



# ARCHDIOCESE OF LIVERPOOL

## INSPECTION REPORT

### ST GREGORY'S CATHOLIC PRIMARY SCHOOL

#### NETHERLEY

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Inspection Date 4 July 2019

Inspectors Rev D Melly Miss J Coughlan

Unique Reference Number 104678

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 2-11

Number on roll 249

Chair of Governors Mrs M Russell

Headteacher Mrs P Roberts

School address Montreal Road  
Netherley  
Knowsley  
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Date of last inspection 25 June 2014

## Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St Gregory's school is an average sized Catholic Primary School situated in Netherley and mainly serving the parish of Our Lady of the Assumption.
- There are 248 number of children on roll of whom 166 are baptised Catholic, 31 come from other Christian denominations and 7 from other faith or religious traditions. Forty-One have no religious affiliation.
- There are 8 teachers baptised Catholic. Six teachers have a suitable qualification in Religious Education.

### Key for inspection grades

|         |                      |
|---------|----------------------|
| Grade 1 | Outstanding          |
| Grade 2 | Good                 |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate           |

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# OVERALL EFFECTIVENESS

St Gregory's is an outstanding school in providing Catholic Education.

## CATHOLIC LIFE

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

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils appreciate, value and actively participate in the Catholic Life and mission of the school. They take part in all the church's liturgical celebrations throughout the year.
- Pupils participate in the school's evaluation of its Catholic Life and mission and are part of planning improvements to it. Pupil voice is valued and very much appreciated in the school.
- Pupils show a respect for themselves and others as made in the image and likeness of God. They live out the Mission Statement and follow the school's code of conduct. The behaviour of the pupils is outstanding all of the time. They show an understanding of the need to forgive, be forgiven and have a good understanding of right and wrong.
- Pupils accept the responsibilities of living within a Catholic school community. As a result, they are regularly involved with those activities which promote the Catholic Life and mission of the school both within school and the wider community. Spaces have been created for reflection both in the school and outside. They are aware of the needs of others and seek justice for others within and beyond the school community. They care about the needs of those less fortunate than themselves and have raised funds for local and national charities including CAFOD, Mukuru, Nugent, Macmillan and The Whitechapel Centre. Food is also distributed to local people after the Harvest Festival.
- Pupils value the school's chaplaincy provision and participate in the Masses and other celebrations throughout the year. The contribution which the Parish Priest makes to the life of the school is particularly appreciated. They also enjoy the opportunities for prayer and reflection on the residential in Crosby Hall.
- Pupils respond well to the opportunities the school provides for their personal support and development. Every class has had Mindfulness sessions and Years 5 & 6 have completed a six week programme. Staff have all been trained in The ROAR programme and pupils began sessions in the Spring term. Pupils also have 'peer massage' which they love. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.
- Pupils, appropriate to their age and capability, have a very good understanding of loving relationships and sexual development within the context of a Christian understanding. The teaching of Relationships and Sex Education has been introduced.
- Pupils embrace a holistic approach to education, have an understanding of what it means to have a vocation and recognise the importance of using their gifts in the service of others.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They regularly attend celebrations in the cathedral. As a result, they respect and are involved with parish and diocesan celebrations and activities, irrespective of their own faith commitments. Pupils feel able to express a pride in their own religious and cultural identity and beliefs.

## **The quality of provision for the Catholic Life of the school**

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church – *Living, Loving and Learning with Jesus*.
- Staff are committed to its implementation across the curriculum and the whole of school life. They participate in school activities which reflect the Catholic Life and mission of the school, such as staff prayer and avail of Continuous Professional Development on Catholic Life provided by the Religious Education Team.
- There is a clear sense of community at all levels, evident in the quality of relationships and the centrality of prayer to the whole community. They are obviously a very caring and happy community.
- The school environment reflects its mission and identity through obvious signs of its Catholic character. An outstanding and exciting learning environment has been created both within the school building and in the grounds. Particularly impressive is the immersive room.
- Staff promote high standards of behaviour and are good role models of mutual respect and forgiveness for pupils. Relationships are outstanding throughout.
- The curriculum reflects a commitment to Catholic Social Teaching, to care for our common home and to the dignity of every human person. There is a real commitment to caring for God's gift of a wonderful world.
- The school provides many opportunities for the spiritual and moral development of pupils and staff.
- The chaplaincy provision is effective in supporting and promoting the Catholic Life of the school. The work of the Parish Priest is particularly appreciated.
- Policies and structures are in place, which provide outstanding pastoral care to pupils, and there is a commitment to the most vulnerable and needy in both policy and practice.
- The school has a regard for the pastoral needs of staff and all members' needs are understood and catered for.
- Pastoral programmes, Personal, Social and Health Education and Relationships and Sex Education are planned, well taught and reflect Catholic teachings and principles.

## **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The provision for the Catholic Life of the school is given priority by leaders. This is reflected in the school's self-evaluation which involves monitoring, analysis and self-challenge and is clearly focused on the Catholic Life of the school and its Mission Statement.
- This leads to planned improvements to further enhance the Catholic Life of the school.
- Continuous Professional Development focusing on the Catholic Life of the school occurs and is effective. As a result, staff understanding of the school's mission is outstanding. Staff are involved in shaping and supporting it.
- The school has strategies for engaging with parents/carers to the benefit of pupils, including those who might traditionally find working with the school difficult. As a result, parents/carers have an outstanding understanding of the school's mission and are supportive of it.

- As leaders, the governing body is ambitious for the Catholic Life of the school and leads by example in the way it emphasises Catholic Life as a school improvement priority. Governors make an outstanding contribution to the Catholic Life of the school. They give outstanding support to the school's mission, are involved in its evaluation and are ready to challenge as well as support where necessary.
- The school responds well to Archdiocesan policies and initiatives and promotes the Archdiocesan vision throughout the school.

## **RELIGIOUS EDUCATION**

### **How well pupils achieve and enjoy their learning in Religious Education**

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make outstanding progress in each key stage.
- Groups of pupils, including those with special educational needs, are also making progress comparable to the progress of other pupils.
- Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, all pupils are aware of the demands of religious commitment in everyday life.
- Pupils are actively engaged in lessons and are committed to improving their knowledge, understanding and skills, in order to further develop as competent learners.
- Most pupils concentrate very well, have an understanding of how well they are doing, of what they need to do to improve and can articulate how they have made progress.
- All pupils approach their lessons with interest and great enthusiasm. Pupils enjoy challenging activities and respond well to opportunities which extend their learning. Behaviour is outstanding in the majority of lessons because pupils obviously enjoy Religious Education.
- Pupils' attainment, as indicated by teacher assessment, is good. Pupils achieve at least average attainment.
- The quality of pupils' current work, both in class and in written work, is mainly outstanding.

### **The quality of teaching, learning and assessment in Religious Education**

- The quality of teaching, learning and assessment in Religious Education is outstanding
- Teachers consistently plan outstanding lessons linked to pupils' current assessment so that pupils learn well. As a result of this, teaching is mainly outstanding.
- Teachers are confident in their subject expertise and have an outstanding understanding of how pupils learn. As a consequence, pupils apply themselves well and make outstanding progress in lessons and over time.
- Teachers employ a range of appropriate strategies, including, energetic and enthusiastic teaching, skilled questioning, role play, painting, creative and appropriately differentiated activities and individual and collaborative work. Consequently, all pupils are motivated and concentrate in lessons.
- Teachers ensure pupils are involved in evaluating how well they are achieving. This contributes to outstanding progress and increases their confidence in making further improvements.
- Teachers manage time well to secure outstanding learning in lessons.
- High quality resources, including other adults, Information and Communication Technology, music, display and the outdoor area are used effectively to optimise learning for pupils.

- Teachers communicate high expectations about Religious Education to their pupils, all of whom respond positively.
- High quality feedback leads to the engagement, interest, achievement and progress of pupils. Pupils are given the opportunity to respond, which improves their understanding of what they need to do to improve.
- Achievement and effort are often celebrated leading to high levels of motivation from all pupils.

## **How well leaders and governors promote, monitor and evaluate the provision for Religious Education**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented. Relationships and Sex Education has recently been introduced.
- Leaders' and governors' self-evaluation of Religious Education is an outstanding reflection of frequent assessment, tracking, monitoring, analysis and self-challenge which is informed by current best practice in Religious Education. This results in strategic action taken by the school which leads to at least good outcomes in Religious Education.
- The curriculum leader for Religious Education has a clear vision for teaching and learning and a high level of expertise in securing this vision. These are used to improve teaching and learning in Religious Education, resulting in teaching that is likely to be at least consistently good. She is obviously passionate about Catholic life. Religious Education and Collective Worship. She is well supported by the headteacher.
- Leaders and governors ensure that Religious Education is well planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.

## **COLLECTIVE WORSHIP**

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

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing very joyfully and with actions, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils regularly prepare and lead worship with confidence, enthusiasm and a degree of independence. They are thoughtful in their planning of liturgy. Other pupils are obviously engaged by the worship opportunities planned by their peers.
- Pupils use a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.

- Pupils have an outstanding understanding of the Church's liturgical year, its seasons and feasts and the approaches this requires in the planning of appropriate worship opportunities.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of all pupils, irrespective of ability or faith background. They have a well-developed sense of respect for those of other faiths.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided by the school is outstanding.
- Collective Worship is part of the life of the school and prayer is included in all school celebrations. Praying together is part of the daily experience for pupils and staff.
- Collective Worship has a purpose, message and direction. The themes chosen for worship reflect an outstanding understanding of the liturgical seasons and the Catholic character of the school.
- Collective Worship is given a high priority in terms of planning, evaluating and resourcing; as a result, experience of Collective Worship is very engaging and all members of the community speak positively about these opportunities.
- Relevant staff obviously have an outstanding understanding of the Church's liturgical year, seasons and feasts and ensure that pupils have outstanding experiences of the Church's liturgical life.
- Staff are skilled in helping pupils to plan and deliver quality worship when appropriate. They have an understanding of the purpose of Collective Worship and the wide variety of methods and styles of prayer.
- Opportunities are planned in a manner that facilitates attendance by other adults associated with the pupils and school.

### **How well leaders, governors promote, monitor and evaluate the provision for Collective Worship**

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Leaders know how to provide policies and guidelines to plan and deliver quality Collective Worship.
- They have an outstanding understanding of the Church's liturgical year, seasons and feasts.
- They make these accessible to the pupils in a contemporary context.
- Leaders of Collective Worship within the school are appropriate models of outstanding practice for staff and pupils.
- They promote pupils' planning and leading Collective Worship.
- Leaders offer regular professional development of staff incorporating liturgical formation and the planning for Collective Worship. Excellent use has been made of the in-service which has been offered by the Christian Education Team.
- Leaders and governors regularly review Collective Worship as part of their self-evaluation processes.

## **What the school needs to do to improve further**

- Raise the standards of attainment in Religious Education further by continuing to address the areas identified on the Self Evaluation Document especially:
  - through ensuring that Religious Education is given quality time on the timetables;
  - by the embedding of the work that has begun on the new standards.
- Further support the extent to which pupils contribute to the Catholic Life of the school:
  - through the development of prayer groups in each key stage.



## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

|   |   |
|---|---|
| How effective the school is in providing Catholic Education | 1 |
|---|---|

### CATHOLIC LIFE

|  |   |
|--|---|
| 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 governors promote, monitor and evaluate the provision for the Catholic Life of the school | 1 |

### RELIGIOUS EDUCATION

|  |   |
|--|---|
| How well pupils achieve and enjoy their learning in Religious Education                            | 2 |
| The quality of teaching, learning and assessment in Religious Education                            | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 1 |

### COLLECTIVE WORSHIP

|   |   |
|---|---|
| How well pupils respond to and participate in the school's Collective Worship                     | 1 |
| The quality of Collective Worship provided by the school  | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 1 |

***Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate***