



St Gregory's Catholic Science College

URN: 142560

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

07 May 2026 – 08 May 2026

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education RE

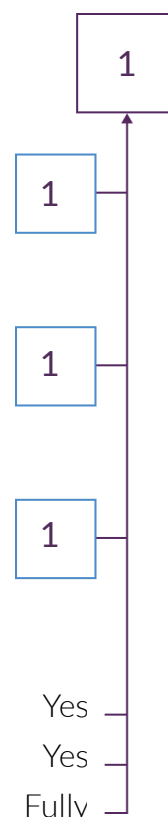
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



What the school does well

- Relationships across the school are exceptionally strong; every student is known by name and made to feel loved, valued and cherished.
- Staff are proud to work in the school and feel well supported, valued and cared for, with leaders giving thoughtful consideration to workload and work-life balance.
- Teaching and learning are highly effective, with exemplary presentation and quality of work in books demonstrating that students learn exceptionally well.
- Catholic social teaching is deeply embedded across the curriculum and clearly underpins the school's culture, values and decision-making.
- Students' behaviour is exemplary; they are polite, focused and consistently show respect and kindness towards one another.

What the school needs to improve

- To develop a strategic approach that enables students to lead prayer and liturgy with increasing confidence, independence and creativity.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

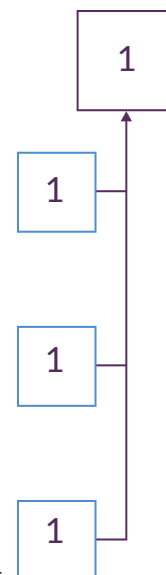
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



St Gregory's mission, 'Pro Deo, For God the Best and the Greatest', is understood and lived by students; they unanimously embrace it, and it is instrumental in shaping a community where all students flourish. Students articulate that they feel loved and valued, showing that they are happy and secure within St Gregory's school community. Catholic social teaching is a strength and is consistently embedded throughout the curriculum. Students have a secure grasp of the theology underpinning it and express this with confidence when discussing the work of the school eco committee, identifying this as a call to serve both God and others and an opportunity to work for the common good and the common home. This is further evidenced through activities such as caring for the school and local environment through litter picks and planting flowers in the local area for the benefit of all. The work of St Gregory's pantry promotes human dignity whilst caring for the most vulnerable in the community. Student behaviour is exemplary throughout all areas of school life, demonstrating a deep-rooted sense of respect for self and others; this respect extends beyond the Catholic faith, as students have high regard for those from other faiths and none. Students commented that 'St Gregory's is a fantastic inclusive school.'

Staff embrace the mission, displaying it in every interaction. There is a strong sense of community at St Gregory's. The strength of relationships between students and staff is very evident. Staff encourage students to live out their faith and are exemplary role models, serving the community with passion and dedication. The authentic relationships demonstrate that this is an exceptionally supportive community where everyone is welcome, especially those most in need. This is well evidenced through the financial support provided through

hampers, a pilgrimage to Lourdes and the pre-loved uniform shop. Staff have prioritised a respite room for students, as well as a much-loved therapy dog, and make themselves available and approachable to students. One staff member commented that the Catholic life and mission are at the heart of the school and are what make it a brilliant place to work, stating, 'I am very proud to teach here.' A variety of cultures and traditions are celebrated within the school, and the international evening is a welcome event that also allows for parental participation. The relationships, sex and health education programme is carefully and sensitively planned to meet diocesan requirements.

Leaders and governors are ambitious in their work as guardians of the Catholic life and mission of the school; all policies reflect the priority given to its Catholic identity and mission, ensuring Christ is always at the heart of the school. The school is enthusiastic in its work with the diocese and has worked closely with the advisers, valuing the support given. Relationships with parents are strong; they are happy to make suggestions which leaders act upon, for example, the sharing of prayer resources in the weekly newsletter. Parents noted, 'The weekly newsletter allows us to pray as a family using the themes my son explores in school. It helps us as parents to journey with our son in his faith journey.' Staff feel their dignity is respected, and new staff are fully supported to participate in and contribute to the Catholic life and mission of the school. The selfevaluation process is rigorous, and leaders and governors understand the strengths and areas for development.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

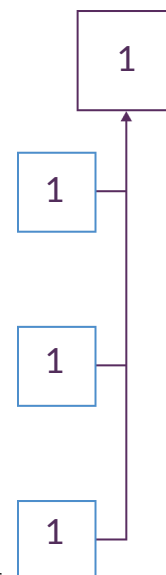
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Students demonstrate high levels of religious literacy as a consequence of disciplinary vocabulary featuring in all lessons. Theological vocabulary is confidently used, and students are encouraged to write like theologians. Students speak fluently and confidently about their learning in religious education. In religious education, students make outstanding progress. Attainment is above average in comparison to core subjects and national data. Students, including those with special educational needs, make consistently good progress, and Students achieve the best possible outcomes in all year groups. Students' concentration is admirable and enables them to produce work of a consistently high standard, in which they take great pride; this is reflected in the exemplary books and work across all year groups without exception. Students have a clear understanding of where they are in their learning journey and how to improve, leading to secure, outstanding attainment. Behaviour is impeccable and enables rapid progress and consistently high achievement. Students value their opportunity to learn and absorb everything that they experience in their classroom and beyond. The Religious Education Directory is fully embedded and, consequently, students have an excellent knowledge and understanding of complex concepts developed over time.

Observations of learning revealed that religious education teachers are highly skilled and demonstrate passion and integrity. The team of specialist teachers is confident in sharing authentic subject knowledge, demonstrating high expectations of the students. Teachers know their students well and adapt teaching accordingly, providing opportunities to both consolidate and extend students' knowledge. Lessons used appropriate adaptive methods to

meet the needs of all individuals, including those with special educational needs, ensuring that all students are encouraged to think deeply, leading to exceptional subject mastery. The best lessons showcased precise, challenging and probing questions that were skilfully targeted and encouraged students to develop their responses. Teaching is consistently good or better, and the best examples of lessons allowed students to show their passion and enthusiasm for learning. Consistency in the application of the well-developed feedback model ensures that feedback is relevant and specific and ensures all students understand how to make progress and achieve excellent outcomes.

Leaders and governors at St Gregory's ensure religious education has parity with other core subjects, and the department has a suite of rooms that has a central presence within the school. Members of the religious education team have prominent leadership roles across the school, covering a wide range of responsibilities which support the vision of ensuring that religious education is the core of the core. There is a high level of expertise within the department, which is used effectively to develop teaching and learning. The subject leader has a strong and clear vision for the department, and her high expectations are modelled well and ensure that highquality provision is consistent across the department. The department is described as 'the beating heart of the school'. Leaders are committed to continuing professional development opportunities that enhance the teaching of religious education, incorporating both subject and pedagogical development. The curriculum is well designed to ensure that learning is systematic and demanding for all. It also allows prior learning to be built upon, as demonstrated in lessons that exhibited retrieval tasks which were thoughtfully planned to allow students to review learning. Planning at Key Stage 3 shows a strong expression of the Religious Education Directory and enhances delivery. The sequential curriculum builds across the key stages in such a way that it ensures students acquire extensive knowledge and understanding.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade

Pupil outcomes

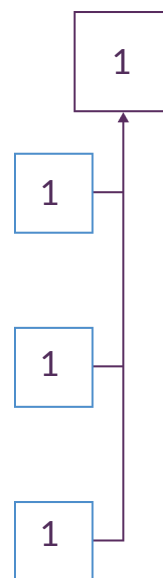
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Prayer and liturgy are central to life at St Gregory's, shaping its rhythm and reflecting its authentic Catholic identity. Students understand the wide variety of ways of praying; this is seen in the use of scripture, traditional prayer, the Rosary, the Stations of the Cross and opportunities for students to write their own prayers. Students value and enjoy their prayer experiences, and prayer is central to their lives. This was evident during the inspection, when Year 7 students engaged fully in the opportunity to pray the Rosary together in the school prayer garden. One student noted that prayer 'sets us up for the day and binds us together.' Students have played an instrumental role in developing their school prayer book, which they use with pride across all lessons and throughout the curriculum, ensuring that prayer remains at the heart of each student's day. Experiences such as the pilgrimage to Lourdes have helped students grow in faith, with one student explaining their enjoyment of developing their prayer life alongside their peers, describing it as a life-changing experience that they will carry with them forever. Opportunities to ensure that students' daily experiences of prayer and liturgy are creative and lead to full and conscious participation would be further enhanced through the development of a strategic approach to enabling students to lead prayer and liturgy with increasing confidence, independence and creativity.

Prayer and liturgy are naturally embedded in the daily pattern of the school, reflecting tradition and a variety of forms of prayer. The school prayer book is widely used, and students are proud to always have it to hand. Students have the opportunity to participate in a wide range of prayerful acts, including Rosary groups, Advent prayers in the chapel and tutor-time prayer. In the best examples of morning prayer, staff organically share their personal

experiences of faith to enhance the liturgy. Scripture is well chosen and reflects the liturgical year; it forms the heart of the celebration of the Word. The school makes good use of the spaces available to them and has created a well-cared-for and well-used prayer garden. The dedicated chapel holds a central position within the school and is used frequently by the students and school chaplain. Classrooms also have well-kept prayer tables which support prayer by providing a reverent focal point. Families are fully included in the prayer life of the school; they are regularly invited to celebrate prayer and worship within the community. Students value the opportunities to attend events such as weekly Mass in the chapel and the Advent carol service, as well as opportunities for formation alongside becoming Eucharistic ministers.

St Gregory's School has a well-formulated prayer and liturgy policy which makes it accessible and useful for staff. Liturgical themes are mapped to the liturgical calendar, as well as to significant and important events within the school. Sacramental celebration is prioritised by leaders and, as such, there is an active sacramental life within the school community, with the priest chaplain dedicating his time to celebrating the Eucharist with classes weekly, as well as ensuring that the Sacrament of Reconciliation is regularly available for students throughout the year, as required. Leaders have developed a clear strategy with the chaplain for the strategic formation of students in ministry, including Eucharistic ministers and ministers of the Word. Leaders have responded to student voice to develop the new subject prayer book and, as a result, prayer is experienced in a unique way across all curriculum areas. Resourcing is prioritised in terms of both time and physical resources. Self-evaluation is a strength, and leaders and governors at St Gregory's are fully aware of the school's strengths and areas for development. Governors monitor and evaluate the provision and are invited to celebrations and Masses throughout the year. They receive detailed reports and updates and are able to act as critical friends to the senior leadership team.

Information about the school

Full name of school	St Gregory's Catholic Science College
School unique reference number (URN)	142560
School DfE Number (LAESTAB)	3045406
Full postal address of the school	Donnington Road, Harrow, HA3 0NB
School phone number	0208 907 8828
Headteacher or Head of School	Madeleine Moran
Chair of Governors	Mrs Lorraine Fleming
School Website	www.stgregorys.harrow.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	All Saints Academy Trust
Phase	Secondary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	11 - 18
Gender of pupils	Mixed
Date of last denominational inspection	17 October 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Laura Maw Lead

Carol Ransom

Evelyn Ward

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement