



**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,  
Deepdale  
Preston  
Lancashire  
PR1 6HQ**

**Telephone Number:**

**01772 795415**

**Email Address:**

**head@st-gregorys-rc.lancs.sch.uk**

**School URN:**

**119609**

**Headteacher:**

**Mr Philip Bates**

**Chair of Governors:**

**Mrs Cath Wallace**

**Lead Inspector:**

**Mrs Frances Wygladala**

**Team Inspector:**

**Mrs Sharon Barnett**

**Date of Inspection:**

**10<sup>th</sup> June 2014**

## INFORMATION ABOUT THE SCHOOL

St Gregory's is a Catholic Voluntary Aided primary school in the Diocese of Lancaster. The school mainly serves the parish of St. Gregory, in the Deepdale area of Preston. It is an average sized primary school with 211 pupils currently on roll of whom approximately 77% are baptised Roman Catholic. There is a high incidence of social challenges in the locality and children's attainment on entry to school is below the national average. Pupils come from diverse ethnic backgrounds and 36% are bilingual learners. The proportion of pupils supported through school action, school action plus or a statement of special educational needs is below average. 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.

PUPILS	Y Rec	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Total
Number on roll	30	30	30	30	31	30	30	211
Catholics on roll	29	26	29	26	14	18	21	163
Other Christian denomination		1		2	5	5	1	14
Other faith background	1	3	1	2	10	2	8	27
No religious affiliation					2	5		7
No of learners from ethnic groups	11	12	7	9	18	6	12	75
Total on SEN Register	1	3	3	3	3	5	0	18
Total with Statements of SEN	1				2			3

Exclusions in last academic year	Permanent	1	Fixed term	6
Index of multiple deprivation	E star			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Gregory's	117

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2 hours	2 hours	2 hours	2.5 hours	2.5 hours	2.5 hours	2.5 hours	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 hours	5.5 hours	30.5				
% of teaching time	NA	25%	25%	25%	25%	25%	27.5%	25% average

TEACHING TIME FORMATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	NA	5 hours	5 hours	5 hours	5.5 hours	4.5 hours	5.5 hours	30.5
% of teaching time	NA	25%	25%	25%	27.5 %	22.5%	27.5 %	25% average

<b>STAFFING</b>	
Full-time teachers	7
Part-time teachers	3
Total full-time equivalent (FTE)	9.0
Classroom Support assistants	10
Percentage of Catholic teachers FTE	33.3%
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

<b>ORGANISATION</b>	
Published admission number	210
Number of classes	7
Average class size KS1	30
Average class size KS2	30

<b>EXPENDITURE (£)</b>	<b>Last financial year 2012/2013</b>	<b>Current financial year 2013/2014</b>	<b>Next financial year 2014/2015</b>
Total expenditure on teaching and learning resources	£38,314	£33,710	£57,372
RE Curriculum allowance from above	£616	£350	TBC
English Curriculum allowance from above	£1,350	£350	TBC
Total CPD budget	£11,287	£10,600	£6,540
RE allocation for CPD	£500	£500	£600

**How the school has developed since the last inspection**

All aspects of improvement since the last inspection have been actioned and have had a significant impact on raising standards in RE, access and participation in prayer and liturgical opportunities.

The school has an outstanding capacity for sustained improvement. 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 maintaining standards of attainment and progress in R.E.

## INSPECTION JUDGEMENTS

**OVERALL EFFECTIVENESS**

1

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

### OVERALL EFFECTIVENESS

St Gregory's is an outstanding Catholic school, where rigorous and accurate self-evaluation leads to continuous improvement. Excellent leadership at all levels ensures a shared, ambitious vision which fosters the highest of expectations for all members of the school community. The school is very welcoming and inclusive, pupils enjoy coming to school and they have positive attitudes to learning. Recommendations since the last inspection have all been met and standards have risen dramatically, especially at the higher levels.

The Catholic Life of the school is outstanding and the commitment of parish clergy, governors, catechists and staff to support pupils and families in their prayer life and growth in faith has been a priority. Staff set good examples, are very proud of their school and work well together. Excellent relationships and communication between home, school and parish are key strengths. Parents have a high opinion of this popular, oversubscribed school and welcome the opportunity to participate in school life. The spiritual, moral, social and cultural development of pupils is outstanding.

Opportunities for Prayer and Liturgy are outstanding, Christ is at the centre of the school community and Gospel values permeate everything the school seeks to achieve. Pupils act with reverence and join in prayers confidently; they particularly enjoy singing and do so enthusiastically. Relationships between pupils, teachers and support staff are excellent and effective; they contribute to pupils' obvious eagerness to learn.

The quality of RE is outstanding; teaching is consistently good or better and systems for tracking, monitoring and evaluating the curriculum are robust and in line with other core curriculum subjects. The curriculum effectively provides pupils with a deep insight into the life and teachings of Jesus Christ and the relationship between faith and life.

### WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Further develop the role of the RE governor by:
  - dividing the role between two governors for: The Catholic Life of the School and RE.
  - increasing their role in the moderation of pupils' work.
  - monitoring and evaluating the impact of curriculum improvements.
- Develop pupils understanding of their attainment and how to make improvements by:

- developing 'next steps' marking in RE books
- encouraging pupils to reflect and respond to teacher's comments in their books.
- Analyse the progress of all groups of learners by:
  - Continuing to track and monitor all pupils, then analyse in groups to see if there is any significant variation between the groups and celebrate success with staff.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- 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

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The Mission Statement of the school is 'Education for Life in the Love of God and Neighbour'. All staff members at St Gregory's are committed to supporting the Catholic ethos and this culture is intrinsically embedded through the life of the school family.

The pupil's knowledge and understanding of the Catholic Life of School is greatly enhanced by their participation in and contribution to all aspects of school life. Pupils know that they belong to St Gregory's Catholic Parish family and are proud to be part of the school and parish. For example Year 6 pupils prepared the ashes on Ash Wednesday and then sealed them onto the foreheads of the pupils, teachers and parishioners during Mass. Pupil's leadership of Prayer and Liturgy is outstanding; Key Stage 2 pupils assist Key Stage 1 pupils in the planning and preparation of their Prayer and Liturgy. Pupils in Reception and Key Stage 1 have grown in their ability to share their own faith through whole class Prayer and Liturgy, this ability is developed throughout Key Stage 2 as pupils plan and share their own Prayer and Liturgy with little or no direction.

Pupils understand that their Catholic Faith is different to other faiths and share this distinctiveness with other Catholic schools. Recent examples include: Year 6 Year of Faith visit to Lancaster Cathedral; links with the Little Sisters of the Poor in Preston; workshops with the Castlerigg Outreach Team and Year 3 pupils visited Ladywell on their spiritual journey as part of their sacramental preparations. To celebrate the Preston Guild in 2012 the school was involved in the Churches Together Guild celebrations.

Pupils at St Gregory's '*Try to be the very best they can be at everything they do*'; this encourages best behaviour and focused learning at all times. Catholic principles and values underpin behaviour and relationship policies resulting in a strong shared vision for the Catholic Life of the school.

All governors and school leaders are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. All leaders and managers, including governors, have high expectations and are actively working together to implement the Catholic philosophy of education and Gospel values which underpin all

aspects of the school. An example of this is the provision of exceptional school lunches and the partnership with local schools to enhance prayer, liturgy and professional development opportunities. The headteacher provides a clear direction for the Catholic Life of the school which is given the highest priority, along with the spiritual and moral development of pupils, together with the deputy headteacher; they have a strong vision for the school which is articulated through their actions.

The Governors, leaders and managers are fully committed to partnerships with the diocesan family of parishes and schools. The school has excellent links with the primary and secondary schools in their local Catholic cluster; they work as a wider family of schools to provide opportunities to celebrate their faith collectively. Examples include a shared Advent liturgy; joint liturgy with Preston schools at St Walburges; Year 6 Preston cluster Mass at St Gregory's and also preparation for the Sacrament of Confirmation with parish catechists and Corpus Christi pupils. The school is a strategic partner in the Catholic Teaching Alliance (North) and is committed to developing Catholic teachers for the future.

The quality of provision for the Catholic Life of the school is outstanding. St Gregory's is a welcoming, inclusive, friendly community with a strong family ethos where everyone is valued and pupils and staff flourish. Governors, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos. There is a tangible sense of family and community in all aspects of school life which is evident in the quality of relationships that exist between all stakeholders. The school works very closely with several partners in the community.

The school is a prayerful community that provides a stimulating learning environment to reflect the school's mission and Catholic character. Staff and governors work hard to develop and enhance the school for the benefit of everyone at St Gregory's. Older pupils take part in, lead and prepare prayer and liturgies with enthusiasm and confidence. They particularly enjoy and are very enthusiastic at singing. Parish clergy have been instrumental in the development of all teachers' knowledge and understanding of the Catholic Faith through effective professional development.

## **PART B: RELIGIOUS EDUCATION**

### **THE QUALITY OF RELIGIOUS EDUCATION**

<b>1</b>
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- 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

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1

Almost all pupils enjoy RE, are religiously literate and engaged in their learning. Through active participation in prayer and liturgies, together with curriculum coverage, pupils show excellent knowledge and understanding of the Catholic Faith. They understand that Christ is at the Centre of all school life and are aware of the demands of religious commitment in everyday life. The vast majority of pupils make rapid and sustained

progress in RE from a very low baseline when they join St Gregory's in Foundation Stage. They develop and apply a range of skills throughout Foundation Stage and Key Stage 1 including independence and imagination. This is built upon in Key Stage 2 when pupils develop the ability to ask deep questions regularly and engage with religious ideas.

Pupils are very proud of their charity work at St Gregory's and the contribution this makes to the wider community. 'Send My Friend to School' is a global campaign for Education. It brings together thousands of children across the UK to speak up for the right to education and remind world leaders of their promise that all children should get the right to go to school. The campaign is used to reflect on how fortunate they are to have a school to go to and by involving the local MP, pupils are aware of the call to, and action for justice around the world. Pupils discussed recent fund raising for local, national and international charities with inspectors, including: The Katy Holmes Trust and CAFOD.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools'. RE is at the centre of the school's curriculum and is given priority in the improvement planning where targets are clearly identified and set to continue to maintain outstanding attainment. Over the past three years a culture has been created where a common vision and commitment to high standards have been established. This is largely due to the excellent practice of the subject leader who ensures that pupils continue to make progress in their religious literacy. Professional discussions during staff meetings explore how enthusiastic and imaginative teaching motivates pupils and deepens their understanding of the subject.

Since the last inspection, a rigorous system has been developed to improve standards, including monitoring lesson plans, book scrutiny, lesson drop ins, conversations with pupils, alongside pastoral and behaviour support; these activities have made a significant impact on the improvement of teaching in RE. Teachers now need to make pupils aware of how to improve their work by developing the quality of their marking to inform pupils of their next steps in learning.

Teachers' planning is based on 'The Way, The Truth and The Life' and teachers confidently enrich the curriculum with other valuable resources e.g. CAFOD's Universal Church topics: this is a result of the good quality professional development opportunities provided to staff. Governors are informed of the curriculum through reports at meetings and plans are in place to develop the role of the RE governor in order to monitor standards and contribute effectively to the rigorous self-evaluation cycle.

Every class has an area for pupils to celebrate Prayer and Liturgy along with full access to the designated prayer area for their own spiritual growth. All classes have access to the parish church which also has a designated prayer room and pupils discussed their appreciation of this facility during the inspection.

Pupils' progress in RE in both attainment targets, (knowledge and understanding of religion and an ability to reflect on meaning), is above national expectations and is reported to parents in termly reports alongside other core curriculum subjects. Communication with parents is a strength of the school with weekly newsletters sent home from both school and parish. A termly newsletter gives parents an overview of what will be taught in the curriculum and RE Topic Webs are also available on the school website. The school acknowledges the financial support of parishioners that enables the distribution of the weekly 'Wednesday Word', this helps to spread the Gospel messages into every family home.

Pupil attainment and progress in RE is outstanding and is in line with high standards in English and Maths. Since the last inspection, the subject leader has led training for all staff and modelled excellent practice to ensure that standards in teaching have improved. Analysis of the progress of all groups of learners would enable success to be celebrated, especially the significant number of pupils who make three levels progress in RE in Key Stage 2.

The school serves a culturally diverse religious community which in turn deepens the level of dialogue and understanding between faith groups in the school. They have the upmost respect for all faiths and can confidently and articulately discuss their own religious beliefs. Good quality teaching and effective learning are present in most RE lessons. Pupils enjoy RE because teachers make their lessons engaging, interesting and relevant.

The quality of provision for RE is outstanding. Over the past two years, the headteacher, subject leader and parish priest have planned and delivered a number of staff meetings and INSET opportunities to reflect on the teaching of RE. The impact of the parish clergy, who are both fully committed to the school/parish family, is significant; staff regularly seek advice and guidance on specific issues related to the teaching of RE. This contributes to excellent subject knowledge and confidence in teaching RE: they inspire pupils and make sure that they make exceptional progress as independent and collaborative learners. Resources are used effectively, together with the support provided by other adults, to optimise learning; consequently pupils are highly motivated and enjoy their work.

## SUMMARY OF INSPECTION JUDGEMENTS

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

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>