

St Gregory's Catholic Primary School

Inspection report

Unique Reference Number	125709
Local Authority	Warwickshire
Inspection number	363996
Inspection dates	23–24 May 2011
Reporting inspector	Terry Elston

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Ana Palenciano
Headteacher	Michael Caveney
Date of previous school inspection	2 October 2007
School address	Avenue Road Stratford-upon-Avon CV37 6UZ
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed all seven teachers and visited 18 lessons. They held meetings with the governing body, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress, curricular planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 136 parents and carers.

The inspection team looked in detail at a number of key areas.

- To what extent does teaching and curricular provision promote good progress in mathematics at Key Stage 2?
- How well does provision support pupils who speak English as an additional language and enable them to make sufficient progress?
- How effectively do teachers help pupils understand and meet their personal and academic targets?
- To what extent does the school promote pupils' spiritual, moral, social and cultural development?

Information about the school

This is an average sized primary school where the vast majority of pupils are of White British heritage and speak English as their first language. A small but growing number of pupils enter the school from Eastern European countries. The proportion of pupils, who have special educational needs and/or disabilities, including those with statements of special educational needs, is similar to most schools. The proportion of pupils who are known to be eligible for free school meals is well below average. The school has recently gained 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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides pupils with a good education. The high quality of the relationships between all members of the school community and very strong links with the church help to account for pupils' outstanding spiritual, moral, social and cultural development. This is valued highly by parents and carers who enjoy an excellent partnership with the school. They rightly see this as a school where their children leave as reflective, well-rounded individuals. One parent, typical of many, commented, 'I could not be happier. My child has come on leaps and bounds both academically and socially and can't wait to get to school in the morning.'

The good teaching means that pupils make swift progress. By the end of Key Stage 1, attainment is above average in reading, writing and mathematics. By the end of Key Stage 2, attainment is well above average in English and above average in mathematics. The trend is upwards, and this year the school has been successful in raising attainment in mathematics at Key Stage 2 by giving pupils more opportunities to use their number skills to solve problems. Pupils who speak English as an additional language benefit from good support, including that given by bilingual staff, and make good progress.

Pupils enjoy school, behave exceptionally well and attend regularly. They appreciate the outstanding care, support and guidance provided by all adults and always know who to approach if they have problems.

Pupils appreciate the way teachers make learning interesting and help them when they find work difficult. As one said, 'They always make time to help us if we don't understand.' Most teachers mark pupils' work regularly and set them challenging targets across a range of subjects. However, in a minority of cases progress is slower when marking is limited to rows of ticks and teachers make little reference to pupils' individual targets. The teaching and learning are good in the Reception class and children leave well prepared for Key Stage 1. They make good progress in all areas and grow in confidence. However, there are shortcomings in the use of assessment information to plan the next steps in children's learning and the opportunities for them to continue their learning outside that prevent progress being even faster.

The school has developed an interesting curriculum that links subjects together and provides good opportunities for pupils to practise their reading, writing and mathematical skills in all subjects. The curriculum provides much to develop pupils' creative and physical talents, which explains the high quality of their work in music, design and technology and religious education and their considerable success in competitive sport. Their excellent awareness of how to live healthy lives is clearly evident in their choice of food at lunchtime and their understanding of the value of regular exercise.

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

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The headteacher leads well with a strong commitment to raising standards while ensuring that pupils develop their personal skills to the full. The senior leaders evaluate the quality of teaching and learning regularly, but not with sufficient rigour to ensure consistency across all classes. The school has made good progress since the last inspection and its track record shows it is well set to sustain this improvement. The leaders make effective use of a wide range of professionals to rectify any shortcomings, track the progress of all groups of pupils rigorously and work well with all staff to achieve the school's challenging targets.

What does the school need to do to improve further?

- Ensure that pupils know what they need to do to improve by:
 - providing clear guidance in the marking of their work on the next steps in their learning
 - making sure that they know their personal targets by referring to them during lessons
 - leaders checking more rigorously on the quality of teachers' work and their use of assessment.
- Improve provision for children in the Early Years Foundation Stage by:
 - giving them more opportunities to continue their classroom work outside
 - making better use of assessment information to plan future work.

Outcomes for individuals and groups of pupils**2**

In Key Stage 1, pupils often read for pleasure and use their word-building skills effectively to read challenging texts. Their writing is presented well and they take care with spelling and punctuation. Their speaking and listening develops very well, as was seen to very good effect when they performed a scene from one of Shakespeare's plays. In mathematics, nearly all count accurately and make good progress in practical activities such as exploring the passage of time and the characteristics of shapes.

In Key Stage 2, pupils make good progress in their reading when asked to skim texts quickly to gain information and use the internet to research information about Ancient Greece and animals' habitats. Their writing is best when teachers make it fun, and one group wrote some excellent letters of protest against the use of animals for the circus. Pupils make good progress in mathematics and enjoy the challenges set by teachers. For example, one class was highly motivated when asked to use mathematical tables to discover rules for addition and were rightly proud of their achievements by the end. The teachers make effective use of computer technology in all subjects and this accelerates progress and makes learning interesting.

Pupils with special educational needs and/or disabilities make good progress and grow in confidence as they move through the school. They are supported well in class by teachers and teaching assistants while enjoying good opportunities to work independently.

Pupils have an excellent awareness of right and wrong and concentrate hard in lessons. They learn much about healthy living and a high proportion of pupils enjoy the healthy options at lunchtime. They speak knowledgeably about the need to eat fruit and

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vegetables and help distribute the fresh carrots and apples available every day in school. They participate enthusiastically in regular swimming and sporting activities that were commended in the award of Healthy Schools status. They take responsibility readily in school and enjoy the many opportunities to be involved in the church and local community. They feel very safe at school and know a great deal about road safety and the potential hazards of using the internet.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In the large majority of lessons, teachers provide work that is challenging and enjoyable for all groups of pupils. They teach reading skills particularly well and make sure at an early stage that pupils learn the basics of how to build sounds into words. This gives them confidence when tackling unfamiliar texts and aids their learning in all subjects. In mathematics, teachers are good at developing pupils' quick mental skills and this gives them confidence to tackle any challenges. In writing, teachers' high expectations mean that pupils focus hard on making their work interesting for the reader while taking great care with spelling and punctuation.

The teachers make satisfactory checks on pupils' progress and set challenging targets to help them improve. However, pupils forget these when teachers fail to remind them during lessons. Teachers mark pupils' books diligently but not all provide sufficient information on how they can do even better next time.

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The curriculum is rich in opportunities for pupils to enhance their literacy and numeracy skills in all subjects. The teachers make topics interesting, and pupils from Year 1 to Year 6 enjoyed learning about Shakespeare's 'The Tempest' by writing about it, drawing pictures of the story and acting out scenes. Many visits and visitors enhance the curriculum and pupils gain much from the varied residential trips. Pupils enjoy a wide range of clubs after school that hone their sporting and creative talents.

Parents and carers appreciate the high quality of pastoral care provided by all staff. Many comment on the 'excellent family atmosphere' that makes their children feel safe and valued. Pupils whose circumstances make them vulnerable benefit from this sensitive care, both from the school and from a wide range of outside professionals. Pupils entering the school from other countries settle quickly and soon feel part of the school community. The expectations of pupils' behaviour are high and very effective as can be seen in the way pupils treat everyone with utmost respect.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher sets high standards and is highly respected by parents and carers, pupils and staff. His priorities are ambitious and clear. The good focus on providing equal opportunities for all ensures that leaders have a secure awareness of progress made by different groups of pupils and put in place strategies to support those falling behind.

The new systems to evaluate teaching and learning through 'learning walks' provide leaders with a useful snapshot of the quality of lessons but lack the rigour necessary to ensure consistency across all classes. This helps to explain variations in the quality of day-to-day assessment through the school. Middle managers make a good contribution to school improvement by their detailed analysis of progress and helpful summaries at the end of the year to show where pupils and teachers could do better.

Excellent partnerships with parents and carers provide them with extensive information about the curriculum and their children's progress. They feel very welcome in school and believe their concerns are taken seriously. Links with other schools in the area provide cost effective training and valuable opportunities to join together in sporting and academic events.

The governing body provides good support and challenge to the school. It has a good awareness of the school's strengths and weaknesses and, with strong leadership, is not afraid to hold leaders to account. Its members have a good involvement in establishing rigorous safeguarding systems. They work closely with leaders to monitor and evaluate

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systems for health and safety, child protection and risk assessment and ensure that procedures are reviewed regularly.

The provision for community cohesion is good, with pupils given many opportunities to celebrate diversity. They learn about different faiths, cultures and social backgrounds through the religious education curriculum, visits by people from different backgrounds and good links with other schools and parishes, both in this country and across the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Reception class with skills typical of others their age. They settle quickly and benefit from well-established routines and organisation that help them to feel safe, secure and excited about coming to school. They behave very well listen carefully to adults' instructions and gain a good awareness of how their actions affect others.

Children make very good progress in their learning of sounds and letters. This is due to good teaching and the well structured programme in place that gives them the building blocks for success in their future reading and writing. There is a satisfactory balance of child-initiated and adult-led activities across all areas of learning with children benefiting from many opportunities that promote independence, investigation and communication skills. For example, one group made very good progress in their language development when they worked together taking on roles of a recently heard story and acting it out. Children develop their personal skills well and quickly learn how to take care of themselves. Adults make regular observations and assessments of children's work but these are not fully utilised to plan future activities and show children the next steps in their learning. The outside area has been developed recently but is not yet used well enough to link with the work done in the classroom.

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By the end of Reception the large majority of children achieve above what is expected in most areas of learning, which represents good progress. The provision is well led and managed and the adults work well together. Adults take great care to guarantee that all groups of children are equally involved, both indoors and out, with safety and safeguarding being given high priorities. There are excellent working relationships with parents and carers who speak highly of the way the provision gives their children such a good start to school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of responses to the questionnaire is higher than is usual for a primary school this size. The overwhelming majority of parents and carers are happy with the provision for their children. They speak highly of the teaching and curriculum that help their children do well at school. They feel their children are very safe and prepared well for the future. Nearly all believe that behaviour is good. They say the school is well led, and that the headteacher makes an important contribution to the school's effectiveness. These comments reflect the inspection findings. A very small number say they would like more information on their child's progress, but inspectors found that the school does much to keep them well-informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Gregory's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 136 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	76	33	24	0	0	0	0
The school keeps my child safe	118	87	17	13	1	1	0	0
My school informs me about my child's progress	81	60	49	36	4	3	0	0
My child is making enough progress at this school	80	59	54	40	1	1	0	0
The teaching is good at this school	95	70	39	29	1	1	0	0
The school helps me to support my child's learning	80	59	53	39	2	1	0	0
The school helps my child to have a healthy lifestyle	97	71	39	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	89	65	44	32	1	1	0	0
The school meets my child's particular needs	86	63	44	32	2	1	0	0
The school deals effectively with unacceptable behaviour	72	53	59	43	3	2	0	0
The school takes account of my suggestions and concerns	70	51	61	45	2	1	0	0
The school is led and managed effectively	104	76	31	23	1	1	0	0
Overall, I am happy with my child's experience at this school	107	79	27	20	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



25 May 2011

Dear Pupils

Inspection of St Gregory's Catholic Primary School Stratford-upon-Avon

CV37 6UZ

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and hearing you sing so beautifully. The many pupils who were kind enough to speak to us showed how much you like school. You say yours is a good school and we agree.

Your behaviour is excellent. You listen carefully to your teachers and make good progress. You have an outstanding understanding of how to live a healthy life and know how to stay safe. We were impressed with the way you think about people in the world who are less fortunate than yourselves. You take responsibility well and are good at looking after the younger children. The school provides an interesting range of activities for you and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun and are good at helping you when you find things difficult. All staff at the school take really good care of you. Those in charge of your school do a good job and work very closely with your parents and carers to help you get the best out of your time here.

Your leaders are always looking for ways to improve the school. These are the improvements we want them to make.

Give you better information about how well you are doing and what you need to do to improve. You can do your part by trying really hard to remember your targets when you are working.

In the Reception class, make better use of the information on children's progress when planning work for them, and give them more opportunities to use the outside area.

Best wishes for the future.

Yours sincerely

Terry Elston

Lead inspector

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