

Inspection of a good school: St Gregory's Catholic Primary School

Harry Rose Road, Coventry, West Midlands CV2 5AT

Inspection dates:

26 and 27 September 2023

Outcome

St Gregory's Catholic Primary School continues to be a good school.

The associate principal of this school is Megan Scullion. This school is part of the Romero Catholic Multi-Academy Company (MAC), which means other people in the MAC also have responsibility for running the school. The MAC is run by the chief senior executive leader (CSEL), Helen Quinn, and overseen by a board of directors, chaired by Brendan Fawcett. There is also an executive principal, Dee Williams, who is responsible for this school.

What is it like to attend this school?

St Gregory's Catholic Primary school is aspirational for all pupils. Pupils are happy and safe. Every day they 'create moments that become memories'. Staff care deeply and respond effectively to any worries or concerns pupils raise.

Pupils are well-behaved in school. This is because there are clear and consistent expectations. Staff make sure that pupils know and follow the school rules. Pupils work hard and learn well in lessons. At social times, pupils chat with friends or take part in team sports activities. Staff deal with any poor behaviour or bullying quickly, and make sure it stops.

Trips and visits allow pupils to think about what they have learned in different ways. These include a beach trip, a castle visit, science experiences and theatre visits. Residential experiences provide time for reflection and outdoor adventure. Clubs, including netball, coding, chess, sport and dance clubs, allow pupils to develop their talents and interests.

Most parents are very positive about the school. One parent's comment was typical of many when they said: 'My children have thrived at this school over the past few years. The support is incredible and high-quality education is nothing but fantastic.'

What does the school do well and what does it need to do better?

The school's curriculum is highly ambitious. It is well planned and sequenced. There are high expectations for what all pupils will learn. Subject leaders are knowledgeable. They make sure that staff understand the learning sequence and how to teach it. This means that teachers have the subject knowledge they need to teach the curriculum extremely well. New learning, such as techniques or methods, is skilfully presented. Teachers check how well pupils are learning the curriculum in lessons and over time. They spot and address any misconceptions quickly. Pupils are proud of their work. They take great care in how they present it. Writing is of high quality. Teachers encourage pupils to think about how they can make improvements to their work. 'Sticky knowledge' and quizzes help pupils to recall learning so they know and remember more. Subject leaders regularly check how well pupils are learning the curriculum. They address any gaps in learning swiftly. As a result, pupils achieve well.

A wide range of books and events such as 'Guess the Character' on World Book Day help pupils to develop a love of reading. Pupils read daily at school. 'Phonics and pastries' workshops help parents to support pupils when reading in the home. Children in the early years get off to a great start. This is because adults work effectively with parents so that children settle well. A 'book gift' begins a highly effective reading partnership between home and school. Children are happy and busy in their new environment. They learn to listen carefully, take turns and share. Children enjoy singing songs and rhymes and counting with their new friends.

Staff have had training in the new approach to teaching early reading. They quickly identify pupils who have fallen behind in their reading, who are well supported to catch up swiftly. However, there are some minor inconsistencies in phonics teaching. This is because a few staff are still developing their knowledge and expertise. As a result, some pupils do not get enough opportunities to practice new sounds well enough.

Pupils with special educational needs and disabilities (SEND) are well supported to learn the curriculum in class. This is because staff quickly identify their learning needs. However, at times, some pupils do not have their needs fully met soon enough. This is because there is sometimes a delay in seeking the specialist help that they would benefit from.

The school provides exceptional opportunities to broaden pupils' interests and experiences. Pupils learn about their own and other faiths. These include Islam, Judaism, Hinduism and Sikhism. They take part in cultural activities including a Holi ritual and a Jewish Passover meal. This helps pupils to understand and respect difference. Pupils enjoy tasting Polish food when learning about Europe. Playground leaders and eco leaders gain important leadership skills. Voting for school leadership roles helps pupils to understand democracy. Pupils learn the importance of healthy and safe relationships. Workshops led by a magistrate or the local police help pupils to recognise right and wrong. They also learn about road safety, water safety and the dangers of knife crime. Pupils learn to swim and achieve important life-saving awards.

Staff are positive about the support to manage their workload and well-being. Recent changes to assessment and marking arrangements have helped to reduce teacher workload. Weekly breakfast and the 'mug of kindness' make staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The new approach to the teaching of early reading is not yet fully embedded. A few staff are still developing their knowledge and expertise. As a result, there are some minor inconsistencies in the delivery of this programme. This means that not all pupils practice new sounds well enough before applying them in their writing. All staff should be trained and supported so there is a consistent approach to the teaching of early reading.
- On occasion, pupils with identified SEND do not have their needs fully met early enough. This is because there is sometimes a delay in seeking the specialist help they would benefit from. The school should ensure that there is a clear school pathway to accelerate access to specialist support for these pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school to be good in September 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142211
Local authority	Coventry
Inspection number	10282682
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	Board of directors
Chair of MAC	Brendan Fawcett
CSEL of the MAC	Helen Quinn
Associate Principal	Megan Scullion
Website	www.stgregorys-coventry.org.uk
Date of previous inspection	7 March 2018

Information about this school

- The school is part of The Romero Catholic Multi-Academy Company.
- The school does not currently use alternative provision.
- The school provides a before- and after-school club for all pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: computing, early reading and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupil's work.

- The inspector observed children being read to by a familiar adult and reviewed reading resources.
- The inspector reviewed a range of documentation on the school's website.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed children's behaviour in lessons and at other times during the day.
- The inspector held meetings with the associate principal, the executive principal, the special educational needs coordinator, the designated safeguarding leader, curriculum leaders, representatives of the MAC and a representative from the diocese.
- The inspector took account of responses to Ofsted Parent View and pupil and staff surveys.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

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