery, with emphasis placed on language and enhancing pupils' religious literacy. Pupils are highly motivated because their teachers recognise and celebrate their efforts through consistent marking and regular house points in lessons. Teachers make effective use of questioning in lessons to challenge and promote deeper thinking, to make links and to stimulate responses. Particular attention has been paid to ensure engagement and response in most

lessons. Teachers provide opportunities for pupils to present their learning in a range of creative ways, such as through drama, art, song, the use of IT and links to QR codes. Pupils are routinely encouraged to participate in a national RE art competition: 'Spirited Arts'. Teachers ensure support for a range of needs through the use of innovative software with new vocabulary, stem sentences, colourful semantics, visual aids and scribing pupil voice. They understand the impact religious education has on moral and spiritual development, and pupils are allocated space and time in lessons to discuss and respond with their table partner or as a whole class.

Leaders and governors ensure the school curriculum for religious education is a faithful expression of the curriculum directory. Leaders ensure religious education has at least full parity with other core curriculum subjects, particularly in high quality training and professional development, using the Diocesan Education Service to great effect. There is a concise understanding of the strengths and areas for improvement, particularly in terms of assessment. Religious education subject leaders have an inspiring vision for teaching and learning and are working to secure this, using more experienced staff as mentors to build confidence and subject knowledge in all staff. As a result, all teaching is at least consistently good with some areas that are outstanding. Leaders have strategically supported teachers to improve their subject and pedagogical knowledge through monitoring and feedback. Planning is linked to pupils' current assessment and leaders have supported teachers in the overall effectiveness of assessment and this is an ongoing priority.

## Collective worship

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

Collective worship key judgement grade:.....

2

### 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  
.....

2

### Leadership

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

1

Prayer is an integral feature of the school, providing a regular space for pupils and staff to come together to grow spiritually. Pupils pray three times a day, at the start, before lunch and at the end of the day. Pupils participate actively, joining in communal prayers confidentially and singing readily. In an assembly focused on the theme of Pentecost, pupils demonstrated that they could respond very well to the routines of traditional prayers. Their attitudes to prayer and liturgy are positive and they value the opportunities offered. Pupils, appropriate to their age and capacity, have a good understanding of the variety of prayer experiences that are part of the rich Catholic tradition. They have opportunities to collaborate with staff in preparing for liturgies, however this is an area that could be developed further. Also, some pupils are routinely engaging in evaluating their experience of prayer, however this needs to be embedded across all classes. Pupils are engaged in a range of liturgical ministries, (reader, altar server, procession of gifts) during the regular Friday Mass in Ealing Abbey. A strength of the school is that pupils understand how their prayer experiences have inspired them to act; they are able to make connections between scripture and the values of the school (WINGS) that underpin their behaviour.

The school has a comprehensive and coherent programme of prayer opportunities and liturgies. Mass is a regular feature as well as appropriate opportunities for the Sacrament of Reconciliation. Pupils are offered a range of ways of praying, however, there could be more opportunities for prayerful silence. Classroom liturgies are well structured, using the gather, word (scripture), respond and mission approach. This is a strongly embedded feature that ensures pupils and staff are secure in the routine of prayer and liturgy. As a result, scripture is a central feature. Where staff use a physical copy of the Bible within the class prayer for pupils to read from, this is more effective in communicating the importance of scripture within the Catholic tradition. In Early Years classes there is effective use of a circular prayer cloth that features the handprints of all the pupils to create a distinct environment for communal prayer. The school

has recently introduced a pupil-led assembly each week on Friday that helpfully models the expectation of pupil involvement in liturgy. In hymn practice pupils were given opportunities not only to develop their musical responses but also to engage with the meaning of the lyrics. The new prayer garden is a positive addition to support pupils' spiritual growth. The head teacher's weekly assemblies provide a good opportunity for pupils to develop their understanding of the Church's liturgical year. The prayer room is an excellent resource that is used effectively for class prayer; sometimes classes from different Key Stages join for liturgies in the prayer room.

The school's policy on prayer and liturgy is well formulated and fit for purpose. Appropriate guidance is given to staff to develop prayer and liturgy. Leaders have planned the school calendar with care to ensure that pupils have regular opportunities for a full range of prayer and liturgy. The way traditional prayers are introduced across the school progressively is a good example of strategic planning that meets the needs of pupils. There is a developing programme of staff training for both teachers and teaching assistants that is starting to have an impact on pupil provision. Leaders use prayer at the start of staff meetings to model good practice. They have acknowledged the importance of using pupil voice in the evaluation cycle and the need to embed this across the school. Leaders have a very secure understanding of the strengths and areas for improvement. Leadership is a strong feature of this school; they place a high value on the provision of prayer and liturgy.



## Information about the school

<b>Full name of school</b>	St Gregory's Catholic Primary School
<b>School unique reference number (URN)</b>	101923
<b>Full postal address of the school</b>	Woodfield Road, Ealing, W51SL
<b>School phone number</b>	020889977550
<b>Name of head teacher or principal</b>	Craig Ross
<b>Chair of governing board</b>	David Graham
<b>School Website</b>	<a href="https://www.st-gregorys.ealing.sch.uk">https://www.st-gregorys.ealing.sch.uk</a>
<b>Multi-academy trust or company (if applicable)</b>	Click or tap here to enter text.
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age-range of pupils</b>	3-11
<b>Trustees</b>	Diocese of Westminster
<b>Gender of pupils</b>	Mixed
<b>Date of last denominational inspection</b>	October 2016
<b>Previous denominational inspection grade</b>	Good/Outstanding

## The inspection team

Matthew Dell	Lead inspector
Cynthia Ni Loingsigh	Team inspector

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement