

St Gregory's Catholic Primary School

Address: Sandy Lane, L31 2LB

Unique reference number (URN): 104936

Inspection report: 9 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Over time, pupils achieve well in national assessments for reading, writing and mathematics. The proportion of pupils meeting the standard of the phonics screening check in Year 1 has seen a sustained improvement in recent years. Pupils read fluently and confidently.

Across year groups and key stages, pupils develop a secure understanding of skills in communication, reading, writing and mathematics. This enables them to access the full curriculum. Pupils' work in books is of a consistently high quality. They demonstrate the school's high expectations of pupils' handwriting, spelling and punctuation. Pupils develop detailed knowledge across the curriculum. They recall important prior knowledge and current learning very well. Pupils apply subject-specific vocabulary with confidence. The small number of disadvantaged pupils and those with special educational needs and/or disabilities achieve well as a consequence of the targeted support they receive. Leaders act swiftly to close gaps in learning, where needed. Pupils at every key stage are prepared very well for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders have created a welcoming environment in which pupils enjoy coming to school and attend regularly. The school carefully checks attendance daily. It identifies purposeful actions to support all pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND). Leaders work closely with families to remove barriers and help pupils attend more regularly. Tailored strategies for individual pupils have improved attendance, including for disadvantaged pupils. This helps pupils to feel settled and included in the life of the school. Clear routines and consistent communication help pupils, staff and families to understand the school's expectations and maintain regular attendance over time.

Pupils behave very well and are a credit to the school. They are polite, kind and cooperative, showing respect to adults and one another. Leaders set high expectations for behaviour and conduct. Pupils consistently meet these. Pupils understand and follow clear routines and rules, which creates a calm and orderly environment. Pupils settle quickly into lessons and focus on learning without distraction. Bullying is rare. Staff deal with any unkind behaviour quickly and sensitively. Staff know pupils well and provide thoughtful adjustments for pupils with SEND. Pupils develop positive attitudes, engage fully with their learning and show self-discipline and consideration for others.

Curriculum and teaching

Strong standard ●

Leaders have an accurate and well-informed understanding of the quality of the curriculum and teaching across the school. They have established a consistently positive approach to teaching. Leaders have designed an ambitious and broad curriculum that is research-informed and adapted to the local context. Curriculums are coherently sequenced from the early years to Year 6, with key concepts and vocabulary revisited regularly to ensure progression. Cross-curricular links, such as between history and geography, deepen pupils'

understanding and make learning meaningful. Across subjects, the curriculum is of a consistently high quality and enriched through visitors to the school.

Teachers are well informed about what to teach because they receive high-quality training and the subject curriculums are well designed. They use their secure subject knowledge to teach confidently and explain new concepts clearly. Teachers check pupils' learning skilfully and address any errors or misconceptions that pupils may have quickly.

Staff expertly adapt teaching for pupils with special educational needs and/or disabilities and those with other barriers to learning. This enables pupils to access the curriculum from their varied starting points and build their knowledge well over time.

The school supports pupils to quickly develop skills in the early stages of communication, language, early reading, writing and mathematics. Phonics is taught effectively. This has led to pupils becoming confident and fluent readers.

Early years

Strong standard 

Leadership in the early years is highly effective and ensures a high level of consistency and systematic oversight of priorities. Children in the early years make an excellent start to learning. From the Nursery Year onwards, leaders ensure children develop the key skills of reading, writing and mathematics. Consequently, they are well prepared for key stage 1 and beyond. Children enjoy learning through high-quality teaching and purposeful independent play.

The curriculum is ambitious, thoughtfully designed and well communicated, giving staff a shared sense of purpose. Children's language development is mapped carefully. Staff are skilled role models who engage in purposeful interactions with children. They extend children's vocabulary and deepen their understanding well.

Reading is prioritised. Children in the Reception Year show age-appropriate reading knowledge and skills. The school enables children to develop skills in the early stages of writing through regular and purposeful opportunities to mark make and to practise holding a pencil.

Children's personal, social and emotional development is a high priority, fostering independence and care for living things, such as looking after Peter, the rabbit.

Partnerships with parents and carers are well established, particularly for children with additional needs. This helps staff to identify and build on children's early knowledge and starting points robustly.

Inclusion

Strong standard 

Leaders have established a strong culture of inclusion. This ensures that pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care are well supported.

The school has well-established systems to assess and identify additional needs and barriers to learning. Staff know pupils well. They ensure that actions to support pupils are informed by assessment, regular review and discussions with parents and carers. Leaders ensure that adjustments to learning are embedded in daily practice. Pupils' needs are monitored closely so that barriers are addressed promptly. This approach enables all pupils, including disadvantaged pupils, to access the knowledge they need to succeed.

Leaders analyse progress and attendance data to target support strategically. Staff benefit from high-quality professional development, equipping them to meet pupils' needs effectively. Leaders work closely with external professionals, such as educational psychologists and therapists, to strengthen provision and raise aspirations. Parents are actively engaged through regular feedback and communication. Looked-after children receive highly effective support.

Pupil premium funding is used carefully to reduce barriers and maximise impact on pupils' learning and development. Disadvantaged pupils benefit from additional opportunities, including clubs that support wellbeing and future success. Leaders and governors maintain rigorous oversight of outcomes to ensure interventions are effective and have a positive impact on pupils' progress.

Leadership and governance

Strong standard ●

Leaders, including governors, have fostered a culture of high expectations for pupils' academic and wider development. They empower staff to take strategic actions, which ensures a positive experience for all pupils.

Leaders have a deep understanding of the school's context and areas for development. They carefully monitor the provision for pupils, including those with special educational needs and/or disabilities and disadvantaged pupils. This ensures decisions consistently serve pupils' best interests.

Governors fulfil their duties effectively. They articulate a clear vision that is reflected in the life of the school. Governors use their expertise to provide effective support and challenge to leaders. They assure the quality of curriculum design and delivery through reports, presentations and visits to the school that include listening to pupils' views. This ensures continuous improvement and effective resource management.

Leaders are very considerate of staff's workload and wellbeing. Staff morale is high. Leaders have galvanised the staff into a highly developed and effective staff team. Staff, including those who are new to the profession, benefit from high-quality, research-informed professional learning programmes that build their expertise and secure continuous improvement.

Leaders and governors engage constructively with parents and carers and have taken positive steps to strengthen community relationships. Parents are overwhelmingly positive about the support the school provides for their children. Leadership at all levels contributes to ensuring sustained improvement and a strong, inclusive ethos.

Pupils consistently demonstrate respectful and courteous behaviour towards peers and adults. They interact confidently with staff and visitors and show curiosity and engagement in lessons. Pupils take pride in demonstrating their learning to parents and carers through curriculum showcases and additional music, art and science celebration events.

Leaders ensure that pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, access all opportunities. Leaders track pupil participation carefully. Pupils take part enthusiastically in an exciting range of clubs that nurture their talents and interests. These include choir, chess, musical theatre, yoga and sports.

Pupils acquire the knowledge and skills to recognise and manage risks, both online and offline. This promotes safe choices that support their lifelong wellbeing. Visitors raise pupils' awareness of local safety, such as through gang awareness week. Pupils understand what makes a healthy relationship and how to respond to unkind behaviour.

Pupils actively contribute to charitable and community initiatives, demonstrating pride in making a positive difference. For example, the school choir performs at a residential home and pupils donate food hampers to a community café.

Pupils articulate fundamental British values clearly, linking these to school practices such as elections for leadership roles, what is right and wrong and tolerance of others. They show a strong grasp of protected characteristics. This fosters an ethos of inclusion where diversity is celebrated. Pupils reflect on their beliefs and show an understanding and respect for other faiths and beliefs.

The school's financial education and careers programme is highly effective and prepares pupils to make positive, responsible choices about their futures. The school nurtures pupils' character, social skills and understanding of ethical issues. This prepares them exceptionally well to become responsible, respectful and active citizens.

What it's like to be a pupil at this school

Pupils experience a strong sense of belonging in this welcoming and nurturing school. Pupils build positive, trusting relationships with staff and know who to turn to for support. This helps them to feel safe. Pupils' behaviour is extremely positive. They are kind, respectful and considerate in their interactions with others. Pupils are consistently polite and courteous to each other and to adults. Bullying is rare and dealt with promptly.

Pupils enjoy learning. They benefit from a broad and enriching curriculum that equips them with the knowledge and skills to thrive. Over time, pupils typically achieve well. Pupils with special educational needs and/or disabilities and disadvantaged pupils are fully supported and included in all aspects of school life. They progress very well.

Pupils build their confidence, resilience, independence and teamwork skills through a rich array of activities. They engage enthusiastically in enrichment opportunities, such as football, musical theatre and big band. Pupils take pride in helping to shape decision-making in the school through participating in the school council. They enjoy supporting others as reading ambassadors and peer mentors.

Pupils demonstrate strong social and moral understanding. They actively contribute to charitable causes and community initiatives, showing pride in making a positive difference. Pupils understand differences between people and show genuine tolerance and compassion towards others. They greatly value the wide range of visits, such as to an art gallery, bird sanctuary, farm, theatre, Roman museum and science centres. These help pupils to broaden and enhance their understanding of the curriculum.

Overall, pupils are very well prepared for the next stage of their education and are ready to flourish as responsible citizens.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The chair of the board of governors in this school is Neil McDonald.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders and staff.

The lead inspector spoke with a representative of the local authority and diocese. He also spoke with a group of governors that included the chair of the governing body.

Inspectors visited lessons, spoke with pupils and looked at curriculum information and pupils' workbooks. They reviewed school documentation that included: the school's self-evaluation document; the school development plan; and external quality assurance visit records.

Inspectors considered the responses to Ofsted's online survey for staff and Ofsted Parent View, including the free-text comments.

There were no responses to Ofsted's online survey for pupils. However, inspectors sought their views in person through various activities.

The inspectors confirmed the following information about the school:

The school is registered as having a Catholic religious character. It is part of the Archdiocese of Liverpool. The last section 48 inspection took place in October 2023.

The school does not make use of alternative provision.

At the time of the inspection, a small number of pupils with education, health and care plans were attending the school.

The school has undergone a significant change since the last inspection. A new headteacher and deputy headteacher started in post in September 2024.

Headteacher: Joseph Perree

Lead inspector:

Ahmed Marikar, His Majesty's Inspector

Team inspectors:

Frith Murphy, His Majesty's Inspector

Victoria Burnside, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

234

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

5.71%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.00%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.09%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25	79%	62%	Above
2023/24	79%	61%	Above
2022/23	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	74%	Above
2024/25	97%	75%	Above
2023/24	86%	74%	Above
2022/23	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25	79%	72%	Above
2023/24	79%	72%	Above
2022/23	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	73%	Above
2024/25	86%	74%	Above
2023/24	93%	73%	Above
2022/23	90%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	46%	S
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	S	62%	S
2024/25	S	63%	S
2023/24	S	62%	S
2022/23	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	S	59%	S
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	60%	S
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	68%	S
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25	S	81%	S
2023/24	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	78%	S
2024/25	S	78%	S
2023/24	S	78%	S
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	4.2%	5.2%	Below
2023/24	5.2%	5.5%	Close to average
2022/23	4.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	8.2%	13.3%	Below
2023/24	10.4%	14.6%	Below
2022/23	5.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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