

**INSPECTION REPORT ON THE PROVISION OF DENOMINATIONAL EDUCATION**

School name: St. Gregory's Catholic Primary School  
 Address: Blackpool Road, Preston, Lancs. PR1 6HQ  
 URN Number: 119609  
 Name of Headteacher: Mr G Hayes  
 Date of Inspection: 4<sup>th</sup> March 2008  
 Name of Inspector: Mrs Frances Wygladala  
 Type of school: Catholic Primary  
 Age range of pupils: 4 - 11  
 Number on roll: 205  
 Appropriate authority: The Governing Body  
 Chair of Governors: Mrs C Wallace  
 Religious Education Co-ordinator: Mrs L Walsh  
 Date of previous inspection: March 2004

<b>The Inspection judgements are:</b>	<b>Grade</b>	Explanation of the grades  1 = Outstanding  2 = Good  3 = Satisfactory  4 = Inadequate
Overall effectiveness of the school	2	
Leadership and management of the Catholic life of the school	2	
The quality of Collective Worship	1	
Religious Education - Achievement and standards	2	
Religious Education - Quality of provision	1	
Religious Education - Pupils' needs and interest	1	
Religious Education – Curriculum leadership and management	2	
<i>The following pages provide reasons to support these judgements</i>		

**Information about the school:**

St. Gregory's is a Catholic primary school with 205 pupils currently on role of whom approximately 60% are baptised Roman Catholic. The school mainly serves the parish of St. Gregory, in the Deepdale area of Preston. There is a high incidence of social challenges in the locality and children's attainment on entry to school is below the national average. Pupil mobility is higher than the national average. Children come from diverse ethnic backgrounds. Most pupils transfer at the end of year six to Corpus Christi High School with others going to Our Lady's and St. Cecilia's Catholic High Schools.

**Overall Effectiveness of the school**

The overall effectiveness of the school is **good** with many outstanding features.

The school's mission statement reflects the mission of the church and is owned by staff and understood by pupils. The school is a welcoming community with a positive Catholic ethos. Pupils relate well to each other, respect staff and are keen to participate in the spiritual and community life of the school. Teaching is effective and the RE curriculum meets the needs and interests of pupils well. The leadership's strong commitment to improving standards and promoting the school's catholicity is evident. The school is well regarded by parents, the parish it serves and the wider community. The quality of care and guidance is outstanding; the pupils are well behaved and treat each other fairly. The school over the past eighteen months has made significant improvements and is working hard to sustain these and plan for further improvements.

### **Improvement since the last inspection**

The school has made **good** progress since the last inspection, with many significant improvements made in the last eighteen months.

The school has formalised the monitoring and evaluation procedures in RE to bring them in line with other core subjects.

The school has widened the opportunities for pupils to become involved in planning and evaluating their own worship and for them to become involved in occasional voluntary worship, This is established in Key Stage 2 (KS2) and now needs to be extended to Key Stage 1 (KS1).

Staff needs for training were identified and met with Collective Worship being a focus.

### **Capacity to improve**

The school demonstrates **very good** capacity to improve. The outstanding leadership and the commitment of staff and governors illustrate the capacity to improve further. Issues arising from in house moderation meetings and self-evaluation have identified areas for development and improvement in support of raising standards of attainment in R.E.

### **What the school should do to improve further:**

- KS2 pupils to assist KS1 pupils in planning their own collective worship
- Continue to develop Assessment for Learning opportunities in RE to provide opportunities for the higher attainers to achieve at higher levels in RE, in line with other core subjects.
- To further develop a half termly newsletter to parents informing them of curriculum RE in each class with the support of the RE governor.
- To monitor and track progress in RE in Attainment Target 2 as well as in Attainment Target 1 for every child in the school and compare to other core subjects.

## **LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

Inspection confirms the leadership and management of the Catholic life of the school is **good**.

The headteacher provides outstanding leadership and is dedicated to the needs of the school, the parish and the wider community. He is supported by the commitment of the staff in living out the Catholic vision for the school. The inclusion of all is a central goal that is very effectively promoted throughout the whole school and everyone in it. There is a strong focus on raising standards in RE and on promoting the personal and spiritual development of pupils. The governing body has many new members who have undertaken training to develop their roles, it has a good grasp of the school's strengths and areas to improve and is now working more effectively with the school. Further work is planned with the RE governor to monitor and evaluate the curriculum and report with the subject leader about curriculum RE in half termly newsletters to, keep parents informed. The governing body has a significant and positive influence on the schools Catholicity. Good links exist with parents, who are made to feel welcome in the school and many significant improvements have been made recently to strengthen links with the parish and the wider community involving the headteacher, subject leader, parish clergy and governors.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Inspection confirms the school's judgement that the quality of collective worship is **outstanding**.

Prayer is central to the life of the school and pupils act with reverence and are keen to participate from Foundation Stage through to Year 6, Acts of worship observed during the inspection were relevant to the age and faith backgrounds of the pupils. During Lent both key stages hold daily acts of worship as individual Lenten promises are shared and displayed. These acts of worship, as witnessed during inspection, engage pupils and inspire deep thought and reflection.

All pupils share religious beliefs and experiences in class collective worship and pupils plan and lead acts of worship with enthusiasm and confidence. Plans are in place for key stage 2 pupils to assist key stage 1 children by sharing their good practice in planning. Good use has been made recently of liturgical opportunities to celebrate with the parish of St. Gregory. Staff regularly review the school's provision and seek to improve it. Staff and pupils have access to up to date good quality resources and they are used in collective worship, including creative use of ICT in worship, as witnessed in Year 6. The contribution of collective worship to pupils' spiritual and moral development is significant.

## **RELIGIOUS EDUCATION - ACHIEVEMENT AND STANDARDS**

Inspection confirms the school's judgement that the Standards in RE are **good**.

Pupils are gaining knowledge, skills and understanding of religion and an ability to reflect on meaning effectively across all key stages. They show interest in the religious life of others and care and respect religious traditions and objects in school. By the end of key stage 2 assessments show that attainment is broadly in line with other core subjects. Most pupils make good progress in RE given their low starting points. The school has high expectations regarding pupil behaviour and the pupils demonstrate a well-developed sense of right and wrong. They are confident in using school procedures to ensure that classmates are treated with fairness and respect.

Pupils are confident and ready to express their own beliefs and views. Pupils and parents respect the Catholic tradition of the school and its links with the parish community. A new scheme, 'The Way, The Truth and The Life', was introduced to deliver RE in September 2006 and staff are working hard to raise standards with rigorous assessments, especially targeted at the higher achievers who, in the past, have underachieved in RE. Internal moderation of pupils' work in RE is carried out termly ensuring that all staff have the opportunity to look at standards across both key stages.

## **RELIGIOUS EDUCATION - QUALITY OF PROVISION**

Inspection confirms the school's judgment of the quality of provision for RE as **outstanding**.

Teaching is focused on raising standards and on promoting the personal development of pupils. There is good use of ICT in delivering RE and also by the pupils for follow up activities. Teachers are aware of prior teaching and make links to extend pupils' understanding. The pupils in school are valued as a teaching resource and the sharing of faith experiences in the classrooms results in a very rich R.E. curriculum. Teaching staff take time to deal with questions raised by the pupils as they explore and understand their own faith and compare it to others. Rigorous assessment procedures play a strong part in making and recognising improvements in pupils' work. Good links now exist with parents and the wider community. Early Years learning is matched to the Foundation Stage Learning Goals, with a good balance of child-initiated experiences and direct teaching. Teachers timetable RE within the guidelines of the Bishops' Conference and time is allocated when teaching can be maximised.

## **RELIGIOUS EDUCATION - PUPILS' NEEDS AND INTEREST**

Inspection confirms the school's judgement of how they meet the needs and interests of the pupils as **outstanding**.

Pupils have pride in their work, involve themselves well in lessons and are keen to take part in the school's activities. They collaborate readily with others, often taking the initiative. RE lessons foster an understanding between different faiths and cultures in the community the school serves. The RE curriculum is socially inclusive and includes and respects the faith backgrounds of pupils of other denominations and other faiths.

Discussion with pupils confirmed their enjoyment of RE especially when lessons involved learning about Jesus from the Bible. One Year 6 pupil stated that she 'wants to carry on in the footsteps of Jesus, bring the Good News to everyone she meets'.

The curriculum provided, especially since the introduction of the new scheme, meets the needs of the pupils and extends their understanding and knowledge of Religious Education. Excellent attractive displays around school reflect pupils' enjoyment of RE.

## **RELIGIOUS EDUCATION – CURRICULUM LEADERSHIP AND MANAGEMENT**

Leadership and management of curriculum RE are **good** with some outstanding features.

The subject leader has a clear sense of direction and has brought about many significant improvements. The subject is organised efficiently and managed effectively. All staff are clear about the purpose of RE and have ready access to good quality guidance and support. Pupils achieve well and there has been an improvement in standards since the introduction of a new RE scheme. Effective self-evaluation, lesson observations, work scrutiny and pupil interviews give the subject leader a clear picture of where the school is now and how to bring about improvements working collaboratively with staff. Standards in AT1 in RE are tracked, this needs to develop with AT2 for every child in the school and compared to attainment in other core subjects. The RE governor is becoming more involved in all aspects of the subject and working collaboratively with the RE subject leader. This should contribute to further improvements.