School report

Inspection of St Gregory's Catholic Primary School, Preston

Blackpool Road, Deepdale, Preston, Lancashire PR1 6HQ

Inspection dates: 24 and 25 January 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils, including children in the early years, are happy to attend this caring school. Everyone is made to feel welcome. Pupils are proud of the diversity of their school. They enjoy learning about each other's cultures. Pupils and children feel safe, and they value having a nominated trusted adult that they can talk to.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). To this end, leaders have developed an ambitious curriculum that engages pupils and captures their interest. Staff expect the best of pupils. As a result, most pupils achieve well.

Pupils are polite and respectful to each other and staff. Pupils and children behave well in lessons, and there is a happy and calm feeling throughout the school. Pupils understand what bullying looks like. They are confident that staff will sort out any problems that arise. Leaders deal with any incidents of bullying quickly and effectively.

Pupils are very positive about their school. For instance, they talked with enthusiasm about the trips that they have been on. Pupils enjoy the range of additional responsibilities open to them. For example, they are proud to be elected as school councillors. They particularly enjoy their work as digital leaders and playground buddies.

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

Leaders have made it clear to teachers what pupils should learn and when they should deliver this knowledge. They have considered how each subject develops from the early years to Year 6. This helps pupils to build securely on what they know already. Leaders have acted successfully to address the reasons for pupils' underachievement in the past in key stage 1. Current pupils in Years 1 and 2 learn the curriculum well.

For the most part, subject leaders have ensured that teachers are equipped suitably to deliver curriculums with confidence. For instance, staff use their expertise to provide clear explanations and afford pupils the opportunity to make links with earlier learning. Added to this, in most subjects, teachers use a range of appropriate assessment methods to ensure that pupils' earlier learning is secure. They use this information to design learning accordingly and address any gaps in pupils' learning. That said, a small number of subject leaders are new to their roles. In these subjects, leaders are less clear about how well pupils are learning the curriculum. This hinders leaders in identifying what further support might benefit staff to deliver some aspects of these curriculums.

Leaders prioritise reading from the moment that children start school. For example, children in the early years are excited to use the reading tepee, and they enjoy voting for their end-of-day story. Older pupils talk about the books that they are

reading and how much they enjoy reading a range of books. They understand the importance of reading and how it will help them in later life.

Leaders have introduced a new phonics programme. They have trained staff well so that they can deliver this programme effectively. Staff ensure that they match the books that children and pupils read appropriately to their phonics knowledge. When pupils fall behind, adults spot this quickly and support them to keep up with reading.

Pupils, and children in the early years, behave well in lessons and at social times. They move around school sensibly and calmly. For example, they hold the door open for each other, keen to demonstrate their good manners. There is very little low-level disruption. Teachers deal with any instances well.

Leaders plan educational trips, and they invite visiting speakers into school to broaden pupils' understanding of the wider world. For example, pupils particularly enjoyed their visit to the pantomime. Pupils learn about how to keep themselves healthy. They have a good understanding of how people are different and similar, and they understand the importance of tolerance and respect.

Leaders have systems in place to identify pupils with SEND. These pupils follow the same curriculum as their peers. Staff are adept at carefully adapting how they deliver the curriculum, when needed, to ensure that pupils with SEND learn the curriculum well. Staff regularly check that the support that they provide for pupils with SEND helps them to achieve well.

Governors have prioritised their training and development. As a result, they are knowledgeable about the impact of leaders' work. Staff feel valued by leaders and they are proud to work at the school. Staff recognise that leaders have made decisions to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff are well trained, and they understand their important role in keeping pupils safe. Leaders ensure that they keep all staff up to date with safeguarding training to ensure that staff in school remain vigilant. Leaders work effectively with a range of external agencies to help support vulnerable pupils and their families.

Staff teach pupils how to keep themselves safe, including when they are online. Pupils particularly appreciate having their trusted adult in school who is their chosen person to discuss any concerns with.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders are new to their roles. They are still in the process of establishing what further support staff require to deliver some aspects of these curriculums with confidence. As a result, there are some inconsistencies in how well these curriculums are delivered by teachers. Leaders should ensure that staff receive the support and training that they need to deliver these curriculums as leaders intend.

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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119609
Local authority	Lancashire
Inspection number	10211796
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Cath Wallace
Headteacher	Matthew Quigley
Website	www.st-gregorysps.co.uk
Date of previous inspection	10 October 2007, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Lancaster. The school's last section 48 inspection took place in July 2019.
- Leaders do not use any alternative provision for pupils.
- There have been significant changes to staffing since the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and a wide range of other staff.
- Inspectors met with members of the governing body and held a telephone

conversation with a representative of the local authority.

- Inspectors spoke with pupils about their work and their wider school life.
- Inspectors scrutinised a range of documentation relating to safeguarding. They examined leaders' approach to safer recruitment. Inspectors also spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- Inspectors spoke with parents and carers to gather their views about the school. Inspectors considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- Inspectors carried out deep dives into early reading, mathematics and physical education. They spoke with staff who lead these subjects, visited lessons and spoke with teachers. They also spoke with pupils about their learning and reviewed examples of their work. Inspectors considered how leaders organise other subjects across the curriculum.
- Inspectors observed pupils in key stages 1 and 2 read to a trusted adult.
- Inspectors considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Sarah Barraclough, lead inspector	His Majesty's Inspector
Michelle Ridsdale	Ofsted Inspector

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