



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**St Gregory's Catholic Primary
School, Preston**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School: **St Gregory's Catholic Primary School**

Address: **Blackpool Road
Preston
PR1 6HQ**

Email Address: **head@st-gregorys-rc.lancs.sch.uk**

School URN: **119609**

Headteacher: **Mr Matthew Quigley**

Chair of Governors: **Mrs Cath Wallace**

Lead Inspector: **Mrs Jacqueline Hampson**

Team Inspector: **Mrs Helen Moreton**

Date of Inspection: **1st July 2019**

INFORMATION ABOUT THE SCHOOL

St Gregory's Catholic Primary School is an average sized primary school situated in Preston in the Diocese of Lancaster. There are currently 209 pupils on roll of whom approximately 85% are baptised Catholic. This has risen since the last inspection.

The school serves the parish of St Gregory the Great in Deepdale, Preston, although pupils from several other parishes are on roll.

Pupils come from diverse ethnic backgrounds. Half the pupils are of White British heritage. A small proportion of pupils have other faith backgrounds. A small number of pupils are in receipt of Pupil Premium. The proportion of pupils with special educational needs is lower than the national average. At the end of Year 6, the majority of pupils transfer to Corpus Christi Catholic High School in Preston.

Since the last inspection a new headteacher has been appointed. He has been in post for one year.

PUPILS	Y Rec	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Total
Number on roll	30	30	30	29	30	30	30	209
Catholics on roll	27	28	23	23	27	26	23	177
Other Christian denomination	2	0	0	1	1	0	1	5
Other faith background	1	2	7	4	2	3	6	25
No religious affiliation	0	0	0	1	0	1	0	2
No of learners from ethnic groups	9	16	14	16	10	17	17	99
Total on SEN Register	0	3	3	3	4	5	4	22
Total with Statements of SEN	0	1	0	1	0	1	0	3

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	E			

PARISHES SERVED BY THE SCHOOL	
Name of Parish:	No of Pupils
St Gregory's	33

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2	2	2	2.5	2.5	2.5	2.5	16
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	NA	5	5	5	5	5	5	30
% of teaching time	NA	25%	25%	20%	20%	20%	20%	20%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	NA	6	5	5	5	5	5	31
% of teaching time	NA	30%	25%	20%	20%	20%	20%	25%

STAFFING	
Full-time teachers	7
Part-time teachers	3
Total full-time equivalent (FTE)	9.0
Classroom Support assistants	11
Percentage of Catholic teachers FTE	60%
Number of teachers teaching RE	8
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	7
Average class size KS1	30
Average class size KS2	30

EXPENDITURE (£)	Last financial year 2017/2018	Current financial year 2018/2019	Next financial year 2019/2020
Total expenditure on teaching and learning resources	£36,947	£36,310	£40,000 approx
RE Curriculum allowance from above	£500	£1,000	£1,000
English Curriculum allowance from above	£1,000	£1,000	£1,000
Total CPD budget	£11,878	£11,000	£12,000
RE allocation for CPD	£3,000	£3,000	£2,000

How the school has developed since the last inspection
<p>Following a period of instability in staffing and since the previous inspection, a new headteacher has been appointed and has been in post for one year. Additionally, there are four teachers new to the school.</p> <p>All aspects of improvement since the last inspection have been actioned: governors are now fully involved in the regular monitoring and evaluation of curriculum RE, including the moderation of pupils' work; teachers' marking helps pupils improve their work; there is no variation in the progress made by different groups of pupils.</p> <p>There is excellent capacity for improvement. The headteacher has successfully involved everyone in the school community in reviewing the mission statement, so that Christ is at the centre of everything in school.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

St Gregory's is a good Catholic school, where the dedication and drive of the recently appointed headteacher has galvanised all staff and leaders, including governors, ensuring a commitment to the Church's mission in education.

Pupils have positive attitudes to learning, enjoy coming to school and, along with members of staff, are proud to be part of the St Gregory's family. They benefit from the opportunity to contribute to many aspects of the Catholic Life of the school. For example, they hear the Word of God regularly and are provided with a range of prayer opportunities when they can pray together or silently for their own intentions. They enjoy fundraising for those in need and talk enthusiastically about the work they do, in particular their support for the Shalom Academy.

The Catholic identity of the school is very strong. The work on the school's revised Mission Statement ('Loving all, like Jesus, we flourish together') is evident throughout the school, displayed in classrooms, corridors and the school hall, alongside beautiful artwork and high quality displays which convey the liturgical year, gospel values and scripture.

Pupils, parents, staff, parishioners and governors were all involved in the mission statement review and as such, are all proud of this fully inclusive faith community.

Outcomes for pupils in curriculum RE are good. Pupil RE workbooks reflect their hard work and thoughtful approach to lessons. Teaching is good across the whole school. Any weaknesses are quickly identified and addressed. As a result, pupil progress is good for all groups of pupils and across all key stages.

Due to the commitment and drive of the headteacher and governing body, there are excellent opportunities for staff to access high quality professional development opportunities. For example, two members of staff are enrolled on the 'Catholic Leadership Programme' with four enrolled on the 'Catholic Middle Leadership Programme'. In addition, staff are supported by school to complete the Catholic Certificate in Religious Studies (CCRS). This shows commitment by leaders to ensure that those teaching curriculum RE and

working in this faith community are valued and supported.

Parents are overwhelmingly supportive of the school. One parent wrote, 'The school has taught my daughter RE in such a beautiful way, that at times I am also learning with her.'

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

- Further develop opportunities for pupils to plan and lead worship in school.
- Complete the planned review of the RE curriculum, including Human Relationships and Sex Education (HRSE).
- Further develop the work on the age-related standards by ensuring there is consistency of practice in assessing and tracking pupil progress.
- Further develop opportunities for children to apply a range of skills including originality, imagination, and the ability to ask deep questions, so that they become confident, independent learners.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

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

2

1

1

Inspection finds that the extent to which pupils contribute to and benefit from the Catholic Life of the school is good. Pupils know the Gospel values which are at the heart of the school and they are encouraged to demonstrate these values in action. For example, they speak with confidence about charitable works, including support for Cafod and the Shalom Academy, a Kenyan school with which there are now strong links.

Pupils are delighted to have been involved in the school mission review, including the design of a new school badge and they recognise the meaning of the mission statement and its impact on their lives in school.

Pupil participation in, and leadership of, the prayer and liturgical life of the school is good. Pupils show reverence and respect during times of prayer. Leaders, including governors, recognise the need to further develop opportunities for pupils to become skilled in leading their own prayer.

During inspection children in the Reception class responded to a call to prayer, by forming a circle, holding hands and singing. They were able to adopt an appropriate posture for prayer and be still, showing they were ready for prayer and they remembered the Key Stage 1 prayer. They listened carefully to the proclamation of the Gospel. The teacher asked questions and all of the pupils' responses were valued. Before blowing out the candles, one child was invited to select a card from a basket, which asked everyone to show love for God's world by picking up a piece of litter.

During inspection, some pupils in Key Stage 2 joined the headteacher at lunchtime to pray the Rosary. This was done with reverence and respect.

Inspection finds that the leadership and management of the Catholic Life of the school is outstanding. The headteacher is a source of inspiration for the whole community. He has rightly built upon existing good practice, is passionate and aspirational for this Catholic community and is an excellent role model for staff and pupils alike. With the support of the deputy headteacher, who is also the RE subject leader, he encourages pupils and staff in prayer and supports them where appropriate. He works tirelessly with governors to ensure policies and

practices reflect the school's commitment to implementing a Catholic philosophy of education in all aspects of the school's life. As a result, governors, including the parish priest, are fully involved in the day to day life of the school, regularly joining staff and pupils for worship, the celebration of Mass and other liturgies.

Governors reflect on their work in school and provide excellent support and challenge to the school. The recent focus on reviewing the Mission statement has ensured that Gospel values underpin all work of the governing body and guide them in appointing and training staff and foundation governors whilst ensuring parents are fully involved in their child's learning journey.

The quality of provision for the Catholic Life of the school is outstanding. The headteacher and governors are committed to ensuring all staff are skilled, knowledgeable and confident members of the school community. As a result, five members of staff hold the Catholic Certificate in Religious Studies (CCRS) and a further six are currently engaged in national training for leadership in Catholic schools.

The headteacher and RE subject leader have ensured there are excellent links with the other local Catholic schools. These links provide numerous benefits, including professional development and planning and assessment for RE. In addition, the cluster schools have designed a banner which can be taken annually to the Diocesan Education Mass. Staff value these links and the support they receive from leaders in school.

Through the commitment of all those in school to its Catholic Mission, pupils are encouraged to know about, value and experience the call to, and action for, justice. Pupils speak passionately about their involvement in fundraising for Cafod and other agencies. They are aware that they are doing God's important work in helping others and they do so enthusiastically.

Under the direction of the headteacher, all staff in school work hard to ensure there are extremely close links between the school, home and parish. Pupils join parishioners in church for Mass weekly and parishioners join staff, parents and pupils for the monthly Mass in the school hall. As a result, parents report they feel fully involved in the life of the school.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

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

2

2

2

Inspection finds that the extent to which pupils enjoy and achieve in curriculum Religious Education is good.

The school's own tracking shows that in the Early Years Foundation Stage, from low starting points, pupils make rapid progress, so that by the end of the Autumn term they are meeting expectations. By the end of the year, pupils meet age-related standards.

Good teaching ensures that this progress continues in Key Stage 1. There is no significant difference in attainment or rates of progress for any groups of pupils.

The headteacher and RE subject leader identified some slower than expected progress for one group of pupils in Key Stage 2 at the beginning of this academic year. Incisive action led to more rapid progress for these pupils, who are now meeting age-related standards.

Across all three key stages, during lessons pupils engage well, make good progress and are able to reflect on their learning.

In a lesson observed during inspection, children in the Early Years Foundation Stage explored how the church is a special place where God's people gather to pray. The class teacher introduced how the priest processes into church at the beginning of Mass. Children then enjoyed carrying holy water, a cross and the Bible as they acted out this procession. One pupil reflected on why we light candles saying, 'We light candles to show that Jesus is the light of the world.'

In a lesson observed in Key Stage 1, pupils were encouraged to think about how Peter felt after betraying Jesus. Pupils took turns to play Peter in a role play session with other pupils asking prepared questions about how he felt after Jesus had forgiven him. More able pupils could also recall other occasions in the Bible when Jesus forgave others. Through this lesson, pupils demonstrated an understanding of the importance of forgiveness and how this relates to the teachings of Jesus.

Leaders recognise that, for pupils to become more independent learners, they need to develop and apply a range of skills, including the ability to ask their own questions.

In a lesson observed in upper Key Stage 2, pupils were engaged and responded confidently to challenges to extend their learning. After listening to the Beatitudes and watching a Cafod DVD about environmental issues, pupils were able to link these together and discuss how they can also contribute to caring for God's world. Across the school, pupils demonstrate a developing subject knowledge and use religious vocabulary appropriately.

Inspection finds that the extent to which leaders and managers monitor and evaluate the provision for Religious Education is good.

Governors and school leaders are committed to the school's Catholic mission and to its place in Religious Education. Governors are fully involved in monitoring the quality of learning and teaching in curriculum RE. They analyse data for groups and cohorts in RE. There is thorough self-evaluation which links to clear priorities for development.

Current action plans show that governors and school leaders have a good understanding of strengths and areas for development, including education in Human Relationships and Sex Education.

They are keen to further develop the school community's sense of a shared Catholic purpose as they plan to further develop and review the curriculum.

Professional development opportunities impact directly on the quality of provision for RE. The RE subject leader provides good support for teachers. All staff meet regularly to share ideas and plan together. They value the support from the other Catholic schools in the local area for planning and for assessment in RE.

Inspection finds that the quality of provision for curriculum RE is good.

The curriculum provides good opportunities for spiritual and moral development. For example, in a topic about inspirational people one pupil spoke to inspectors about St. Francis being inspirational to him because he devoted his life to God and sold his personal possessions to help the poor.

Pupils understand and can articulate vocation as a calling from God to live our lives in a particular way.

There are planned opportunities in the curriculum to learn about other faiths and pupils spoke to inspectors with enthusiasm about a visit to a local Hindu temple.

Teachers have a strong subject knowledge which inspires and challenges pupils and contributes to their good progress. In lessons pupils are keen to learn and show good levels of concentration. Consequently, the quality of work in pupils' books is good and shows that most children are working at age related expectations.

Engaging, bright classroom displays reflect the RE curriculum. Supporting the new Mission statement, pupil made displays in corridors and in the school hall proclaim the importance of Stewardship and Gospel values.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	1
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	1	1	2
Religious Education	2	2	2	2