



DIOCESE OF  
SHREWSBURY

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SECTION 48 INSPECTION REPORT:

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

School:	St Gregory's Catholic Primary School
Address:	Albert Road Bollington Cheshire SK10 5HS
Tel No:	01625 572037
URN:	111327
Headteacher:	Mr J Daley
Chair of Governors:	Dr J Gardner
Date of Inspection:	21 November 2017
Inspectors:	Mrs C Morgan Mrs K O'Hare

# THE SCHOOL'S MISSION STATEMENT

## **'BELIEVE AND ACHIEVE TOGETHER'**

### **The values by which we live and learn at St Gregory's are:**

#### **Catholic-Inspired Values**

The Catholic-inspired education provided by St Gregory's offers our children the experience of learning and life founded on Christian values. We believe that their learning experience and overall development is enhanced by moral principles that promote loving and caring for one another. Put simply, we learn to love, and we love to learn encapsulated in 'love your neighbour as you love yourself.'

#### **Every Child Counts**

A St Gregory's child is a happy child. We celebrate the individual and help each child to maximise their potential, taking into account their achievements and unique learning abilities. St Gregory's has a strong integrated support network, with staff, parents, governors, and the parish contributing to ensure an environment that is safe, stimulating and conducive to learning.

#### **Excellence in Education**

At St Gregory's, we provide an excellent education for all. We are one of the best performing schools in the local area, with exemplary children and some outstanding features. We believe that this is founded on teaching excellence from a team of committed, talented and caring staff, an irresistible curriculum, Catholic-inspired values, and good fun. Our small, mixed classes and broader activities allow year groups to play and learn together, thereby developing important social skills and fostering personal confidence.

#### **Continuous Growth and Development**

At St Gregory's we continuously strive to improve ourselves, our teaching, our school, and of course the knowledge and talents of our children. An extensive range of extra-curricular activities are available to provide additional fun and learning opportunities. We delight in taking an active role in their academic, physical, spiritual, moral, social and emotional growth and development into individuals who are well-prepared for life.

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll	0	8	18	17	15	13	17	13	*101
Catholics on roll	0	4	14	8	8	7	9	5	*54
Other Christian denomination	0	4	3	5	3	5	6	4	30
Other faith background	0	0	0	1	0	0	0	1	2
No stated religious affiliation	0	0	1	3	4	1	2	4	15
Number of learners from ethnic groups	0	1	1	2	2	1	2	2	11
<b>Out of 101 pupils...</b>									
*53% baptised Catholics of which 11 out of 55 are regular attenders at Sunday Mass (20%)									
*47% non-Catholic									
<b>Overall, approximately 10% of our Baptised Catholic pupils attend Mass on a Sunday regularly.</b>									
Total on SEN Register	0	0	2	0	0	2	2	2	8
Total with Statements of SEN	0	0	0	0	0	0	0	0	0
FSM	0	0	0	0	1	2	1	1	5

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.09		National is 0.24	

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Gregory's	90
St Albans	9
St Mary's Congleton	2

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
All Hallows	12 (100%)

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week		2.5	2.5	2.5	2.5	2.5	2.5	2.5	16

STAFFING	
Full-time teachers	3
Part-time teachers	3
Total full-time equivalent	4.7
Support assistants	4
Percentage of Catholic teachers f.t.e.	57%
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	4.5
Average class size KS1	17.5
Average class size KS2	29.5

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year	Current financial year	Next financial year
RE	£1020	£900 so far	£1000
English	£3580	£837 so far	£1250
Mathematics	£348	£3038 so far	£1250
Science	£572	£0 so far	£500

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OUTCOMES FOR PUPILS</b>	<b>2</b>
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St Gregory's Catholic Primary School is a good school with some outstanding features. Pupils feel that they have lots of opportunities within the school day and in extra-curricular activities for engaging in other activities that support their personal skills and development, such as School/Safeguarding Council, Faith Council, a 'buddy' system, clubs and other important responsibilities. They enjoy particular activities related to the Catholic life of the school such as visits and retreats.

Pupils speak confidently about their school and how important it is to be kind to others, both within the school and beyond. They support a range of charities in the community and in the wider world. They say it is a 'fun, safe and happy place' with 'a lot of love'; they understand and support the Catholic values in the Mission statement of loving and caring for one another as Jesus taught us: "Love your neighbour as yourself".

Pupils were actively involved in developing the school's behaviour system and Anti-Bullying Policy and report that teachers and other adults support children very well. They feel that the school is 'good' at dealing with any issues that occur.

Pupils speak confidently about particular activities that enhance their personal development during the Liturgical year, such as Lenten and Holy Week reflections and Sacramental preparation. They spoke about Advent workshops led by the Parish Priest and many opportunities for developing their prayer life such as praying the Rosary in October.

Pupils say that they enjoy the calm atmosphere that exists and enjoy their learning as teachers work hard to make lessons interesting and creative; Religious Education lessons are fun and they learn new things. They enjoy the opportunities offered for them to express their own views and beliefs. The standards pupils achieve at the end of Key Stage Two are broadly average, with some achieving above average. Cohorts are small and vary from year to year and therefore it is more difficult to compare results but the general trend is upwards. Pupils in each Key Stage make at least good progress given their starting points, and some make outstanding progress.

Pupils respond to times of Collective Worship with enthusiasm, enjoying the opportunities provided for calm, still reflection both for happy and sad times. They appreciate the positive effects of being given the space to 'rest' and reflect on their own lives and those of others. They report that prayer times are a great help when they feel sad and some are beginning to make use of a classroom reflection area, which allows individuals easy access to short periods of prayer and reflection within the busy day. Pupils of other faiths are also confident in expressing their beliefs, explaining religious observances and in sharing these with others during well-planned opportunities for pupils' spiritual, moral, social and cultural development.

In the Collective Worship observed during the inspection pupils were seen to enter quietly and reverently, sitting still and focused throughout. They participated very well in sharing their thoughts with one another and with the whole group, speaking confidently about their thoughts and feelings. They responded appropriately to a period of prayer and reflection.

Pupils have the opportunity to lead Collective Worship within their classes and this now needs to be developed further so that they are supported and encouraged to lead Key Stage and whole school Acts of Collective Worship.

<b>LEADERS AND MANAGERS</b>	<b>2</b>
<p>Leaders and Governors of St Gregory's Catholic Primary school demonstrate a strong commitment to the Church's mission in education. They are keen to continue to enhance the spiritual and moral dimension of the school and to promote strong links between the school and the parish community.</p> <p>The Headteacher, Deputy Head and Curriculum lead for Religious Education and the Religious Education lead for Liturgy and Worship work as a very effective team and are deeply committed to the school's mission. They put the Catholic life of the school and Religious Education as a priority and this is reflected in the way in which they plan and evaluate the areas for development. There are two Religious Education targets in the whole school development plan and leaders are well aware of areas for development. High quality Collective Worship is an important part of the Catholic life of the school. The Religious Education leader, as well as the Headteacher, reports to Governors on Religious Education and any monitoring that has taken place.</p> <p>Areas for development from the last inspection have been addressed. Further work on systematically analysing and moderating the assessments undertaken each term, as identified in the SEF, would help to inform a robust action plan for Religious Education.</p> <p>Governors, including the relatively new Parish Priest, are involved in the Catholic life of the school and are very supportive of the many activities which enhance the school's provision for Catholic Education. They are keen to continue to foster links between the school and the parish community.</p> <p>Parents and pupils comment positively on the Catholic ethos and of the care and support provided by the school and parents say they would welcome even more involvement in the life of the school.</p> <p>There is a range of monitoring systems in place to evaluate the provision and these now need to be more strategic in order to ensure that the improvements already made are further embedded and that any issues or initiatives are dealt with promptly.</p> <p>Further rigorous analysis of the monitoring activities, including assessment data, will support the sound diagnosis of the school's strengths and areas for development, ensuring that provision for pupils has a direct impact on the outcomes. Key areas have been identified for development, and good practice would see these being followed up through lesson observations, book scrutinies and analysis of assessment data.</p> <p>The joint Religious Education subject leaders, the Headteacher, the active and involved Parish Priest, and the Governors, are committed to improving outcomes for pupils. The Religious Education subject leaders, as well as the Headteacher, are well-placed to model best practice and to continue to support staff development throughout the school. Staff are well supported with all aspects of Religious Education and Collective Worship and there is induction for new staff.</p> <p>Outcomes for pupils will be further enhanced by Governors ensuring that they provide support and challenge to the Headteacher and Religious Education subject leaders through planned, rigorous analysis of the impact of the Religious Education Development Plan. The appraisal system could be a useful tool in this and would ensure that all staff have clear targets that contribute positively to the areas identified for improvement.</p>	

<b>PROVISION</b>	<b>2</b>
<p>At St Gregory's Catholic Primary School the provision for Religious Education is good, with some outstanding areas.</p> <p>Teachers were observed to have very good subject knowledge, which they used to challenge and inspire pupils, linking lessons to pupils' prior learning and having high expectations of pupils' responses, whether verbal or written. Questioning was used to good effect, enabling pupils to move on in their thinking. Pupils were observed to be engaged in their tasks, working quietly and co-operatively, sharing their findings and sustaining concentration. Resources, including the use of Communications Technology, were of a high quality and other adults were effectively deployed to support pupils' learning. Time was used effectively. Teachers used a range of styles to engage pupils and pupils were encouraged to discuss their ideas, as well as to use a variety of ways to record their learning so that they can develop as independent learners.</p> <p>A scrutiny of pupils' books showed that teachers use a range of creative ways to engage pupils in their learning and that pupils' work was of a good standard.</p> <p>Planning is effective, often based on assessment for learning, and is used to ensure pupils' needs are met.</p> <p>The school uses a variety of ways to celebrate pupils' achievements, including a half termly 'Showcase' of the work they have covered in all areas. These opportunities for celebration and praise are much appreciated by both pupils and parents.</p>	

<b>OVERALL EFFECTIVENESS</b>	<b>2</b>
<p>At St Gregory's Catholic Primary School outcomes for pupils, the provision for Catholic Education and leadership and management in the development of the Catholic life of the school are all judged to be good, and within these, there are some outstanding areas. The school is well-placed to plan future developments that will impact even more positively on its pupils.</p> <p><b>What the school could do to improve further</b></p> <ul style="list-style-type: none"> <li>• Leaders and Governors should regularly evaluate and revise each area of the Religious Education Development Plan. This will ensure that rigorous analysis of the results of the monitoring systems in place, including that of assessment data, is used to support the strategic planning for improvement in provision and therefore impact on outcomes for all pupils.</li> <li>• Pupils should be encouraged and supported to plan, lead and evaluate good and outstanding Acts of Collective Worship.</li> </ul>	

## Parents' Questionnaires

52 Parents returned questionnaires

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	32	19	0	0	1
2	I am happy with the values and attitudes that the school teaches	33	19	0	0	0
3	I am made to feel welcome in school	28	24	0	0	0
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	17	27	7	0	1
5	The school gives me a clear understanding of what is taught in Religious Education	13	30	7	0	2
6	The school enables my children to achieve a good standard of work in Religious Education	17	33	0	0	2
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	16	28	0	0	3

## Pupil Questionnaires (Year 2)

		Yes	Sometimes	No
1	I like being at this school.	17	0	0
2	I learn new things in Religious Education lessons.	17	0	0
3	I enjoy learning about Jesus and how to live as His friend.	17	0	0
4	I have to work hard.	17	0	0
5	My teacher helps me when I get stuck so I can make my work better.	17	0	0
6	My teacher listens to me.	17	0	0
7	When I am unhappy there is always an adult I can talk to.	17	0	0
8	I get praise when I do my best.	17	0	0
9	Other children are kind and behave well	7	10	0
10	I am happy on the playground.	16	1	0
11	I am allowed to help in class and around school.	17	0	0
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	17	0	0

## Pupil Questionnaires (Year 6)

		Yes	Sometimes	No
1	Do you like being at this school?	12	0	0
2	Do you find out new things in Religious Education lessons?	7	5	0
3	Are your Religious Education lessons interesting?	9	3	0
4	Do you get help when you are stuck?	10	2	0
5	Do you have to work hard?	11	1	0
6	Do teachers show you how to make your work better?	12	0	0
7	Do other children behave well?	0	12	0
8	Are teachers fair to you?	12	0	0
9	Do teachers listen to your ideas?	11	1	0
10	Are you given responsibility?	11	1	0
11	Do you enjoy your times of prayer together?	4	8	0