

# Inspection of St Gregory's Catholic Primary School, Margate

Nash Road, Margate, Kent CT9 4BU

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Inspection dates: 18–19 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

St. Gregory's has changed a lot in the last year. Staff now expect all pupils to achieve their best. Staff give pupils a range of appropriately challenging work to do. Pupils learn reading, writing and mathematics successfully. They practise teamwork when they work together in groups, and they learn not to give up. Staff give pupils extra support to help them learn if they find the work difficult.

Pupils feel safe. They say that 'everyone is kind and happy'. Staff in before- and after-school clubs look after pupils well at the start and end of the school day. Everyone understands the behaviour code, which teaches them to be 'ready, respectful and safe'. At playtime, there is lots of laughter as pupils play with the wide range of equipment in the spacious playground. Bullying is rare. Pupils are confident that if anyone is unkind, staff will sort it out quickly.

Pupils enjoy coming to the school. Leaders organise activities that widen pupils' experiences. Pupils develop their talents, for example when performing at the local theatre and taking part in a virtual orchestra. Pupils often go on visits to places in the local community. They like attending clubs, such as 'quidditch', basketball and cricket.

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

Leaders, governors and trustees know the school well. They are ambitious to build on the school's strengths and recent improvements. Staff share leaders' vision for the school. Staff feel listened to and protected from excessive workload.

Pupils quickly learn to read. From the early years, phonics is taught daily and in a logical order. Pupils practise their early reading skills with books which staff make sure match the words and sounds that they know. Storytime develops pupils' love of books, which continues through the school. In key stage 2, pupils develop their reading skills through carefully chosen, good-quality texts. Staff use assessments effectively in order to identify and help pupils who are falling behind. Teachers broaden pupils experience by sharing more difficult texts with the whole class.

Pupils' attainment at the end of key stage 2 in writing, mathematics and science is in line with what might be expected for their age. Pupils enjoy writing for a variety of reasons and audiences. In mathematics and science, learning is planned carefully so that it follows on from previous work. Pupils revisit their learning to make sure that important facts and skills are not forgotten. They use their understanding to work together solving problems.

Leaders are keen for all pupils to do well, including the disadvantaged and those with special educational needs and/or disabilities (SEND). Staff take care to meet their needs. As a result, most of these pupils play a full part in the life of the school

and learn quickly. Leaders know that some disadvantaged pupils and those with SEND do not attend school regularly enough.

Planning of a new curriculum is well underway, but it is not yet finalised in all subjects. Subject leaders have taken part in training. They are enthusiastic and knowledgeable. These leaders are now ready to complete the planning. They are well placed to provide support for other teachers when the plans are implemented next month.

Most pupils behave well in lessons and are keen to learn. They listen carefully and follow instructions promptly. Pupils work together sensibly in small groups, showing respect for each other's views. They can also work independently and use their initiative. Pupils who finish their work quickly sometimes get a little fidgety.

Children settle quickly into early years. They are supported well by enthusiastic and nurturing staff. Children enjoy a variety of exciting indoor and outdoor activities. They learn to take turns, share and listen to each other. Staff ask questions to help children think more carefully. They use assessment well to check what children know and to plan what they will learn next. Staff provide lots of praise and encouragement when children are unsure.

There are lots of opportunities for pupils to develop their social skills. Pupils learn to care for others when, for example, they raise funds for the homeless people in Margate. They learn about democracy through activities such as challenging the local MP about university fees. They elect their own representatives for School Council. As one parent commented, 'The school has helped me to raise a super little human.'

## **Safeguarding**

The arrangements for safeguarding are effective.

This is a caring school. Leaders understand the particular risks in the local area. They work closely with families and outside agencies to ensure that pupils get help when it is needed. Leaders make careful checks on new staff and volunteers who help in school.

Staff know what to do if they are worried about a pupil's welfare. They pass on their concerns. Leaders act promptly. Records of concerns are kept but not all information is transferred to the central electronic system.

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

### **(Information for the school and appropriate authority)**

- Leaders have used the national curriculum to plan a well-thought-out sequence of

knowledge and skills for pupils to learn. However, these plans are not yet fully in place across all subjects. Consequently, learning in geography, history, the arts and physical education is not as effective as in other subjects. Leaders should ensure that staff are sufficiently trained and have the necessary resources to teach pupils consistently well across all of the subjects that they learn.

- Leaders use a range of strategies to support pupils' attendance. However, they need to do more to ensure that disadvantaged pupils and those with SEND attend regularly so as to benefit fully from the quality of education provided.
- Records about safeguarding matters need to be centralised, including when no action is taken. This will ensure that all staff who need to know can readily access up-to-date information.

## How can I feedback 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	140873
<b>Local authority</b>	Kent
<b>Inspection number</b>	10111138
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	264
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Father Phillip Gilbert
<b>Principal</b>	Diane Rougvie-Fevrier
<b>Website</b>	<a href="http://www.st-gregorys.kent.sch.uk">www.st-gregorys.kent.sch.uk</a>
<b>Date of previous inspection</b>	9–10 May 2017

## Information about this school

- St Gregory's is part of the Kent Catholic Schools' Partnership multi-academy trust. The school provides a before-school and an after-school club.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors looked in detail at reading, writing, mathematics, science and history. This involved talking to subject leaders, visiting lessons, looking at pupils' work, hearing pupils read, and talking to pupils and teachers.
- Inspectors met with the executive principal, the academy principal, the deputy principal, the inclusion manager and the subject leaders for geography, the arts and modern foreign languages.
- Inspectors met with the trust's principal director for primary, the chair and vice-chair of the governing board and the school improvement adviser.
- Inspectors scrutinised the single central record and other documents relating to safeguarding, and they talked to parents, staff and pupils. The responses to the online questionnaire were also considered.

- Inspectors visited all classrooms, including those in early years. They observed pupils during the school day, including playtimes and lunchtimes, during singing and while moving around the school.
- A wide range of documentation was scrutinised, including the school's own evaluation and improvement plan, minutes of meetings and external reports.

### **Inspection team**

Rosemary Addison, lead inspector	Ofsted Inspector
Kirstine Boon	Ofsted Inspector
Sean McKeown	Ofsted Inspector

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