

The Catholic School of Saint Gregory the Great

Address: St James Square, Cheltenham, Gloucestershire, GL50 3QG

Unique reference number (URN): 150345

Inspection report: 9 September 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.

Strong standard

Personal development and wellbeing

Strong standard 

The school's programme for personal development and wellbeing complements and enhances the school's curriculum offer. Pupils are keen to take part in experiences to build their confidence within and beyond the school community. They build resilience through sporting events, such as swimming galas and cricket competitions. They also showcase their talents and interests, for example by playing the piano in front of their peers. Leaders track pupils' engagement in extra-curricular activities to reduce any barriers to equal access.

Pupils develop their leadership skills by representing their school as digital leaders, becoming house captains or members of the school council. Pupils show pride when talking about how they influence the decisions made to keep their school a happy and inclusive place. These leadership roles enable pupils to develop confidence and independence in a variety of ways beyond their learning in the classroom.

Pupils benefit from a carefully sequenced personal, social and health education curriculum. They learn how to keep themselves safe when online and offline. Pupils understand the characteristics of a healthy relationship. For example, they know what to do if someone makes them feel uncomfortable. The school helps pupils to prepare for life in modern Britain by developing an understanding of the values that underpin it. For example, they talk confidently about the meaning of democracy and how this links to their pupil leadership roles.

The school's pastoral offer is extensive. Leaders anticipate and identify which pupils need additional support. Pastoral staff are highly skilled and qualified to deliver specialist support, by providing play therapy and counselling for example. Leaders' oversight of the personal development programme ensures it has a positive impact on the outcomes and experiences of all pupils.

Expected standard

Achievement

Expected standard 

On the whole, pupils are ready for the next stage of their education. This is reflected in pupils' outcomes at the end of key stage 2 in reading, mathematics, grammar, punctuation and spelling, which are above national averages. Younger pupils become fluent readers, as shown in national outcomes in the Year 1 phonics screening check. Staff regularly hear pupils read and check that books match pupils' phonics knowledge. However, the quality of pupils' writing at the end of key stage 2 is not as successful. Leaders have rightly identified this as a high priority for the school.

Leaders make effective use of assessment to know where pupils have gaps in their learning. Staff have a detailed understanding of each pupil and typically rectify any such gaps in pupils' learning quickly.

Leaders prioritise the development of pupils' language and communication skills. This supports disadvantaged pupils and those with special educational needs and/or disabilities to discuss their learning with growing confidence. Leaders' actions mean that disadvantaged pupils typically achieve outcomes above those seen nationally by the end of key stage 2.

Attendance and behaviour

Expected standard 

Leaders have high expectations of pupils' attendance at school. They check attendance closely and take a proactive approach to reduce barriers that pupils experience. Leaders know pupils well and work closely with parents and carers. This enables leaders to respond swiftly to emerging needs. As a result, pupils' attendance is typically in line with that seen nationally.

Leaders place great importance on the quality of relationships that exist. These positive relationships are the bedrock of the school and shape the way pupils behave. Staff know pupils well and offer calm, tailored support when needed. Leaders consider pupils' voices in all aspects of the school's work. For example, staff and pupils have worked together to develop activity zones at break times. This has transformed social times into a hive of positive play. Some pupils choose to become play leaders so they can proactively support their peers, for example.

Pupils' attitudes to learning are positive. There are well-established routines. Staff consistently apply the school's values to enable pupils to behave well in class. Pupils typically learn how to use strategies to manage their emotions and sensory needs. Leaders give the right support at the right time by maintaining an oversight of incidents of poor behaviour. Pupils are confident that bullying is not an issue and trust adults to act if concerns arise.

Curriculum and teaching

Expected standard 

The school's curriculum helps pupils to build knowledge and skills over time. Leaders have ensured that the curriculum motivates and engages pupils. For example, pupils in Year 4 develop a detailed knowledge of society and belief systems in Ancient Egypt. Pupils engage confidently with artefacts and recall prior learning, making connections between periods of history. Teachers generally have the subject knowledge they need to successfully teach the curriculum.

Leaders check how well the curriculum is taught and use this information to strengthen the quality of teaching. For example, staff have received training in phonics to ensure staff model new sounds with accuracy. Leaders have redesigned the writing curriculum and provide training for staff to further build their expertise to implement it successfully. The recent work to improve handwriting and spelling ensures that pupils develop the skills they need to complete more complex writing tasks. Some of this work is still in the early stages of being embedded.

Teachers teach the curriculum in a way that supports pupils with special educational needs and/or disabilities to access learning from their different starting points. For example,

leaders make sure that teachers consider pupils' education, health and care plans in their planning.

Early years

Expected standard 

Children typically get off to a positive start in the early years. Leaders have redesigned the curriculum to provide children with the essential knowledge they need for future learning. Staff know children well and have created a warm, nurturing environment that stimulates their curiosity. Staff carefully consider children's interests and use these to enhance the provision.

Staff introduce routines and expectations from the very beginning of the Reception Year so that children develop positive attitudes towards their learning. Children typically develop early reading, writing and number skills effectively. Staff teach phonics from day one, and this ensures that children begin to connect sound knowledge to letter formation quickly. Staff make the most of their interactions with children to support their learning and personal development. Staff prioritise the development of language and communication and extend children's vocabulary and thinking skills across all areas of learning.

Staff use assessment to accurately identify any children with barriers to their learning. Leaders ensure that support for children with special educational needs and/or disabilities is generally responsive to their changing needs. Staff use a range of carefully considered strategies to help children to access learning successfully. As a result, children progress well from their starting points.

Inclusion

Expected standard 

Leaders have established a culture where all are valued and included. Teachers quickly identify the needs of pupils with special educational needs and/or disabilities and those who are disadvantaged so that their needs are typically met. They make changes to the way they teach the curriculum so that pupils can learn successfully. Staff regularly review their planning to ensure that pupils get the help they need. As a result, these pupils typically make suitable progress from their starting points.

Pupils with more complex needs are supported to learn the curriculum, such as through the school's 'EDEN Base'. Leaders work with external professionals to ensure this provision matches the needs of individual pupils. For example, pupils use sensory resources and outdoor learning that support them to engage in learning.

Leaders use the additional funding they receive for disadvantaged pupils to reduce barriers to pupils' learning and to support wellbeing. Pupils who speak English as an additional language are generally supported across the curriculum through additional pre-teaching of subject-specific language. Staff are trained to provide the right support at the right time. This includes training on mental health and how best to teach the curriculum, taking into account pupils' starting points.

Leaders and those responsible for governance have a detailed understanding of the school's context. Although several school leaders are new in post, they have worked quickly to establish their vision and expectations within a positive culture of mutual support and challenge. Governors and trust leaders regularly visit the school to speak with staff and pupils. This enables them to provide appropriate support and challenge. However, although leaders have identified the right priorities, they do not have a clear enough understanding of the impact of their actions on pupils.

Staff appreciate that leaders are considerate of their wellbeing and workload. They speak highly of the school's professional learning programme and how it supports them to develop the skills they need to do their jobs well. Staff feel valued and are proud to work at the school.

Leaders ensure that staff act in the best interests of pupils, particularly by adapting to the changing needs of the diverse community. Their focus on building meaningful connections with families is demonstrated in the way that staff greet families at the start of each day. These strengthened relationships mean that staff can work closely with parents and carers to provide support if needed. Parents are positive about the school. They typically report that staff get to know their children well. One parent expressed the view shared by many, saying, 'The school has made our family feel included, valued and encouraged.'

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

Pupils are eager to start the day from the moment they arrive. Staff welcome them warmly and build trusting relationships so that pupils feel safe. Pupils quickly settle into morning tasks because of the consistent routines that staff have established. Leaders have created a culture of community, ensuring that pupils and their families feel valued, respected and known individually. This positive culture supports pupils to attend well.

Pupils are polite and courteous. At playtimes, they thrive with a wide range of activities to choose from. Pupils choose what captures their interest. They play cooperatively, invent games and include one another. When pupils face difficulties, staff support them sensitively. Pupils know they can talk to a trusted adult because staff listen carefully and act quickly. Bullying is rare and pupils are confident that adults deal with concerns swiftly.

The school provides a wide range of enrichment experiences, including the use of the outdoor environment to encourage exploration and curiosity. The 'Eco Hub' is a space for calm reflection that supports pupils' learning about sustainability and the world around them. Leaders prepare pupils for life beyond the school, such as through a careers fair to broaden their world view. Year 6 pupils also build resilience and independence in preparation for their move to secondary school through an annual residential trip, for example. Pupils are proud of their school and proactively seek leadership opportunities, such as organising worship in the school's chapel and taking responsibility for the library.

On the whole, pupils achieve well. They enjoy reading and mathematics, as reflected in outcomes that are above the national average at the end of key stage 2. Pupils with special educational needs and/or disabilities and disadvantaged pupils make suitable progress from their starting points.

Next steps

- Leaders should ensure that pupils who have gaps in their knowledge and skills in handwriting, spelling and punctuation are given the support they need to become accurate and fluent writers in all areas of the curriculum.
 - Leaders should continue to strengthen their understanding of the impact of their actions on pupils by making clearer links between their monitoring activities and the evaluation of their work, so that improvements are sustained over time.
-

About this inspection

This school is part of Little Way Catholic Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Charlotte Blanch, and overseen by a board of trustees, chaired by Philip King.

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 and the wider senior leadership team during the inspection. The lead inspector also spoke with governors from the local governing body, including the chair of governors, a representative of the Diocese of Clifton, the CEO and other trust representatives.

This school is registered as having Roman Catholic religious character. It is in the Diocese of Clifton. Its last section 48 inspection was in June 2023.

Inspectors spoke to parents and considered responses to the online survey, Ofsted Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's staff survey. There were no responses to Ofsted's pupil survey.

The inspectors confirmed the following information about the school:

The school has undergone significant staffing changes since the previous inspection. The headteacher was appointed in January 2026. The deputy headteacher was appointed in April 2026.

The school joined Little Way Catholic Educational Trust in January 2024.

The school currently makes use of 3 unregistered alternative provisions.

Lead inspector:

Andrew Wilson, His Majesty's Inspector

Team inspectors:

Julie Fox, Ofsted Inspector

Malcolm Willis, Ofsted Inspector

Claire Mirams, 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 9 September 2026

School and pupil context**Total pupils**

412

Above 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: 268

School capacity

420

Above 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)

15.78%

Below average

What does this mean?

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

National average: 26.5%

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

5.34%

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: 4.1%

Pupils with special educational needs (SEN) support

16.99%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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		61%	
2024/25 (final)	48%	62%	Below
2023/24		61%	
2022/23		60%	

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		74%	
2024/25 (final)	82%	75%	Close to average
2023/24		74%	
2022/23		73%	

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		72%	
2024/25 (final)	52%	72%	Below
2023/24		72%	
2022/23		71%	

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		73%	
2024/25 (final)	85%	74%	Above
2023/24		73%	
2022/23		73%	

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		46%	
2024/25 (final)	38%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24		46%	
2022/23		44%	

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		62%	
2024/25 (final)	75%	63%	Above
2023/24		62%	
2022/23		60%	

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		59%	
2024/25 (final)	44%	59%	Below
2023/24		58%	
2022/23		58%	

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		60%	
2024/25 (final)	69%	61%	Close to average
2023/24		59%	
2022/23		59%	

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		68%	
2024/25 (final)	38%	69%	-32 pp
2023/24		67%	
2022/23		66%	

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		80%	
2024/25 (final)	75%	81%	-6 pp
2023/24		80%	
2022/23		78%	

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		78%	
2024/25 (final)	44%	78%	-35 pp
2023/24		78%	
2022/23		77%	

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		80%	
2024/25 (final)	69%	81%	-12 pp
2023/24		79%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

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)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	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)	10.7%	13.0%	Close to average
2023/24 (3 term)	10.4%	14.6%	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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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
© Crown copyright 2026



