



Archdiocese of Birmingham

INSPECTION REPORT

ST GREGORY'S CATHOLIC PRIMARY SCHOOL

Part of the Romero Multi-Academy Company

Harry Rose Road, Coventry, CV2 5AT

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| Inspection dates | 24 th – 25 th November 2015 |
| Reporting Inspector | Teresa Quick |

Diocesan Inspection carried out with the framework used for s48 inspections

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| Type of School | Academy |
| Age range of pupils | 4-11 years |
| Number on roll | 205 |
| Appropriate authority | The Board of Directors |
| Chair of Academy Committee | Mr John McCann |
| Telephone number | 02476 445900 |
| E-mail address | headteacher@st-gregorys.coventry.sch.uk |
| Date of previous inspection | May 2012 |
| DFE School Number | 331/3423 |
| Unique Reference Number | 142211 |

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| Principal | Mrs I Murphy |
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| Previous inspection: | 3 |
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| This inspection: | 1 |
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DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by 1 Diocesan Inspector.
- The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life.
- To validate the effectiveness of the school's self evaluation of teaching and learning, the inspector observed 4 full RE lessons with the vice principal.
- In addition the inspector completed a work scrutiny and held a discussion with pupils to evaluate the impact of teaching on their learning over time.
- The inspector held meetings with the Chair of the Local Academy Committee, staff, parish priest and children.
- The inspector observed a hymn practice, prayer service and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school, and pupils' behaviour.
- The inspector looked at a range of evidence related to the school's self evaluation such as RAISEonline, the school improvement plan, teachers' planning, and learning journals.

Information about the school

- St Gregory's is a smaller than average size Catholic primary school.
- It is one of two primary schools serving the parish of St John Fisher in Coventry and is a member of the Romero Multi-Academy Company.
- It serves a mixed area in terms of socio-economic backgrounds of the pupils.
- The number of Catholic pupils is currently 54%.
- The proportion of ethnic minority pupils is 55%.
- The number of pupils eligible for free school meals and pupil premium is broadly in line with the national average as are the numbers with special needs and/or disabilities.

Main Findings

- St Gregory's judges its worship, Catholic life and RE to be good. The judgement is based on regular and rigorous monitoring and evaluation processes. The school has high expectations and the inspection found that the school has underestimated the quality of worship and how far teaching and learning in RE has improved since the last inspection.
- Pupils and their families benefit from the outstanding leadership of Catholic life provided by the principal and vice principal who is also the subject leader. They ensure the dissemination of the school's vision thereby creating a common sense of purpose for the faith life and ethos of the school.
- St Gregory's is a Catholic school where the school leadership and local academy committee of governors strive to meet the many varied needs of the community it serves. Although the school is situated some distance from the church, through the efforts of both the school leadership and clergy there are close relationships with the parish and the other parish school.
- The subject leader gives outstanding leadership for the Catholic life and religious education. The areas for concern at the time of the last inspection have all been addressed and assessment of Catholic life is now outstanding and pupil attainment

and teaching are accurately judged in its evaluation as good but with some outstanding teaching. All teaching staff other than the principal have been appointed since the time of the last inspection.

- The academy committee is committed and proud of the school. The link governor for RE, the priest, is a regular visitor to the school, works closely with the subject leader and has observed RE lessons with the subject leader, reported to governors and has a clear understanding of the RE curriculum and the Catholic life of the school.

School self evaluation

Catholic Life

- Collective worship and Catholic life in the school's evaluation was stated to be good. Inspection found that the school had under-estimated the improvement that had been made with the new staff under the leadership of the principal and very well supported by the outstanding subject leader.
- Catholic life in the school is very strong. There are excellent structured and systematic processes in place for self evaluation which show the school striving for improvement, the impact of which is shown in the overall improvement and in the future planning.
- There is a palpable Catholic ethos in the school. The leaders engender a strong sense of family thus enabling pupils to feel safe, cared for, respected and valued. Pupils are treated with respect and they in turn show respect for other pupils and for the adults with whom they come into contact. This encourages the excellent behaviour reported and seen in classrooms and around the school.
- The school's evaluation is an annual process and is regularly monitored by staff and governors. The outcomes of monitoring and evaluation inform the school improvement plan for Catholic life.
- Clear priorities, timescales and the monitoring personnel involved are now strong features of school improvement planning.
- Performance management is very effective with every teacher having an RE target.
- All staff receive high quality professional development within the school, from the teaching school within the Romero Academy or through the Diocesan Education Service. The subject leader leads very effective training for newly qualified and teachers new to the school. The impact has been that all teaching is at least good.
- All forms of collective worship are monitored regularly by the senior management team, by peer monitoring and governors.
- The school uses differing forms of prayer to interest pupils and encourage their participation. Each class has a prayer table. Class prayer, whether child or teacher planned and led, is of high quality.
- The school chaplaincy team supports the organisation of collective worship and have had the experience of meeting and working with other chaplaincy teams within the Academy.
- The governors are fully committed, well informed and closely involved with the school and ensure that the ethos and the Catholic life of the school, worship and RE provide the best opportunities for the pupils.
- The parish priest as the link governor for RE supports the monitoring and evaluation of Catholic life and RE. He then inputs in to the action plan.

- In spite of the distance between the school and the Church, the school is an integral and active part of the parish. Huge encouragement is given to pupils and their families to be active in their faith.

Governance

- Governance is good. There is a full complement of governors. The close links of individual governors with the school, and their effective and frequent involvement ensure they offer both support and challenge.
- Governors are well informed about the school to which they have a strong commitment. They recognise and celebrate the quality of its Catholic life and ethos. The parish priest, working in close liaison with the school, makes a huge contribution to this Catholic life.
- Governors receive a report each term from the principal which includes Catholic life and the achievements in RE. The link governor's report feeds into this. Governors both enquire and challenge.
- The role of the link governor is held by the parish priest. He has an excellent knowledge of the Catholic life of the school and what is and what should be taught in RE. He has a good understanding of the baseline assessment and the progress pupils make as they journey through the school. He visits the school regularly, meets with the subject leader and senior staff, speaks to pupils and contributes to lesson observations.
- A member of the St Gregory's local academy committee is a member of the Romero Multi Academy Trust (MAC) Board of Directors, together with a staff director from the school. Both are working for the benefit of the school further supporting St Gregory's in the Catholic community.

Religious Education

- Senior leaders monitor and evaluate religious education thoroughly. Their judgement that attainment is good is an accurate judgement but progress is at least good when considering pupils' entry level.
- Self evaluation is based on the now very good analysis of pupil performance in RE and the relationship between data and planning.
- Monitoring of RE is now rigorous and regular by both the principal and the subject leader. Learning walks, book trawls, planning scrutiny, pupil group and individual interviews are carefully recorded.
- Moderation of written work takes place in school and across the academy. Tracking and analysis of assessment and lesson observations regularly take place
- Very good systems are in place to monitor the quality and impact of teaching. The subject leader gives excellent support to newly qualified teachers, those new to the school and non-Catholic teachers.
- Leaders know their teachers well. Their judgement that teaching is good is supported by a good range of monitoring systems. The new school team are open to advice and work well to continuously improve their teaching and pupils' learning.
- Regular analysis of data by the senior leadership team results in targeted support. The effective teaching and learning and the interesting methods employed by teachers enable pupils to be interested and active, independent learners and make good progress.

- The subject is led by the enthusiastic subject leader who is continuously seeking to improve and develop the RE curriculum.
- The school works with the parents and the priest to provide a high quality sacramental programme.

Overall effectiveness of the school¹

- Improvement since the last inspection has been excellent.
- The Catholic ethos is outstanding and everyone feels cared for and secure. It is an inclusive school.
- The principal and vice principal lead the school team with a vision and passion for Catholic life and RE.
- From a low starting point, pupils progress very well as they journey through the school. Attitudes to learning are excellent. The curriculum is broad and interesting enlivened with visitors, visits and input from the priest.
- The school's data for RE shows clear pupil improvement as they progress through the school. Pupils achieve well so that by Year 6 most children reach age related expectations and opportunities are given for the more able to achieve their full potential
- All teaching is at least good. Teachers have good subject knowledge. This has been achieved by the very good support of the subject leader for staff and the newly qualified teachers and regular training for all staff. Resources meet the needs of the curriculum.
- Both formative and summative assessments and unit evaluations are carried out by the teachers and they are used to inform planning. Effective tracking systems are in place. Throughout the school marking is of a consistently high standard.
- Standards in RE are comparable with those of English. Many different ways of recording learning are in evidence. Written work includes differing styles of extended writing. Good questioning develops pupils' thinking skills. Pupils are encouraged to become independent learners. Marking of pupils work is of high quality.
- Throughout the school at least 10% of the curriculum time is dedicated to the teaching of RE. The curriculum is based on the diocesan strategy for religious education. Provision for religious education therefore fulfils the requirements of the Curriculum Directory for Catholic Schools. The RE time is extended with cross curricular work with some extended writing, ICT, art, music, drama and multi-faith work.
- Worship and Catholic life are both outstanding. All staff are involved in planning, preparing, leading and evaluating the Catholic life of the school.
- There is a strong emphasis on living out the faith. During the Mass pupils are reverent, the singing outstanding and when there is the inclusion of drama it is of high quality. High quality worship is planned and led confidently by staff or pupils. All pupils participate with reverence and respect.
- Pupils' spiritual, moral and vocational development is judged by the school as good. This is clearly because of the school's high expectations. They work continuously for improvement in spiritual, moral and vocational development which is now outstanding.

¹ As the quality of the school self evaluation has been affirmed, the judgements in this section of the report conform to those of the school.

- Pupils are encouraged to see the beauty and wonder of God's creation in particular through the excellent school gardening project and the hens kept.
- Pupils are encouraged to think how they can help those less fortunate than themselves. They find ways to raise money for differing charities and through the school council were moved to support the recent collection of necessities for the refugees in the camps at Calais.
- Pupils' spiritual and moral development is very good. Pupils especially in Year 6 have a very good understanding of vocation.
- Family life and sex education is delivered in line with the teaching of the Church using the diocesan "All that I am" programme.
- The quality of relationships throughout the school is exemplary. Staff are excellent role models for their pupils. There is a sense of togetherness. Pupils show respect for other pupils and the adults to which they come in contact. Behaviour in class and around the school is excellent.

Recommendations

- Provide the staff with further support to enable teachers to deliver an increasing proportion of outstanding lessons.