

St Gregory's Catholic Primary School

Harry Rose Road, Coventry, CV2 5AT

Inspection dates 24–25 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Many of them start Reception with levels of development below those typical for their age. After a dip in progress in 2012, it increased considerably last year to be good at each key stage.
- Teaching is good with some outstanding practice. Teachers plan activities that capture pupils' interest so that they are enthusiastic to learn and achieve well.
- As a result of enthusiastic teaching, all groups of pupils, including disabled pupils, those with special educational needs, and those for whom English is an additional language, make good progress in their learning.
- The school is very successful in developing pupils' spiritual, moral, social and cultural awareness in assemblies, lessons and through many extra-curricular activities and educational visits.
- Pupils feel safe and behave well in lessons and around the school. They are respectful and courteous and this contributes to a calm and purposeful atmosphere.
- The headteacher and leadership team have successfully improved teaching and raised standards. They have high expectations and are supported well by all staff.
- The governors are well informed about the school. They are proud of the school and have helped staff to raise achievement through high levels of challenge and support.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough; a small amount requires improvement. In these lessons, work is not always at the right level for everyone in the class and pace of learning is slow.
- At times, pupils spend too long listening to teachers, and are not given enough opportunity to experiment and explore their own ideas, particularly in science.

Information about this inspection

- Inspectors observed 20 lessons, nine of which were seen together with senior staff, two assemblies and visited two phonics sessions (where pupils learn how sounds in words are represented by different letter combinations). They examined pupils' books, talked to pupils about their work and listened to pupils read.
- Meetings were held with staff, pupils, the vice-chair of the governing body, and two representatives from the local authority. Inspectors spoke to a number of parents and carers at the start of the school day.
- Inspectors took account of the views of 22 parents and carers who responded to Parent View, the online questionnaire and 22 responses to the staff questionnaire.
- The inspectors looked at a range of school documents including the school's data on pupils' recent assessment results and current progress; its self-evaluation records and development plan; the school's checks on teaching; records relating to pupils' behaviour and attendance; the safeguarding of pupils; and details of governance.

Inspection team

Ann Behan, Lead inspector

Additional Inspector

Patrick Cook

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- Most pupils are from White British backgrounds but the proportion from minority ethnic groups is above average.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- A well-above-average proportion of pupils are supported through school action plus or through a statement of special educational needs.
- The proportion of pupils who are supported by pupil premium funding, which in this school provides additional support for children in the care of the local authority and pupils known to be eligible for free school meals, is average.
- There is an on-site provision of care through the 'Pilgrim Care Club', managed by the governing body, which caters for the school's pupils before and after school.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always at least good with more outstanding by ensuring that:
 - teachers consistently plan activities that are accurately matched to the needs and abilities of all pupils so that lessons run at a brisk pace and pupils remain engaged in their learning at all times
 - there are more opportunities for pupils to work independently or in groups to explore their own ideas, particularly in science.

Inspection judgements

The achievement of pupils is good

- By the time they leave at the end of Year 6, nearly all pupils reach the levels expected for their age in English and mathematics. In 2013 the percentage exceeding expected progress was above the national average. National test results for Year 6 in 2013, although unvalidated, show that pupils' attainment has improved significantly to be broadly average which represents good achievement given their starting points in Year 3. Achievement is good for all groups of pupils across the school, regardless of their ethnic heritage.
- Children start school in Reception with skills and knowledge that are below those typical of their age, particularly in aspects of communication, language and literacy. Progress during Reception is good, especially in the way pupils build up their awareness of links between letters and sounds.
- In Years 1 and 2, pupils make good progress, building on good foundations from Reception. The teaching of reading and phonics has improved since the last inspection and the number of pupils reaching expected levels in reading in 2013 is above average. This represents a significant improvement on 2011 and 2012.
- Pupils' attainment in mathematics has not been as good as in English and has varied from year to year and between different groups. This is because, until recently, teaching in mathematics was not as strong as in English. Since the last inspection, the school has successfully focused on improving teaching and raising standards of attainment in mathematics and is an improvement in the school's results, in 2013.
- The progress of disabled pupils, those who have special educational needs, and of those for whom English is an additional language is good. In some cases, individual pupils make faster progress because they receive extra teaching and support. This good achievement reflects the school's success at promoting equal opportunities.
- The school uses pupil premium funding effectively for individual and small group work so that eligible pupils make similar progress to that of other pupils. In 2012 at the end of Year 6, the attainment of pupils eligible for pupil premium in English was the same as other pupils in school and approximately six months behind in mathematics. Recent test results and current assessments show that the gap in performance in mathematics is narrowing.
- Funding provided through primary sport has been used to introduce a number of different sporting activities. However, it is too early to measure the success of these new developments.

The quality of teaching is good

- Evidence from lesson observations and from looking at the quality of pupils' work and assessment data, shows that teaching has improved since the last inspection and that good teaching has helped all groups of pupils to achieve well.
- Teaching in Reception is consistently good with some outstanding. Adults focus on developing children's basic literacy and numeracy skills as well as their personal development. They plan a wide range of activities to stimulate children's curiosity and provide excellent resources to support good learning.

- In the best lessons, teachers plan activities carefully, paying attention to assessment data and individual learning needs. They use good questioning to check pupils' understanding and adapt teaching styles appropriately. This was evident in a Year 5 and 6 mathematics lesson on multiplication of decimals. The teacher explained the purpose of the lesson clearly, pupils were given opportunities to practise and explore their ideas in different groups and individually. Pupils also judged the success of their own and other pupils' work. The teacher provided appropriate challenge to match all abilities, leading to outstanding learning and progress.
- Where teaching requires improvement, particularly in science, teachers do not plan activities that are at the right level for different ability groups. Sometimes, pupils sit for too long listening to explanations from the teacher about what they will be doing. This limits the opportunities for pupils to work alone or in groups to experiment and explore their own ideas.
- The teaching of phonics has improved so that it is now good. Sessions observed by the inspectors showed pupils grouped together by ability, making good progress. Pupils enjoy activities that develop their skills in linking letters to sounds and sounding and blending letters to read unfamiliar words.
- Marking is good. Pupils are given clear guidance about what they need to do to improve. In the best practice pupils are provided with opportunities to reflect on teachers' feedback and to respond to the advice they have been given.
- Support for disabled pupils, those who have special educational needs, those who are eligible for pupil premium and those for whom English is an additional language is consistently good. Their progress is checked regularly and extra help is provided when it is needed. The skills of additional adults are used effectively to help pupils and as a result they make at least good progress.

The behaviour and safety of pupils are good

- Pupils are respectful and behave well in lessons and around school. They are courteous and polite to one another and to adults. This contributes to the friendly, safe and calm atmosphere of the school.
- Pupil' positive attitudes to learning contribute well to their progress. They are keen to do well, eager to answer questions, enjoy working in groups and individually and take pride in their work. However, when they are required to sit and listen for too long, or given work that is not of the right level of challenge, they tend to lose concentration and fidget instead of paying attention.
- Pupils say they feel well cared for and safe. They say bullying is rare and when it does occur they are confident it will be dealt with effectively by staff. Parents and carers who were spoken to during the inspection and those who responded to the online questionnaire supported these views.
- The curriculum is well planned and ensures that pupils have a good understanding of how to stay safe, know about different kinds of bullying and are aware of the dangers of the internet. They know about the advantages of healthy living and life-styles. Pupils told inspectors that they value the support and advice that they receive.
- Attendance has improved so that it is broadly average. The school has rigorous systems in place to monitor attendance and punctuality. Staff work hard to persuade parents and carers that it is important that pupils attend school regularly and that they are on time.

The leadership and management are good

- The headteacher, deputy headteacher and middle leaders provide strong leadership and have improved the quality of teaching. Since the last inspection, they have worked closely with the local authority to implement new systems for monitoring lessons, supported by well-targeted professional development. This has resulted in improvements in teaching and in the learning and achievement of pupils, particularly in mathematics.
- Staff morale is high. All responses to the staff questionnaire were positive.
- The headteacher and other leaders have a clear and accurate understanding of the strengths and weaknesses of the school. Senior staff meet regularly with teachers and leaders to discuss progress towards meeting annual objectives. Training is closely linked to improving skills in teaching and to improving the leadership and management skills of subject and key stage leaders. Underperformance is dealt with quickly and salary increases are not awarded unless performance over time warrants them.
- The school promotes equal opportunities well. Individual pupils benefit from the additional funding the school receives through the pupil premium to provide additional teaching in English and mathematics, small group and individual work and to ensure eligible pupils have full access to extra-curricular and cultural activities. This reflects the commitment to equal opportunity for all pupils, to tackling discrimination and being fully inclusive.
- There is a wide range of experiences available to pupils that make an outstanding contribution to their spiritual, moral, cultural and social development. This is evident in assemblies, in lessons and through numerous extra-curricular opportunities, cultural visits and activities.
- Responses from parents and carers who were spoken to during the inspection and from the online questionnaire indicate that parents and carers are overwhelmingly pleased with education and care provided by the school.
- The school works with a wide range of partners which includes local nurseries, primary and secondary schools, local support agencies for pupils whose circumstances may make them vulnerable and a variety of local community groups and charities. There is a positive working relationship between the school and the local authority, which provides good support to the school.
- **The governance of the school:**
 - The governing body ensures that all statutory requirements are met, including those to promote keeping pupils safe. Governors are proud of the school and are committed to providing the best education for its pupils. They have a good understanding of how well the school is performing. Through the training they have received, they are able to analyse the school's results in national assessments compared to similar schools nationally. They are involved fully in linking staff pay awards to the effectiveness of teaching. They monitor expenditure closely and are rigorous in ensuring that resources are used effectively to benefit pupils, including the use of pupil premium and primary sport funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103721
Local authority	Coventry
Inspection number	426937

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	204
Appropriate authority	The governing body
Chair	John McCann
Headteacher	Ina Murphy
Date of previous school inspection	29 February 2012
Telephone number	02476 445900
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