

St Gregory's Catholic Primary School

Address: Park Road, Bearwood, Smethwick, West Midlands, B67 5HX

Unique reference number (URN): 141924

Inspection report: 7 July 2026

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.

Expected standard

Achievement

Expected standard 

Pupils achieve well across the curriculum. They develop secure knowledge and skills over time. They are increasingly well prepared for the next stage of education. When learning is linked to things pupils know, they make impressive progress and perform well.

The developments to the writing curriculum have resulted in pupils being able to communicate their understanding well. They apply their writing skills successfully across a range of subjects. Pupils with special educational needs and/or disabilities (SEND) make impressive progress from their starting points. Pupils recall important knowledge in subjects such as history, geography and science. They discuss their learning confidently and make connections between different areas of the curriculum.

In mathematics, pupils develop a more secure understanding of their times tables and number bonds. They recall key facts and use taught methods accurately. Leaders understand that there is work to do to develop pupils' ability to reason and problem solve. In this subject, published outcomes at the end of key stage 2, do not yet fully reflect recent improvements.

Attendance and behaviour

Expected standard 

Attendance has improved significantly and is now above national averages. Pupils attend regularly and understand the importance of being in school every day. Staff work closely with families to address barriers to attendance and provide support when difficulties arise. Leaders respond quickly when concerns emerge and monitor attendance carefully. The number of pupils who are persistently absent from school has decreased. Improvements have been particularly evident for pupils with special educational needs and/or disabilities (SEND) and those facing additional challenges. Parents and carers now seek and engage positively with attendance support.

Behaviour is calm and orderly. Pupils understand expectations and respond positively to the routines that underpin daily school life. Learning is rarely disrupted, allowing pupils to concentrate and achieve well. Around the school, pupils are polite and respectful. They cooperate well at social times, share equipment sensibly and take turns fairly. Pupils treat one another with kindness and understand the importance of treating people fairly. They are confident that adults will deal with unkind behaviour if it occurs. Staff maintain high expectations while providing support that helps pupils make positive choices. As a result, pupils develop positive attitudes to learning and contribute to the calm and welcoming atmosphere that characterises the school.

Curriculum and teaching

Expected standard 

Leaders have focused on the right priorities following a period of instability. Pupils now benefit from greater consistency in their learning across the school. Staff share high expectations and use agreed approaches that help pupils understand what they are learning and what success looks like.

Writing is a strength. Pupils write regularly and take pride in their work. They develop confidence, accuracy and fluency as they move through the school. Consistent approaches help pupils understand how to improve their writing. Teachers identify misconceptions and provide effective support when pupils need it. Reading is prioritised. Pupils read with increasing fluency and confidence. They tackle unfamiliar words successfully and talk enthusiastically about books. Pupils explain what they have read and discuss their learning using appropriate vocabulary. Leaders are now placing greater emphasis on developing pupils' speaking and listening skills across the curriculum. They are also refining mathematics so that pupils have more opportunities to explain their thinking, reason mathematically and apply what they know. This will improve outcomes in this subject at the end of key stage 2.

Across the wider curriculum, pupils learn important knowledge in a logical sequence. They build securely on previous learning and make links between different subjects. Teachers check pupils' understanding carefully and provide additional support when needed. Lessons are purposeful and pupils engage positively with their learning.

Early years

Expected standard 

Children make a positive start in the early years. They settle quickly into school life and enjoy learning in a caring and nurturing environment. Staff build strong relationships with children and their families from the outset. Parents and carers value the support their children receive and speak positively about their experiences in the early years. Communication and language development is the key priority. Children are encouraged to talk about their ideas, answer questions and develop their vocabulary throughout the day. Staff identify children who need additional support quickly and provide help at an early stage.

Children learn the early reading, writing and mathematical skills they need for Year 1. They engage enthusiastically with learning and approach activities with curiosity and confidence. Staff establish clear routines that help children learn how to work independently, cooperate with others and develop positive attitudes to learning. The curriculum is ambitious and carefully planned.

Staff understand children's needs well and adapt learning appropriately so that children are ready for the next stage of their education. Leaders have accurately identified that the next stage of development is to develop the indoor learning environment. This will ensure that it fully reflects the ambition of the curriculum and provides greater opportunities for exploration and independent learning.

Inclusion

Expected standard 

Pupils are celebrated as unique individuals. Staff take time to understand their strengths, needs and circumstances. Families value the support they receive and appreciate the positive relationships they build with staff. When pupils need additional help, staff work closely with parents and outside professionals to make sure support is provided at the right time.

Pupils with special educational needs and/or disabilities (SEND) receive support that reflects their individual needs. Staff identify needs more accurately and at an earlier stage than in the past. They review support regularly and make changes when needed. Parents are involved in these discussions and understand how staff are helping their children.

Pupils with SEND learn alongside their peers and access the same ambitious curriculum. Staff provide support that helps pupils take part fully in lessons, school activities and wider opportunities. Pupils develop confidence and become increasingly successful learners. The school provides effective support for pupils with more complex needs. Staff understand pupils well and provide personalised programmes that help them develop communication skills, manage their emotions and engage positively in learning.

The school also provides effective support for pupils who face other challenges in their lives. This includes pupils with medical needs, social or emotional difficulties and those whose circumstances may make learning more difficult at times. Careful support helps these pupils remain engaged in school and attend more often. This means they can participate fully in school life.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and areas for further development. Their evaluation of the school's work is honest, accurate and rooted in evidence. They understand the needs of the school's community well and have focused on the right priorities for improvement. Their calm, caring and assured approach has built the confidence of the community after a period of turbulence.

Leaders have established greater consistency in pupils' experiences and created a clear direction for improvement. Staff, pupils and families recognise the positive changes that have taken place. Parents now speak highly of the school and value the care and stability now in place and are positive about the school's future.

The trust provides effective support and challenge. The school benefits from the expertise it provides in areas such as curriculum development, inclusion, safeguarding and professional learning. This support has helped strengthen leadership capacity and improve the consistency of provision across the school. Governors and directors understand their responsibilities and maintain effective oversight of the school's work. They receive regular information about important aspects of school performance, including safeguarding, attendance, behaviour and achievement. This helps them provide informed support and challenge for leaders.

Professional development is a priority. Staff value the opportunities they receive to strengthen their knowledge and skills. Leaders have improved the school in a thoughtful and well-planned way. They have addressed the most important priorities first and established a secure platform for further improvement. Leaders, governors and directors share a clear ambition for the school's future and are well placed to continue improving the education pupils receive.

Pupils benefit from a rich programme of personal development that helps them grow into thoughtful, responsible and caring young people. The school's 'GREAT' values are central to daily life. Pupils understand these values well and explain how they influence the way people treat one another. They understand the importance of kindness, respect, equality and helping others.

Pupils take pride in contributing to school life. They value opportunities to take on responsibilities and understand the importance of serving others. Older pupils enjoy supporting younger children and recognise the positive difference they can make within the school community. Pupils develop confidence through these opportunities and are increasingly encouraged to make decisions, take responsibility and contribute independently to school life. The school broadens pupils' horizons effectively. Pupils learn about future careers, higher education and different occupations from an early age. They benefit from activities such as mock interviews, discussions about the world of work and opportunities to develop financial awareness. These experiences help pupils understand how their learning can support future ambitions.

Pupils enjoy a wide range of enrichment opportunities. They participate in sporting, musical and creative activities, including football, dance, archery, fencing and music tuition. Educational visits and residential experiences enhance learning and encourage pupils to try new experiences. Leaders ensure that pupils from all backgrounds can access these opportunities. Pupils make a positive contribution to the wider community. They support local and national charities and participate in fundraising activities. They understand the importance of helping those who may be facing difficulties. Pupils also learn about different faiths, cultures and backgrounds.

Pupils learn how to stay safe and healthy. They understand online safety, healthy relationships and how to seek help when needed. Staff support pupils' emotional wellbeing effectively. Older pupils feel well prepared for secondary school. Leaders and the trust recognise that further work to develop pupils' independence, resilience and confidence will help prepare them even more for the next stage of their education.

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

Pupils enjoy being part of this friendly and caring school. They understand the St Gregory's 'GREAT' values which help guide them to be the best that they can be. Pupils treat one another with kindness and respect. They value the strong relationships they have with staff and know that adults will help them when needed.

Pupils enjoy learning. They take pride in their work and speak confidently about what they have learned. Many talk enthusiastically about reading and writing. Pupils remember important knowledge and make links between their learning across different subjects. They are increasingly well prepared for the next stage of their education.

Pupils understand what adults expect of them. Lessons are calm and purposeful. Pupils listen carefully, contribute positively and work hard. Around the school, they are polite and courteous. They greet visitors warmly and readily explain the routines that help keep everyone safe. Pupils feel included. Staff know pupils and families well and provide support when it is needed. Pupils with additional needs access school life successfully alongside their peers. Older pupils take pride in supporting younger children through the buddy programme. Younger pupils value these relationships and say they help them feel confident and secure.

Pupils benefit from opportunities beyond the classroom. They enjoy clubs, educational visits, sporting events and opportunities to contribute to charitable fundraising. These experiences help pupils develop confidence, responsibility and an understanding of the wider world. Parents and carers are positive about the school. They recognise the considerable improvements made in recent years and value the school's caring approach. They appreciate the strong partnership between home and school.

Behaviour is calm and positive. Pupils attend regularly and understand the importance of being in school. They feel safe, trust adults and know that any worries will be taken seriously. As a result, pupils thrive in a school community where they feel valued, included and encouraged to do their best.

Next steps

- Leaders should strengthen pupils' speaking, listening and communication skills so that they can articulate their thinking clearly, reason effectively and become increasingly independent learners across the curriculum.
 - Leaders should ensure that pupils apply their mathematical knowledge with increasing confidence by embedding reasoning, problem-solving and explanation throughout sequences of learning.
 - Leaders should develop pupils' independence, resilience and confidence as learners so that they increasingly take responsibility for their learning, make informed decisions and are fully prepared for the next stage of education.
 - Leaders could develop the early years learning environment so that the quality of provision and access to resources fully match leaders' curriculum ambitions and support children's learning, exploration and independence.
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About this inspection

The principal of this school is Kevin Brown. This school is part of Emmaus Catholic Multi Academy Company (MAC), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Suzanne Horan, and overseen by a board of directors, chaired by Joanna Griffin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005. Following the renewed inspection framework, inspections are led by His Majesty's

Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with school leaders, staff, governors, directors and a representative of the diocese responsible for school improvement. They also spoke with pupils about their experiences of school.

Inspectors visited lessons across the school, including the early years, key stage 1 and key stage 2. They reviewed pupils' work and spoke with pupils about their learning, behaviour, safety and wider experiences.

Inspectors met with leaders responsible for safeguarding, inclusion, attendance, behaviour, personal development and wellbeing, and the curriculum. Inspectors reviewed a range of school documentation, including information relating to safeguarding, attendance, behaviour, achievement and inclusion.

Inspectors considered responses to Ofsted's parent, staff and pupil surveys. They also considered other information provided by parents during the inspection.

Information about this school:

The inspectors confirmed the following information about the school:

St Gregory's Catholic Primary School is a Catholic primary school in the Diocese of Birmingham.

The school currently uses no alternative provision.

The school provides breakfast club and after-school childcare provision for pupils.

This school had its Catholic schools inspection in May 2025.

Principal : Kevin Brown

Lead inspector:

Antony Bradshaw, His Majesty's Inspector

Team inspectors:

Ahson Mohammed, Ofsted Inspector

Helen Large, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

227

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)

21.53%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

3.52%

Close to 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

7.49%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	58%	61%	Close to average
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	61%	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	75%	74%	Close to average
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	81%	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	82%	72%	Above
2024/25 (final)	90%	72%	Above
2023/24 (final)	79%	72%	Close to average
2022/23 (final)	81%	71%	Above

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	64%	73%	Below
2024/25 (final)	60%	74%	Below
2023/24 (final)	62%	73%	Below
2022/23 (final)	71%	73%	Close to average

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	52%	46%	Close to average
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	54%	46%	Close to average
2022/23 (final)	43%	44%	Close to average

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	79%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	78%	63%	Above
2023/24 (final)	85%	62%	Above
2022/23 (final)	71%	60%	Close to average

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	79%	59%	Above
2024/25 (final)	89%	59%	Above
2023/24 (final)	77%	58%	Above
2022/23 (final)	71%	58%	Above

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	59%	60%	Close to average
2024/25 (final)	56%	61%	Close to average
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	57%	59%	Close to average

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	52%	68%	-16 pp
2024/25 (final)	56%	69%	-14 pp
2023/24 (final)	54%	67%	-14 pp
2022/23 (final)	43%	66%	-23 pp

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	79%	80%	0 pp
2024/25 (final)	78%	81%	-3 pp
2023/24 (final)	85%	80%	5 pp
2022/23 (final)	71%	78%	-7 pp

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	79%	78%	2 pp
2024/25 (final)	89%	78%	11 pp
2023/24 (final)	77%	78%	-1 pp
2022/23 (final)	71%	77%	-6 pp

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	59%	80%	-21 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	62%	79%	-18 pp
2022/23 (final)	57%	79%	-22 pp

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 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	5.5%	5.9%	Close to average

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 (3 term)	9.9%	13.0%	Close to average
2023/24 (3 term)	12.1%	14.6%	Close to average
2022/23 (3 term)	13.0%	16.2%	Close to average

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.

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