



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

URN: 142211

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 23-24 November 2022

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Religious education (p.5) The quality of curriculum religious education.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
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

- The school environment enhances Catholic life and mission; pupils learn and grow in a vibrant, faith-filled atmosphere.
- The associate principal is an excellent role model for pupils and staff and effectively demonstrates Catholic virtues and values.
- Pupil voice is a strength in religious education lessons, where pupils are confident in articulating their viewpoints and understanding of the topics being taught.
- Pupils are kind, respectful, thoughtful, and enthusiastic about the Catholic faith.
- Staff actively contribute to the Catholic ethos of the school and are proud to be members of the community.

What the school needs to improve:

- Further improve the outcomes in religious education for all groups of pupils through the provision of consistently high-quality teaching.
- Ensure Key Stage 1 pupils know the traditional prayers of the Church.
- Plan opportunities for all subject leaders to embed the principles of Catholic Social Teaching across all curriculum areas.

## 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:.....

1

### Pupil outcomes

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

1

### Provision

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

1

### Leadership

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

1



From the moment you enter St Gregory's, a strong, welcoming, and inclusive Catholic culture is evident. The mission statement 'Learning and Growing in the Service of God' lies at the heart of the school community and is known, lived, and experienced by the pupils and endorsed by governors, staff, and parents. At St Gregory's, pupils are encouraged to grow in, understand, and embrace the Catholic faith. Leaders champion the work of the Growing in Faith Together (GIFT) team. Team members are great faith ambassadors who embody the school's Catholic life and mission. Recently they organised and led a remembrance assembly for the whole school; this involved all classes presenting prayer chains as part of the worship, which is now displayed in the chapel for the entire community to see. The chapel provides a focal point for the GIFT team; their pride and enthusiasm are tangible. Work on vocations takes pride of place. A culture of mutual respect exists between the pupils themselves and the staff. Pupils feel valued and listened to. One pupil commented, 'My teacher asks how I am and cares about me; they love me'. This care for each other is extended to caring for those in the local community; charitable acts of kindness include collecting food for the Coventry Food Bank and distributing Easter eggs to the children's ward at the local hospital.

All staff members are deeply committed to the school's mission and providing high-quality care for pupils. Staff are excellent role models for pupils. Chaplaincy provision has a powerful impact on the pupils' moral and spiritual development, which flourishes. The parish priest is a pivotal figure in the school, supporting pupils' journey in faith and leading sacramental preparation programmes. Leaders and governors have invested in the school; as a result, the physical environment of the school is very attractive. There are beautiful and effective religious displays showcasing pupils' work, and religious artefacts, statues, and prayer stations are located around

the school. These and the chapel create a spiritual environment that radiates the school's excellent Catholic life and mission.

Leaders and governors ensure clear policies and procedures are in place which prioritise Catholic life and mission. For example, the prayer and liturgy policy is an excellent resource for staff development and maintaining standards. Leaders and governors are dedicated to ensuring staff receive high-quality training and induction so that the Catholic life and mission of the school are consistently embedded. Staff regularly attend training and meetings organised by the diocese, further supported exceptionally well by The Romero Catholic Academy. All staff are treated with respect and dignity, resulting in a highly motivated and committed staff team. Staff feedback highlights how they feel valued and supported by the school. The associate principal is an inspirational leader; her vision, commitment and dedication to the school shine out to all. Many staff speak highly of her vision and leadership and of the rapid changes that have taken place at the school concerning Catholic life. They relish her deep commitment to the school's ethos, referring to the school as 'an extended family'. The governing body diligently serves the school and is dedicated to ensuring it provides the best possible Catholic education and cares for its pupils. Governors' high expectations and aspirations are reflected in the quality of Catholic life and mission. Staff and pupils have evaluated the Catholic life and mission, with pupils completing a version of the Catholic Self Evaluation document. Parents and carers are overwhelmingly positive about the school and are very supportive of its work.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

### Pupil outcomes

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

1

### Provision

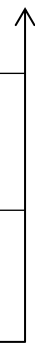
The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

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

1



Pupils thoroughly enjoy their lessons at St Gregory's. A clear and consistent approach to teaching and learning enables them to improve their knowledge and understanding of religious education steadily. Pupils say that the 'teachers are doing a good job as they help us to understand what we are learning'. Pupils ask incisive questions of their teacher; for example, during the inspection, pupils in Year 2 worked collaboratively to generate questions about the Sacrament of Marriage. Pupils talk confidently about their learning, using specialist vocabulary accurately and confidently, linking it to everyday life. Pupils demonstrate good learning behaviours, high levels of concentration and experience well-planned opportunities for independent learning. For example, in Year 6, pupils were provided with creative and exciting stimuli to enable them to reflect on their responses to the season of Advent. Impressive links were also made to relationships, sex, and health education (RSHE), and Catholic Social Teaching, enabling pupils to speak confidently about their principles because they were exceptionally well engaged. Pupils skilfully revisit prior learning, demonstrating their ability to know more and remember more during their lessons, thus achieving the best possible outcomes. Attainment in religious education is strong, with most pupils meeting or exceeding age-related expectations by the end of each key stage. The coverage and progress evident in pupils' books endorse the findings of monitoring and analysis undertaken throughout the school.

Teachers plan to support pupils to reflect meaningfully on each lesson's learning objectives. The use of 'next steps thinking questions' is well embedded in the school and a testament to the relentless pursuit by the staff to enable pupils to have a deeper understanding of and personal response to the curriculum. Pupils enjoy having these reflection questions and

recognise how they support them to make progress in religious education. Teachers have good subject knowledge, and there is a culture of staff working together with dedicated support from senior leaders to ensure teaching is never less than good. Lessons are structured to elicit pupils' responses through skilful questioning, maximising the learning of all pupils. The school has invested in good quality resources, including Bibles, which are well used by staff to optimise learning. Most teachers adhere to the school's marking and feedback policy, recognising and valuing pupils' efforts; teachers encourage and support pupils to do their best and understand how to improve.

Leaders ensure that the curriculum meets the requirements of the Religious Education Curriculum Directory and that all classes cover the required content. Leaders prioritise the teaching and learning of religious education in school development and have a good level of expertise. They systematically undertake detailed monitoring, which leads to well-targeted improvements. As the quality of teaching and learning is monitored, staff are provided with helpful feedback, contributing to the school's outstanding outcomes. Leaders and governors evaluate this feedback's impact to improve the quality of the school's provision even further. Religious education is given the same high status as other core subjects. Lessons are well-resourced and well-staffed, resulting in the highest quality of learning for all pupils. The assistant principal, who is also subject leader, is dedicated to improving and sustaining the excellent quality of religious education. She facilitates planning surgeries to help and support staff in their practice; consequently, the quality of teaching and learning has improved rapidly. The thoughtfully planned and structured curriculum, which meets the needs of different groups of pupils, enhances learning; the stimulating Catholic environment of the school itself further enhances this.

## Collective worship

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

Religious education key judgement grade:.....

1

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

1

### Provision

The quality of collective worship provided by the school .....

1

### Leadership

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

1



Pupils enjoy the varied opportunities to participate in prayer and liturgy at St Gregory's. They enjoy being guided to their 'heart rooms' to meditate on being at one in God's presence. Pupils know this is a special place where they are present, alone with God, enabling them to participate in prayer fully and consciously. Older pupils admirably support their younger peers, ensuring prayer and liturgy are always inclusive and accessible. All pupils are very attentive and respectful whilst listening to God's Word. Opportunities for prayer are creatively enhanced by the involvement of the GIFT team and school choir. Pupils have a detailed knowledge and understanding of the Church's liturgical year and make connections between it and various school events. For example, pupils spoke enthusiastically about how they enjoyed celebrating the school's fiftieth-anniversary celebration in prayer. The school provides annual retreat experiences for the pupils, and these events spark their enjoyment of worship and liturgy and resonate with them.

All pupils attend Mass regularly and speak fondly about their experience and understanding of the liturgy. In addition, pupils have regular high-quality spiritual experiences through mission assemblies, rolling worship, celebration assemblies and pupil-led acts of worship; all demonstrating the centrality and naturally embedded daily rhythm of prayer to pupils' lived experience at St Gregory's. Pupils greatly enjoy these opportunities and plan their own pupil prayers following the 'gather, listen, respond, go forth' model. Pupils, particularly in lower Key Stage 2, lead prayer confidently because staff are well-skilled and knowledgeable in creating well-crafted prayer. Varied opportunities include joyful singing, writing petitions, and reflecting silently. Pupils in Key Stage 2 know a wide range of traditional prayers and responses, which are facilitated by the GIFT team; traditional prayers are known to a lesser extent in Key Stage

1. Teachers are skilled in using Scripture appropriately, and readings are always chosen based on the liturgical season. All staff demonstrate high levels of commitment and set a positive example in prayer as both leaders and participants. Staff are encouraged to participate in open prayer when gathered together, further inspiring pupils, who respond exceptionally well to this because it is consistently demonstrated to them by staff. Staff are confident and enthusiastic and work as a team to ensure worship is of a consistently high standard throughout the school. The use of music, artwork, creative displays, prayer stations, and visual images around the school, in addition to engaging PowerPoint presentations, help to provide innovative and engaging acts of prayer and liturgy.

Leaders have an in-depth and thorough knowledge and understanding of the liturgical year and ensure that the school marks events in the Church's cycle of seasons and feasts. Prayer is also prepared in partnership with the parish priest, resulting in a programme of worship that is matched to pupils' ages and experiences, enabling all pupils to fully participate in a variety of ways, such as the May procession, observance of Holy Week, exposition of the Blessed Sacrament and acts of 'rolling worship'. Holy Days of Obligation are always observed with the celebration of whole school Masses. Leaders and governors ensure that staff receive high-quality and effective induction training to deliver prayer and liturgy, which results in good levels of confidence and competence amongst staff concerning prayer and liturgy. Senior leaders monitor the school's provision of prayer in line with their monitoring and review cycle, which leads to well-planned improvements. Leaders and governors ensure that prayer and liturgy are well-resourced and invest in training, which supports the highest quality experiences for pupils and the whole school community.



## Information about the school

Full name of school	St Gregory's Catholic Primary School
School unique reference number (URN)	142211
Full postal address of the school	Harry Rose Road, Wyken, Coventry, CV2 5AT
School phone number	02476 445 900
Name of head teacher or principal	Megan Scullion
Chair of governing board	Brendan Fawcett
School Website	<a href="http://www.stgregorys-coventry.org.uk">www.stgregorys-coventry.org.uk</a>
Multi-academy trust or company (if applicable)	The Romero Catholic Academy
Type of school	Primary
School category	Academy
Age-range of pupils	3 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	November 2015
Previous denominational inspection grade	1

## The inspection team

Krystyna Bickley

Lead inspector

Nichola Damms

Team inspector

## Key to grade judgements

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