



# Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about the school

St. Gregory's is an average sized Catholic Primary School situated within the Lancashire district of the Archdiocese and serves the parish of St. Gregory's, Chorley. On roll are 197 children, 124 of whom are baptised Catholic; 72 come from other Christian denominations and 1 pupil is of another faith or religious tradition. There are 9 teachers at the school all of whom teach Religious Education; 8 are Catholic and 4 teachers have a suitable qualification in Religious Education. Two others are currently undertaking the Catholic Certificate in Religious Studies. Both the head teacher and subject leader are new to their posts since the last inspection.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

# Inspection Judgements

## Overall effectiveness:

**How effective the school is in providing Catholic Education**

1

**The school's capacity for sustained improvement**

1

## Main Findings:-

St. Gregory's Primary School provides outstanding Catholic education. There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement and motto – 'Be kind; be fair and be honest'. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school community. Children thrive in the caring atmosphere the school provides and they become confident, learners with positive attitudes towards each other. They are real ambassadors for the school. Since the last inspection, the school has securely maintained and continued to build on its previously outstanding performance. All new initiatives have been embraced and addressed as the school strives to improve standards and provision. Self evaluation is rigorous, comprehensive and accurate. Timescales for completion are realistic and there are clear lines of accountability.

Achievement is very good. There is no significant difference in performance between groups of pupils. Pupils are very happy in school are keen to learn and make good progress. They make an outstanding contribution to the Catholic life of the school and respond outstandingly to Collective Worship. .

Teaching and learning in Religious Education is good with some outstanding elements. Assessment of Religious Education is outstanding. The Religious Education curriculum is inclusive and is adapted well to meet the needs of pupils and enable them to meet their full potential in Religious Education. The quality of Collective Worship provided by the school is outstanding.

The school is extremely successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and communicates its high expectations to staff in order to secure improvement to outcomes and provision. Staff are encouraged and supported in their ongoing development. School leaders are committed to the ethos and mission of the school and promote high expectations of all pupils spiritually, morally and in all aspects of learning. Governors are justly proud of their school, promote it well and are loyal to it. They carry out their duties in an outstanding manner. Parents are very supportive and appreciate all the school does. They are entirely happy with the values and attitudes taught. The parish priest is pleased with the way the school works so closely with the parish.

Given the dedication and commitment shown by the leadership of the school, their culture of improvement planning and rigorous self-evaluation leading to appropriate priorities and challenging targets being set, there is an outstanding capacity for sustained improvement.

## **What the school needs to do to improve further**

- Continue to implement the targets set out in the school's Self-Evaluation Document. That includes:
  - including pupil interviews in the cycle of monitoring and evaluation;
  - raising governors awareness of the standards of attainment achieved by the children and striving to further involve them in the life of the school;
  - moderating work across a cluster of schools.
- Further raise standards in Religious Education by:
  - using the 'driver words' in planning and when questioning the children to consistently focus teaching and learning at the correct level;
  - making more effective use of the plenary session at the end of lessons to move learning on further;
  - having higher expectations especially of the more able pupils;
  - using a greater variety of tasks to fully meet the needs of all the pupils

## **How good outcomes are for individuals and groups of pupils**

Pupils' achievements in Religious Education are good and they make good progress through the school. Pupils' attainment in Religious Education is also good. Analyses of assessments undertaken to date and scrutiny of their work provide evidence of pupils generally attaining appropriate levels for their age and stage of development and some are achieving at a higher level. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are good. They are supported well by effective teaching assistants. Underachievement is identified and tasks given are often differentiated to meet the needs of those pupils. Children are becoming increasingly more religiously literate as they become familiar with the key words from the topics and can relate their own life experiences to the Christian understanding of the topics. Their knowledge, understanding and skills are appropriate to their age or capacity and some exceed expectations. Children work well independently and collaboratively showing excitement, interest and enthusiasm. They thoroughly enjoy their work and learning, are highly motivated and are developing useful skills and positive attitudes.

Pupils, from an early age, participate willingly and benefit greatly from a range of activities and take on roles of responsibility which contribute to the Catholic life of the school. Members of Year 6 look after the younger pupils at lunch time and act as 'playground pals' to vulnerable children. Children from all year groups drop in to Prayer Club in their quiet room at lunch times. Pupils show a good understanding of what is right and wrong, follow their class rules and behave outstandingly. They are actively involved in outreach work locally; nationally and globally e.g. in fund raising for charity, distributing harvest parcels and Carol singing for the elderly.

Pupils respond to, and participate outstandingly well in Collective Worship. They are reverent, prayerful and show the utmost respect. Their knowledge of prayer and liturgy is increasing and they are familiar with a variety of prayer styles. Pupils' liturgical formation is developing very well. No-one is expected to act in a manner contrary to their beliefs. Pupils have acquired a range of skills which enable them to prepare and lead celebrations as appropriate to

their age and stage of development and beyond. They plan well, selecting appropriate readings, prayers and resources and they thoroughly enjoy delivering and participating in a variety of settings. The children sing joyfully, reflect purposefully and join in community prayers confidently. They show reverence for and an appreciation of the Word of God in the scriptures.

<b>How good outcomes are for individuals and groups of pupils</b>	
How well pupils achieve in Religious Education	2
<ul style="list-style-type: none"> <li>• pupils' standards of attainment in Religious Education</li> </ul>	2
<ul style="list-style-type: none"> <li>• the quality of pupils' learning and their progress in Religious Education</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

## **How effective the provision is for Catholic Education**

The quality of teaching is consistently very effective in ensuring that pupils are interested and engaged in their work and make good progress. In-service provision enables staff to have an up to date knowledge and understanding of current developments. The Catholic Teachers Certificate in Religious Studies is promoted and new staff members are supported and encouraged to enrol. Teachers plan well to provide opportunities for pupils to work both independently and collaboratively. Planning is monitored regularly by the co-ordinator and general findings are fed back to staff. Work is often differentiated to enable children to succeed at their task. Effort and achievement are recognised, rewarded and celebrated. Pupils are affirmed and know how well they are doing. Teachers use developmental marking and indicate what pupils have to do to improve further. Effective use is made of time and resources are very well-deployed. Behaviour is well managed across the school with very effective and consistent use of praise and rewards. Teachers are enthusiastic and energetic in their delivery of the subject and are excellent role models for the children to emulate.

The assessment of pupils' work in Religious Education is outstanding. Teachers use assessment to identify and tackle underachievement and are now using the information gleaned in future planning to ensure that given tasks are pitched at correct levels. Formal assessment tasks are undertaken and recorded appropriately. Work is moderated across the school and evidence is kept in class files. Assessment information is collated by the subject leader and shared with the staff and governors. Progress is tracked and those pupils who are underachieving and achieving exceptionally well are identified and targets are set for them. Annual reports on progress and achievement in Religious Education are excellent and inform parents what their children have undertaken in the subject and about their progress and achievement.

The curriculum is outstanding in meeting pupils' needs. Staff and leaders see Religious Education as the core subject and the very heart of the curriculum. The school using the '*Here I Am*' programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious

Education. A whole school approach is used and appropriate levels of the programme are being followed in the different year groups. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements. Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales. Planning ensures full coverage of the Religious Education programme. Termly Religious Education letters are provided for parents and carers and these provide information about what is being taught in Religious Education, and how they can support their children's learning. Their views and opinions are sought and valued. The school implements new curriculum developments as appropriate, and adapts its curriculum appropriately to meet the varying needs of the pupils. Many cross curricular links are made. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development. This is enriched by *Sea/* activities and by visits and visitors to the school e.g. children visited the local mosque and received visits from a Hindu woman and African musicians. A recent creative week entitled, 'Who do we think we are?' explored human characteristics through art and celebrated how unique each member of the school community is. A rewards assembly, to which parents, governors and members of the community are invited, takes place weekly to reward good work and behaviour. Children are offered many opportunities to benefit from and contribute to the Catholic life of the school, all of which have a positive impact on their spiritual, moral, social and cultural development.

The quality of Collective Worship provided by the school is outstanding. Teachers (and pupils) plan well and the subject leader ensures it is monitored effectively. Provision for Collective Worship has a high profile in the school. Resources, including the use of ICT, are provided to enhance worship and are kept up to date. An excellent policy and guidelines are in place. Collective Worship reflects the Catholic character of the school and takes into account the variety of backgrounds among the pupils. Staff members have received in-service training in planning and delivering Collective Worship and use their skills well to engage the children and provide joyful celebrations. Collective Worship plays a key part in meeting the spiritual needs of the pupils. Children are enabled to pray formally and informally. The school provides opportunities for children to develop their skills in planning and leading Collective Worship in an age appropriate way. Parents and carers are often invited to join in celebrations. Weekly themes are provided that ensure continuity and progression. Staff members and governors are invited to participate in collective Worship at the beginning of every term. The school has a quiet room affectionately known by the children as the 'Sparkly Room' which is well used by adults and children alike.

The learning environment is positive and vibrant. Great care is taken to provide excellent facilities and resources for pupils of all ages and abilities. A willow structure is being constructed to act as an outdoor classroom as is a prayer garden to enable the children to participate in Collective Worship and reflection outside in the open air.

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and purposeful learning in Religious Education	2
The effectiveness of assessment in Religious Education	1
The extent to which the Religious Education curriculum meets pupils' needs	1
The quality of Collective Worship provided by the school	1

## **How effective leaders and managers are in developing the Catholic Life of the schools**

Leaders and managers are outstanding in promoting and developing the Catholic life of the school and show an excellent understanding of and commitment to, the Mission of the Church. This is reflected in the school's own Mission Statement, 'In the joy of the gospel, we will work together to be kind, fair and honest and become the people Jesus calls us to be,' and in its distinct Catholic ethos. All those who form part of the school community were involved in the development and review of their Mission Statement. Its aims and practical objectives direct and guide every aspect of school life. A member of staff provided the children with the means to depict a visual representation of the Mission Statement and this is now proudly displayed in the entrance to the school. All members of the community have left their mark on it and children are regularly rewarded for showing that they live it out. Opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. in outreach, charity work and in raising awareness of those in need.

There is deep commitment and drive for improvement demonstrated by the headteacher, subject co-ordinator and leadership team. Ongoing self evaluation ensures that continuous improvements are made in all aspects of the Catholic life of the school. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It is rigorous, comprehensive and accurate. This analysis provides a basis to celebrate the schools strengths and outlines areas for development. Timescales and clear lines of accountability are included thus ensuring the school's priorities are clear. The school provides good induction for new teachers to enable them to understand the Church's Mission in Education, how to play their unique part in it and how to deliver the '*Here I Am*' programme effectively. Staff members are actively encouraged to keep their knowledge and understanding of the subject up to date through courses and in-service training provided by the co-ordinator and senior leaders. A range of opportunities for Spiritual and Moral development are provided for all staff including collective acts of worship led by the subject leader.

Leaders and managers are skilled in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements. There is a comprehensive monitoring and evaluation programme in place and rigorously undertaken for teaching and learning, planning, children's work and assessments. The findings contribute to the development plan and this is monitored carefully throughout the year. The subject leader fulfils her role in an outstanding manner with enthusiasm and great commitment. Archdiocesan briefings and training sessions are well attended. New initiatives are introduced

when appropriate, best practice shared and support given to colleagues as required. Reports are regularly produced and delivered to the Governing Body. Excellent documentation guides and directs all staff in their delivery of the subject. This is updated as necessary.

Governors are well-informed and discharge their responsibilities outstandingly. They have effectively helped to shape the direction of the school by, for example, promoting the school's Catholic identity through their Religious Education and Marketing Committee of which the Parish Priest is also a member. They set challenging targets and are striving to improve the learning environment and provision. They are involved in monitoring and improvement planning and are committed to the Catholic life of the school. Detailed reports from the subject leader and the Religious Education nominated governor ensure that the all governors have an increasing knowledge and understanding of Religious education and the Catholic life of the school. The school tracks pupil achievement in Religious Education, and governors have the data to analyse the school's performance in the subject and to monitor what needs to be done to further raise standards. All foundation governors are active members of the parish and visit the school regularly. Members of the Governing Body have attended training sessions to enable them to fully develop their roles effectively.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school community. There are positive relationships at every level leading to a welcoming, happy, caring learning environment for staff and pupils. Leaders and managers facilitate pupils' involvement in service to the immediate neighbourhood served by the school and the wider community. Dialogue and collaboration is encouraged with people who hold different beliefs and values as far as possible. The use of the Religious Education Programme, '*Here I Am*', provides outstanding support to community cohesion. Children have had opportunity to explore the beliefs and values of Judaism and to look at the culture of many other parts of the world including Africa. Other faiths – Hinduism, Sikhism and Islam are studied in turn. This has been further enhanced by visitors and visits to the Dawat Al Islam Mosque. The school has successfully established links with schools in Preston, where a large majority of pupils are of Asian heritage, with a school in Paris and with pupils at another school in Ghana with whom the children exchange written communications. These experiences have helped the children understand how others make sense of the world in which we live. This helps to promote tolerance and respect for those who think differently. Other links have been set up for example with the local Special School, with Lisieux Hall and with the local Catholic High School.

The school has great links with the parish. There is a weekly exchange of newsletters to share information. Children visit the parish church and attend parish Mass there at least once a term. At Sunday Mass, the children's liturgy is lead by catechists from the school community. The '*Wednesday Word*' is provided by the parish and distributed though the school for the families to share at home. The Parish Priest appreciates the commitment of the school in nurturing the faith and considers the school to be truly a parish school. Sacramental preparation is delivered jointly by the school and parish with the involvement of the parents.

The pupils are developing an understanding of the common good and an awareness of global responsibilities. The school community shows a concern for the well-being of those less fortunate than themselves both by becoming better informed and by raising funds and resources for local, national and global charities e.g. in their donations to the Good Shepherd fund for Nugent Care and CAFOD.

The school offers a breakfast club and an after school club. Parents are involved in their children's learning in a variety of ways. Regular newsletters are provided to enable parents to gain information about what their children are learning in Religious Education and how they can help them do so. There is a consultation group and a working party to address the schools duty to provide an accessibility plan. A European Languages Day was held to celebrate the linguistic diversity among parents and involve them in school life.

<b>How effective leaders and managers are in developing the Catholic Life of the School</b>	
How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1