



DIOCESE OF  
**SHREWSBURY**

---

SECTION 48 INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

School:	St Gregory's Catholic Primary School
Address:	Albert Road Bollington SK10 5HS
Tel No:	01625 572037
URN:	111327
Headteacher:	Mr J Daley
Chair of Governors:	Mr A Mauro
Date of Inspection:	19 November 2012
Inspector:	Mr K Toms Mrs P Blake



## **St Gregory's Catholic Primary School**

### **Our Mission Statement:**

**“At the heart of our community, our mission is to treat others the way that we would like to be treated, to provide a caring and stimulating environment whilst promoting enthusiasm for life-long learning where all individuals feel respected, challenged and inspired to achieve their full potential.**

**A school of the future, growing and working together in God's family and realising the champion within.**

In order to fulfil our mission, the AIMS OF THE SCHOOL are to:

- To promote the values of a faith inspired and inclusive school with children at the heart of everything it does
- To ensure the children enjoy themselves immensely
- To ensure the children have a safe, kind, caring, healthy, happy, bright and stimulating learning environment
- To ensure friendships, fun, smiles and laughter abound
- To ensure there is a genuine sense of mutual respect for everyone
- To strive to achieve excellence in everything it does
- To embrace and celebrate diversity
- To give exceptional support for vulnerable children and specific groups
- To challenge the gifted and talented to reach for the stars
- To ensure inspirational teaching and a creative curriculum underpins, enriches, enhances and accelerates learning
- To nurture a life-long love of learning
- To develop mature, thoughtful and responsible citizens able to make a positive contribution to the community
- To enable the children to find the champion within

*Created and agreed by staff, governors, parents & children Autumn Review INSET 2009*

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	0	20	16	14	13	10	4	15	92
Catholics on roll	0	13	7	8	10	8	2	13	61
Other Christian denomination	0	5	3	2	2	2	1	2	17
Other faith background	0	0	0	0	0	0	0	0	0
No stated religious affiliation	0	2	6	4	1	0	1	0	14
Number of learners from ethnic groups	0	0	0	0	0	0	0	0	0
<b>Total on SEN Register</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>18</b>
<b>Total with Statements of SEN</b>	<b>0</b>	<b>1</b>	<b>1</b>						
<b>FSM</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Gregory's	61

With reference to Year 6 – the Catholic schools to which your pupils transfer	
PUPILS TRANSFER	2012
Name of School	No of Pupils
All Hallows Catholic College	15 (100%)

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)	-	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5

STAFFING	
Full-time teachers	3
Part-time teachers	2
Total full-time equivalent (and 1 p/t supply/PPA = Catholic)	4.2
Support assistants	5
Percentage of Catholic teachers f.t.e.	60%
How many teachers teach RE (P) f.t.e.	4
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	0

NAME OF SCHOOL	
Published admission number	15
Number of classes	4
Average class size KS1 (just the 1 class)	30
Average class size KS2	21

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2011/12	Current financial year 2012/13	Next financial year 2013/14
RE	£1000 + supply costs	£1,166 + supply costs (so far)	£1000 + supply costs
English	£1139 + supply	£437 + supply (so far)	£1000+supply
Mathematics	£1,400 + supply	£364+ supply (so far)	£1000 + supply
Science	£540 + supply	Intend £500 + supply	£500 + supply

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
---	------------------

<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	<b>2</b>
<p><b>How effective the school is in providing Catholic Education</b></p> <p>St. Gregory's is a good school with a significant number of outstanding features.</p> <p>The school has made good progress since its last inspection and is working hard to secure higher attainment levels for the children in Religious Education. The appointment of a Religious Education Coordinator since the last inspection is making a notable difference to the school's improvement. Better systems of assessment and monitoring are now making an impact on securing further improvements. Children's behaviour and responses are excellent and they fully appreciate playing a full part in this Catholic community. They live out their mission statement "...to treat others the way they would like to be treated..." to the full.</p> <p>Leaders and managers are outstanding in developing the Catholic life of the school. This is largely due to the dedicated commitment of the Head Teacher as its faith leader, ably assisted by a very effective Governing Body and Senior Management Team.</p> <p>There is an outstanding capacity for continued improvement.</p> <p><b>What the school could do to improve further</b></p> <ul style="list-style-type: none"> <li>• Further embed the assessment strategies to raise the standard of achievement for all children, so that more children are able to attain the higher levels in Religious Education.</li> <li>• Continue to use in-service training and mentoring opportunities to help all staff deepen their knowledge of the recently introduced Religious Education Scheme.</li> </ul>	

<b>PUPILS</b>	<b>2</b>
<p><b>How good outcomes are for pupils, taking account of variations between different groups.</b></p> <p>Since the last inspection, significant improvement has taken place in the quality of learning in Religious Education. During the inspection pupils showed enjoyment in their Religious Education lessons and a willingness to learn. They were active in the worship and liturgical life of the school. This is having a positive impact on learning ensuring pupils will continue to make even greater progress in the time ahead.</p> <p>The majority of children make good progress in Religious Education with a significant number now on target to reach the higher levels of attainment. They take a pride in their work and all the pupil workbooks were commendably well-presented. All the children are keen to learn and their behaviour in class and around the school was outstanding. Overall, the children made good responses in their lessons and are using appropriate religious language in their topics. During the recap of prior learning the younger children showed an excellent grasp of their topic on belonging to God's family. They responded well to the challenging question of how our different actions can make God happy or sad. Similarly, the older infants displayed a very good understanding of their prior learning in their topic on Mary the Mother of God. They remained focussed throughout the lesson and gave very confident responses in their feedback. The older children, too, were very focussed throughout their lessons with children in Years 3 and 4 responding well to the challenges made of them in their topic exploring the theme "awe and wonder" and Jesus being both human and divine. They had many ideas to share and were very enthusiastic in their responses. Years 5 and 6 children were exploring the Ten Commandments and relating them to problems we face in today's world. Again the children were highly-motivated and focussed. Groups of children were actively engaged in debate on moral issues and difficult decision making. Pupils demonstrated mature and responsible attitudes. Role play was used effectively to promote further discussion.</p> <p>In discussions with the Inspectors the children showed an outstanding sense of belonging to this faith community. They were fully appreciative of all the staff and children in their community and the sense of being part of one extended family. They spoke with confidence about how people from other faith backgrounds and cultures would be very welcome at St. Gregory's because of the school's ethos and Catholic traditions. Their responses to Collective Acts of Worship were outstanding and the children showed a high degree of involvement and independence in being able to plan their own liturgies. Pupil progress was good overall and many pupils make very good progress.</p>	

PROVISION	2
<p><b>How effective is the provision is for Catholic Education</b></p> <p>Overall, the provision for Catholic Education at St. Gregory's is good with some outstanding features. All teaching was deemed by Inspectors to be at least good and some elements were outstanding. All the teachers demonstrated a very strong commitment to raising the standard of attainment throughout the school. They have successfully introduced the new scheme of work <i>The Way, The Truth and The Life</i> and this is beginning to impact positively on standards of provision. Lessons are carefully planned to engage the interest of the different abilities of pupils and there was a good pace to all the lessons observed.</p> <p>Generally, teachers used good questioning techniques. As teachers become more familiar with the new scheme and the various themes, it is expected that their expertise will improve further and lead to higher pupil attainment. Good assessment and moderation procedures have been introduced and staff have plans to make greater use of these to guide the children in their next steps to improvement. Marking was deemed to be good and was most effective in classes when teachers' comments were used to guide children in their next steps to improvement. The school also has plans to develop assessment strategies further and to support and encourage staff to create more challenge for the pupils.</p> <p>Very good use was made of ICT and other resources to support learners and further engage the children's interest and enjoyment of their lessons. Teaching assistants offered very good support to pupil learning during the lessons observed.</p> <p>The school is outstanding in its provision for Collective Acts of Worship, driven forward by the faith commitment of the Head Teacher, who ensures that celebration and liturgy is at the heart of the St. Gregory's community. There is a rich variety of assemblies and liturgies and these are carefully planned between the Parish Priest and the Religious Education Coordinator. All staff are involved in leading these Acts of Worship and the celebrations. pupils clearly demonstrated their own independence and abilities in planning these</p> <p>A Sex and Relationships programme has been carefully introduced and reflects the Diocesan guidelines. The school is outstanding in meeting all Diocesan requirements.</p>	

LEADERS AND MANAGERS	1
<p><b>How effective leaders and managers are in developing the Catholic Life of the school</b></p> <p>Leaders and managers are outstanding in developing the Catholic life of St Gregory's.</p> <p>Under the inspirational and committed leadership of the Head Teacher, the school continues to grow in strength and is providing an outstanding witness to the Church's mission in education. The highly effective and committed Religious Education Coordinator works hard and provides pivotal support to all staff and governors. Her expertise has a direct impact on the quality of teaching and learning throughout the school and is helping to drive up attainment levels for all children in Religious Education. The school has developed a very rigorous system of self-evaluation and this allows leaders and managers to know themselves very well and plan very effectively for future improvements.</p> <p>Governors have recently developed more effective ways of working to ensure the school continues to flourish. They are extremely effective and keen to make full use of individual governor skills to secure further school improvements and to constructively hold the school to account. There are excellent partnerships being developed between parents and the parish community and a school-parish committee has been formed to foster these links. St Gregory's works well with other local schools and has strong links with All Hallows Catholic High School. Links to other communities, in more challenging areas of the country and overseas, are being developed to help broaden the children's experiences and understanding of living in a global society. St Gregory's is a very cohesive school and children are encouraged by the leadership team to play a full part in a diverse society, to be tolerant and to respect all people whatever their faith or cultural background.</p>	

## **PARENTS' QUESTIONNAIRE**

		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	This school provides a good Catholic education for your child?	29	9		
2	This school helps the spiritual and moral development of my child.	32	6		
3	My child is making good progress at this school.	33	4		1
4	This school meets my child's particular needs	27	10	1	
5	This school ensures my child is well looked after.	33	5		
6	My child is taught well at this school	32	5	1	
7	There is a good standard of behaviour at this school.	33	5		
8	My child's lessons are not disrupted by bad behaviour.	25	13		
10	This school helps me to support my child's learning.	26	12		
11	This school responds well to my concerns.	24	13		
12	This school keeps me well informed.	26	12		

## **YR 2 PUPILS' QUESTIONNAIRE**

	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>
1 I like being at this school.	12	2	
2 I learn new things in Here I am lessons.	14		
3 I enjoy learning about Jesus and how to live as His friend	13	1	
4 I have to work hard	14		
5 My teacher helps me when I get stuck so I can make my work better.	11	3	
6 My teacher listens to me.	12	2	
7 When I am unhappy there is always an adult I can talk to.	14		
8 I get praise when I do my best	14		
9 Other children are kind and behave well	10	4	
10 I am happy on the playground.	12	2	
11 I am allowed to help in class and around school.	14		
12 I enjoy the times we say our prayers, talk to God and sing songs about Jesus	14		

## **YR 6 PUPILS' QUESTIONNAIRE**

	<b>Yes</b>	<b>Mostly</b>	<b>Sometimes</b>	<b>No</b>
1 Do you like being at this school?	12	3		
2 Do you find out new things in Religious Education lessons?	7	8		
3 Are your Religious Education lessons interesting and fun?	7	7	1	
4 Do you get help when you are stuck?	14	1		
5 Do you have to work hard?	9	4	1	
6 Do teachers show you how to make your work better?	12	3		
7 Do other children behave well?		14	1	
8 Are teachers fair to you?	15			
9 Do teachers listen to your ideas?	12	3		
10 Are you trusted to do things on your own?	11	4		
11 Do you enjoy your times of prayer together?	9	5	1	

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
---	------------------

<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	
<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	1
The school's capacity for sustained improvement	1

<b>PUPILS</b>	
<b>How good outcomes are for pupils, taking into account of variations between different groups</b>	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education	2
<ul style="list-style-type: none"> <li>• <i>The quality of pupils' learning and their progress</i></li> </ul>	2
<ul style="list-style-type: none"> <li>• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i></li> </ul>	2
<ul style="list-style-type: none"> <li>• <i>Pupils standards of attainment in Religious Education</i></li> </ul>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	1
How well pupils respond to and participate in the school's collective worship	1

<b>PROVISION</b>	
<b>How effective the provision is for Catholic Education</b>	<b>2</b>
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	2
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	1
The quality of Collective Worship provided by the school	1

<b>LEADERS AND MANAGERS</b>	
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>1</b>
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	1
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	1
How effectively leaders and managers promote community cohesion	2