

# St Gregory's Catholic Primary School

## Inspection report

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<b>Unique reference number</b>	103721
<b>Local authority</b>	Coventry
<b>Inspection number</b>	376954
<b>Inspection dates</b>	29 February–1 March 2012
<b>Lead inspector</b>	Clive Kempton HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John McCann
<b>Headteacher</b>	Ina Murphy
<b>Date of previous school inspection</b>	12 May 2009
<b>School address</b>	Harry Rose Road Coventry CV2 5AT
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	29 February–1 March 2012
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## Introduction

Inspection team

Clive Kempton HMI

Her Majesty's Inspector

Penny Spencer

Additional inspector

This inspection was carried out with two days' notice. All nine of the teachers were jointly observed by one of the inspectors and a member of the senior management team, and 10 lessons were observed. Five hours were spent in lessons. Meetings were held with the headteacher, members of the governing body, parents and carers, outside professionals associated with the school, the local authority link adviser and the Assistant Director of Education and Learning, and six groups of pupils. Inspectors heard children from Year 2 and Year 6 read. They also took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, including the Pilgrim Care Club, lunchtime provision in the playground, looked at the school development plan, subject development plans, the school's self-evaluation of its own effectiveness (SEF), and other documentation provided by the school. Inspectors also analysed the 65 parental questionnaires, as well as those from staff and pupils, and followed up the key concerns identified.

## Information about the school

This is an average-sized primary school with a rising roll. The school's Early Years Foundation Stage comprises a Reception class. The school is oversubscribed in all classes except a very small Year 5 class. The on-site Pilgrim Care Club, managed by the governing body, caters for the school's pupils before and after school.

Approximately two thirds of the pupils come from Catholic families, with the remainder divided almost evenly between Christian and other faiths. Just over a quarter of the pupils are from various ethnic minorities, with 8.9% being Black African.

The proportion of pupils who speak English as an additional language is below the national average. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average but has risen by three per cent since the last inspection in 2009. The overall proportion of disabled pupils and those who have special educational needs is broadly average; the proportions supported through 'school action' and those who have a statement of special educational needs are below average, whereas the proportion on 'school action plus' is above average.

The school meets the government's current floor standard, which sets minimum requirements for pupils' attainment and progress. It has been awarded its fourth eco-flag, and also Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- St Gregory's is a satisfactory school. With the appointment of new staff who are hard-working, committed and willing to embrace new challenges, it is emerging from an unsettled period and poised to make quicker progress. It is not yet good because there is not enough good or better teaching to ensure that pupils make consistently good progress, and school improvement planning is not sharp enough to be fully effective.
- Pupils' achievement is satisfactory for all groups and attainment is broadly average. The standard of reading is consistently good throughout the school.
- The behaviour of pupils is good. They show respect for each other and visitors. The expanding curriculum allows pupils to experience more creative approaches and opportunities to work collaboratively, and good opportunities to develop leadership skills. The Pilgrim Club provides a wide range of activities for a large number of children before and after school.
- The quality of teaching is satisfactory but too variable. Relationships are good between staff and pupils. In lessons, teachers do not always ensure that work is sufficiently challenging, make the learning intentions clear, or check frequently enough what the pupils have learned. They mark work regularly but do not always insist pupils make corrections, for example misspellings.
- The leadership of teaching and management of performance are satisfactory, but school and subject improvement plans do not contain enough specific measurable targets or interim milestones to aim for or show, for example, how the school is going to rapidly improve the quality and consistency of teaching in order to improve pupils' progress.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Improve the quality of teaching so that 80% is good or better, by ensuring that:
  - all lessons have clear and measurable learning objectives, and teachers check during and at the end of lessons what the pupils have learned
  - lesson activities always contain sufficient challenge to maintain pupils' interest and make them work hard
  - teachers' marking of work encourages pupils to correct their mistakes, clarify misunderstandings, and further challenge those who could do harder work.
  
- Improve school and subject improvement plans to focus on fewer key priorities with clear, measurable success criteria and regular termly milestones, to enable the governing body to rigorously hold the school to account for pupil outcomes and improved teaching quality.

## Main report

### Achievement of pupils

The achievement of pupils has been variable for a number of years, sometimes above the national average and sometimes below. This has been directly related to the quality of teaching. Some classes have had to catch up on basic skills, knowledge and understanding that they should have learned in the previous class, especially in mathematics. Pupils are now making more consistent progress across the school. This is due to a new scheme of work for mathematics and a clearer focus on all staff measuring pupils' progress and providing appropriate intervention strategies when pupils fall behind.

Children enter the school with attainment below the levels expected for their age. They make satisfactory progress in the Early Years Foundation Stage and Key Stage 1, and quicker progress in Key Stage 2. In the 2011 national tests, Year 6 attainment was above average. Pupils who are disabled and those with special educational needs make similar progress to all other groups of pupils. The overwhelming majority of parents and carers felt that their children were making good progress in school, but inspectors judged this is not consistently the case, as pupils make quicker progress in some classes than they do in others.

The standard of reading is above average throughout the school. Inspectors listened to pupils read in Year 2 and Year 6 and talked to them about the books they are reading at home. The weakest readers in Year 2 are able to work out words by sounding out individual letters. Some find it harder to work out the different sounds that groups of letters make in longer words, but remain determined and look for other clues such as the pictures, to help them. More-able readers in Year 2 and in Year 6 read with eloquence, confidence and an obvious enjoyment of the book, some

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giving different expressive voices to different characters in the story. However, pupils are not always able to choose books for themselves or provided with books that stimulate their personal interests.

## **Quality of teaching**

Nearly all the parents and carers who responded to the inspection questionnaire felt that their child was well taught at the school. The pupils themselves agree with this view, but inspectors do not as there is too much variability in the quality of teaching. The teaching seen ranged from good to inadequate, with only one fifth judged to be good.

In the best lessons, the pace of teaching is brisk, the questions teachers ask are searching and they challenge pupils to explain and extend their answers. Good demonstrations by the teacher and individual pupils enable the whole class to see models of high expectations. Pupils are set practical tasks, work with others and have to come up with solutions themselves. The best marking of work is thorough and challenges pupils to correct their mistakes. In a Year 4 mathematics lesson on calculating area, squares were taped to the floor for pupils to collaboratively work out the area. Other table-based tasks enabled pupils to work independently and extend their new learning with identified support for individuals. In the less successful lessons, the teacher talks too much and directs activities. Pupils are not given sufficient opportunity to find out things for themselves or, in the Early Years Foundation Stage, find out things through structured play.

The afternoon curriculum focuses on topic work and is planned collaboratively by pairs of teachers. Topics involve a range of subjects and allow pupils to extend their learning in a cross-curricular way. Evidence from previous topic work in the class learning journey books demonstrates that teachers provide a wide range of stimulating experiences for pupils, such as: batik in art; creating shelters in design and technology; and researching the six wives of Henry VIII in history to present to the rest of the class. These activities provide good spiritual, moral, social and cultural experiences for the pupils.

## **Behaviour and safety of pupils**

Pupils are kind to each other and courteous to visitors, spontaneously opening doors and saying 'good morning'. Playground Pals cheer up and play with those who are feeling lonely in the playground, while older pupils organise games for the younger ones with the help of the lunchtime supervisors. At the Pilgrim Club pupils of all ages played well together in a big family atmosphere. Every parent and carer in the questionnaire felt that behaviour and safety at the school were good and inspectors and the majority of pupils agree. Inspectors checked that these characteristics of good behaviour and safety were typical and not just during the inspection. Evidence bears this out. There have been no pupil exclusions and no racist incidents for a number of years. Some pupils, as part of their friendships, fall out and call each other names, but this is soon resolved by an adult.

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Behaviour in lessons often relates to the quality of the teaching. In the less successful lessons a very small minority of pupils become distracted when the work is not interesting or challenging enough, especially the youngest children. This is why behaviour is judged to be good overall and not outstanding.

Attendance in the 2010/11 reporting year was below the national average, largely due to the number of parents and carers taking holidays in term time and a few families with a history of poor attendance. The school has worked hard to improve attendance, with some success. Holiday requests have to be agreed by the headteacher and medical absences have to be accompanied by a doctor's note or appointment card. Attendance from September 2011 to February 2012, the time of inspection, has improved by three per cent since the same period last year, and is now above average.

### **Leadership and management**

A number of factors have frustrated leadership and managers at all levels from making quicker progress since the last inspection. Five members of staff, including the deputy headteacher and another senior member of staff, have left. The headteacher has had to take on a large number of their responsibilities, including that of special educational needs coordinator. The long-term illness of some members of staff has led to the use of agency staff. Planning for consistent implementation of new initiatives has resulted in the need for repeated training for new members of staff. Staffing is now more stable and data show that pupils are now making more consistent progress, but school improvement planning does not have a strong enough focus or urgency on improving the quality and consistency of teaching. There has been good support and challenge from the governing body and the local authority through this turbulent time, including the secondment of an acting deputy headteacher; staff visits to local schools to observe good practice; the use of subject consultants; and support for the headteacher from a headteacher in another school.

Due to all these issues, progress since the last inspection has been no better than satisfactory. The headteacher has demonstrated capacity to make improvements and has an accurate self-evaluation of current provision, and will be supported in driving improvements by the appointment of a substantive deputy headteacher from September 2012. The curriculum is good, because despite the challenges of the last few years, it has expanded and is now richer with more opportunities for educational visits and challenging activities for the more-able pupils. For example, a group of Year 6 pupils were recently placed top primary school in the national 'Cipher Challenge,' where pupils battle against other schools on-line to decipher codes. Another group of able pupils attend a regular reading quiz organised by the local library. Here, able readers from different schools are set the same book to read. They come together to be quizzed on the content and their level of understanding. One pupil commented, 'The quiz gives you a wider view of books and a different perspective.' These curriculum features and the ethos of the school make a good

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contribution to the pupils' good spiritual, moral, social and cultural development.

The school promotes equality and tackles discrimination appropriately, and arrangements for safeguarding pupils meet current requirements. Every child is valued for their unique skills and talents and has the opportunity to share their skills with other pupils in assembly. One parent commented, 'Inclusion is lived out, every child is important, no-one is excluded.'

Parents and carers, as well as outside professionals, are very supportive of the school. Inspectors received comments such as, 'The school has a big family atmosphere,' and 'The school has the whole package, faith, activities, everything. It offers so much.' The biggest concern from the parents and carers was that the school did not keep them sufficiently well informed. In particular, due to staffing changes in Key Stage 1, some felt they were not well enough informed about their child's new teacher. The headteacher has agreed to consider additional ways of ensuring better communication with parents and carers.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 March 2012

Dear Pupils

### **Inspection of St Gregory's Catholic Primary School, Coventry CV2 5AT**

Thank you for the warm welcome you gave to the inspection team when we visited your school earlier this term. We enjoyed talking to you, looking at your work, watching you learn, and hearing your views. Thank you to those who completed questionnaires. I thought you would like to know the outcome of the inspection and what you all need to do to improve.

I think you go to a satisfactory school. A lot of staff changes have held it back from making quicker progress. I was very impressed with how polite and kind you are to visitors and each other, your good behaviour, the standards of your reading, the variety of work you do as part of your afternoon topic work, and the way you have opportunities to become leaders, such as playground pals and members of the school council. Some of you have done very well in the Cipher Challenge and in the reading quizzes. Well done! Those of you who go to the Pilgrim Care Club have good opportunities to work and play together like a big family.

Your teachers and other adults in the school work hard for you to prepare interesting lessons, and your headteacher has had a lot of extra work while there have been so many staff changes.

In order to make your school even better, I have asked the headteacher and senior staff to do the following things:

- make as much teaching as possible as good as the best
- write better plans to improve the quality of teaching that will help you get better test marks.

Work hard, do your best and make the most of every minute at school. Carpe Diem!

Yours sincerely

Clive Kempton HMI  
Her Majesty's Inspector

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