CATHOLIC SCHOOLS INSPECTORATE

THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

St Gregory's Catholic Primary School, Preston

URN: 119609

Catholic Schools Inspectorate report on behalf of the Bishop of Lancaster

05–06 November 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	Yes
The school is fully compliant with all requirements of the diocesan bishop	No
The school has responded to the areas for improvement from the last inspection	Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is not fully compliant with any additional requirements laid down by the Bishop of Lancaster.
- The school has responded fully to the areas for improvement from the previous Catholic school inspection.

This Catholic Schools Inspectorate inspection was carried out under canons 804 & 806 of the code of canon law. For maintained schools and academies in England it fulfils the statutory requirements of s.48 of the Education Act 2005. For maintained schools and academies in Wales it fulfils the statutory requirements of s.50 of the Education Act 2005.

What the school does well

- St Gregory's is a fully inclusive school where pupils are happy, feel safe and are supported pastorally alongside their families.
- Pupils are proud to belong to their school. Their participation in school life is a strength of the school and behaviour is exemplary. All pupils show respect for each other and for the adults in school.
- There are effective and productive relationships between home, school and parish where the children and families benefit.
- The strong vision of leaders and governors has guided the school through changing times and circumstances.
- Parents and carers are very supportive. They appreciate and work with school staff to allow their children to flourish.

What the school needs to improve

- To involve staff, governors, parents and pupils collaboratively in the self-evaluation process.
- To develop reporting of religious education to parents and carers for every year group in school.
- To ensure that all pupils across the school are involved in the planning and delivery of high-quality prayer and liturgies in line with the *Prayer and Liturgy Directory*.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

1

Pupil outcomes
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

2

Provision
The quality of provision for the Catholic life and mission of the school

1

Leadership
How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

St Gregory's provides a high level of care for all pupils, which allows them to flourish and feel a valuable part of this happy school family. It reaches out to welcome and support all families, including those who are vulnerable, demonstrating its Catholic character. This excellent pastoral support is well structured and enhanced by the strong leadership of the head teacher, governors, senior leaders, counsellor and inclusion team.

The culture of welcome and reaching out to all is rooted in the teachings of Christ and evident in the interactions that take place around the school. Gospel values are visible around the school together with the mission statement: '*Loving all, like Jesus, we flourish together*' and are referred to and lived out by staff and pupils. Pupils demonstrate respect for each other and for those of other faiths, cultures and backgrounds. Staff are positive role models in all school activities. The pupils appreciate the work of staff and the opportunities they provide. Pupils understand that the school community is committed to following Jesus, and that they have personal responsibility to serve those in need. They support many charities both locally and globally, including local foodbanks and they all took part in the Big Walk in Lent for CAFOD. In Year 6 one pupil stated, 'we support charities as a whole school. We recently collected food and toiletries for the homeless in our community and gave them to the Foxton Centre. We do this because it is what Jesus would want us to do'. Pupils also spoke about their other charitable works. A pupil in Year 2 said 'we can be a steward of creation and care for God's planet'.

The provision for relationships, health and sex education meets both the statutory and diocesan requirements and a new scheme is currently being trialled in one year group with a view to it being introduced throughout the school, in consultation with parents.

Governors and leaders are deeply committed to the school ensuring Christ is at the centre of everything they do. Staff actively welcome the children and families every morning. Parents feel supported as first educators, with one commenting that 'from beginning school in September my child has developed a secure understanding of his faith, he speaks with enthusiasm and confidence about the prayers and hymns taught in school.'

The school environment reflects its mission and identity through good quality resources and displays that reflect the school's Catholic mission, including the diocesan and school centenary displays. As part of the 2025 Jubilee Year of Hope, prayers of hope are displayed on the Key Stage 2 corridor, and each class has a 'Jar of Hope' where children place their hopes and aspirations.

The school provides effective opportunities for the spiritual and moral development of pupils and staff. Leaders demonstrate respect for the dignity of workers and wellbeing is a priority for staff and pupils. When interviewed, staff stated, 'we support and look after each other'. Leaders know and serve their school well, new staff are supported in their induction and staff have attended the diocesan training for teachers new to Catholic Education and age specific new curriculum courses. Staff appreciate time given for training days on the Catholic Life and Mission, especially the recent retreat day and mission renewal.

Discussions with parents in the playground and responses to the parental questionnaire show that the work of the school is valued. On the day of inspection parents spoke about their gratitude for the school's care for all and one said of the school ' the Catholic ethos is embedded into their education'.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education

2

Provision

The quality of teaching, learning, and assessment in religious education

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

1

Pupils demonstrate secure knowledge, understanding and skills in religious education. The recently introduced new scheme of work has supported the school in ensuring full coverage of the *Religious Education Directory*. This has led to further improvements in the structuring and resourcing of lessons. The curriculum is now more meaningful, memorable and motivating as a result, with increased engagement, positive behaviour and improved outcomes. Good progress is being made across all year groups and school. Pupils are able to articulate their religious knowledge well and they do this with confidence and skill. They are particularly aware of how their beliefs lead them to action in their daily lives, giving many examples of the vulnerable groups of people they have helped in and beyond the school. In Year 1 for example, a pupil stated, 'We give food to those who don't have food because God wants us to do kind things like he did'.

Pupils spoke with inspectors about how they enjoy learning in religious education and observations in lessons validated this enjoyment, demonstrating the excellent behaviour and positive engagement in their learning.

Books show consistent outcomes and a good standard of work. Pupils take pride in their books and there are high expectations across the across the school. Pupils are motivated and work hard to improve their knowledge in religious education, showing enthusiasm and interest in learning about religion. Attainment in religious education is comparable with other subjects and demonstrates consistent achievement for the last three years.

Teachers are confident in teaching religious education and have good subject knowledge and understanding about how pupils learn. They are committed and value the importance of religious education and work effectively together as a strong team. Teachers use effective

questioning to deepen pupils' knowledge. Lessons are planned to engage the pupils using a variety of tasks and activities, including art and drama. Pupils' progress is assessed to evaluate learning and plan subsequent lessons. In the best lessons observed all children fully participated, learning was pacey, and teachers used questioning to deepen children's understanding. For example, in one lesson all pupils were asked to respond to a series of quick-fire statements using coloured cards and then the teacher deepened understanding by exploring the pupil's responses.

During the inspection, pupils confidently articulated how they knew they were achieving well in religious education. However, they were less confident in knowing what they had to do to improve further. There is some evidence in pupil books of the use of challenge questions to develop and deepen children's thinking, but this is not yet consistent across the school. Leaders recognise that the development of consistency in this will enable pupils to recognise what they need to do to make further improvements.

Good quality resources are used to provide a high-quality provision and school is well resourced. The website is used effectively and updated regularly to communicate what is taught in religious education as well as RE newsletters and photographs of displays around the school.

Leaders and governors ensure that the religious education curriculum is a faithful expression of both religious education directories currently used by the school. Professional development for all staff is excellent and the impact across school is very clear in all classes. The new subject leader has a clear vision, and she is valued by governors, staff and pupils in school. Regular monitoring through lesson observations and book scrutiny is securely embedded, leading to high expectations across all classes. Leaders ensure that enrichment activities are provided to enhance religious education, including diversity and friendship days, where uniqueness is embraced and celebrated. Self-evaluation needs to be worked on to include staff, parents, pupils and governors. It will then inform governors and leaders about the areas to develop and focus on. It will provide them with a secure knowledge of standards in school when it is fully embedded. Leaders ensure that the delivery of religious education is fully comparable with other core subjects, and this is evidenced through school policies, relevant timetabling and resources. However, reporting to parents needs to be more effective.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

Prayer and liturgy is central to the life at St Gregory's and is valued by all. From a young age, pupils respond well to experience of prayer and liturgy. They participate through respectful reflection, joining in prayer and singing enthusiastically, as witnessed throughout the inspection. Prayer and liturgy is appropriate to pupil's age and stage of learning and there is a rich variety of ways of praying that are part of the Catholic tradition. In the Early Years, for example, pupils knew that they light a candle to show that Jesus is the light of the world. During their prayers, one pupil stated that 'God always loves you'. In Early Years and Key Stage 1 liturgy children showed reverence as they listened to the teacher read the Word of God and were led in reflection and prayer by a group of pupils.

Prayer is routinely planned and is a central part of every school day, forming routine gatherings of pupils, staff and leaders. Interviews with pupils and observations show that this daily pattern of prayer reflects the rhythm and prayer life of the church. Seasonally appropriate scripture is used across liturgical year with the Sunday Gospel of the week shared and reflected on throughout the week. Bibles should be used in prayer and liturgy, so pupils understand where scripture comes from.

Older pupils were seen leading prayer that was well structured. Their peers were given opportunities for individual reflection and finally a mission to go forth and be generous to the people in their families at home. All the pupils responded well and were comfortable and familiar with taking part in prayer and liturgy. Pupils demonstrated reverence and respect when reading scripture and reflecting on the impact in their lives. This is currently prepared by adults and shared in classes by liturgy leaders from Year 1 to Year 6. Further development is needed to upskill all pupils throughout the school to prepare and lead prayer and liturgies.

All prayer and liturgy observed during the inspection was seasonally appropriate and started in a calm manner with music to gather to and reflect, which enabled everyone present to fully participate. The pupils sang well and enthusiastically, especially during the Mass to celebrate All Saints feast day and they participated in ministries of reading and singing. Pupils interviewed said they enjoy prayer and liturgy and are able to discuss what they have learned. One pupil in the Reception Class said that 'God always loves you'. Parents, parishioners and governors are welcomed to share in the spiritual life of the school through various services, including liturgies and Masses throughout the year. For example, they attend the Nativity and services in Lent.

Leaders, including governors are positive role models to both staff and pupils. They understand the liturgical year and have planned the school year and timetable carefully to ensure that opportunities to celebrate the Eucharist, particularly at key times in the liturgical year and at significant moments within the life of the school.

The school works well with the Parish Priest and parishioners to help pupils participate more fully in the liturgy. This partnership has strengthened since the last inspection, with events shared and newsletters sent home, enabling effective communication between home, school and parish.

Good use is made of the indoor spaces available for prayer and all classes have dedicated prayer tables. The displays in classes and around school are of a high standard and include displays on the centenary of the school and diocese, as well as the 2025 Jubilee Year of Hope.

Information about the school

Full name of school	St Gregory's Catholic Primary School
School unique reference number (URN)	119609
School DfE Number (LAESTAB)	8883646
Full postal address of the school	St Gregory's Catholic Primary School, Blackpool Road, Deepdale, Preston, PR1 6HQ
School phone number	01772795415
Headteacher	Matthew Quigley
Chair of Governors/Trustees	Cath Wallace
School Website	www.st-gregorysps.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	June 2019
Previous denominational inspection grade	2 Good

The inspection team

Fran Wygladala	Lead
Nicola Sayers	Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement