

Inspection of a school judged outstanding for overall effectiveness before September 2024: St Gregory's Catholic Science College

Donnington Road, Kenton, Harrow HA3 0NB

Inspection dates:

25 and 26 February 2025

Outcome

St Gregory's Catholic Science College has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Madeleine Moran. This school is part of All Saints' 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), Andrew Prindiville, and overseen by a board of trustees, chaired by Alloysius Frederick.

What is it like to attend this school?

St Gregory's Catholic Science College has high expectations of what pupils can achieve. It provides an excellent education. Pupils enjoy their lessons. They say that staff teach them well and make learning enjoyable. Pupils, including those with special educational needs and/or disabilities (SEND) and those from disadvantaged backgrounds, achieve exceptionally well. Pupils take pride in meeting the school's high expectations.

Parents and carers appreciate the quality of care and support the school provides. As one parent commented, which was typical of many, 'My children are so happy at St Gregory's, where they thrive academically and are taught by staff that are dedicated and kind.' Pupils' behaviour is exemplary. In lessons and around the school, pupils are respectful of each other.

Pupils and students in the sixth form enthusiastically take on roles of responsibility. This enables them to have a meaningful impact on the life of the school. For example, students have a role in decision-making through the student parliament. Pupils benefit from an exceptional enrichment offer. The school provides numerous, varied opportunities to nurture, develop and stretch pupils' talents and interests. Pupils are encouraged to support the well-being of each other, for example by acting as mental health ambassadors.

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

The school has designed a curriculum that demonstrates high ambition for all pupils. Staff have set out precisely the most important knowledge that pupils need to learn in each subject. Learning is sequenced logically so that it builds on what pupils already know. Most pupils study the suite of subjects that make up the English Baccalaureate (EBacc) in key stage 4. The proportion of pupils that achieve highly in the EBacc is well above the national average. There are a wide range of A-level and applied courses for students to choose from in the sixth form. High outcomes in the sixth form enable students to be well prepared for their next steps.

Teachers have excellent knowledge of the subjects that they teach. The school has ensured that teachers check pupils' understanding and address skilfully any misconceptions as they arise. Teachers routinely help pupils to draw on previous learning when tackling new ideas. Pupils listen carefully to their teachers and each other, asking interesting questions that demonstrate their curiosity to learn. This enables pupils to clarify their thinking, learn from each other and deepen their understanding.

The school identifies and expertly supports pupils with SEND. Staff know the pupils extremely well and are provided with information about their specific needs. This enables highly effective support to be put in place. Teachers adapt their lessons effectively to ensure that all pupils can access the learning and thrive in the classroom. As a result of this, pupils with SEND achieve well.

The school has placed a high priority on making sure pupils develop a love for reading. Staff are skilled in teaching pupils new vocabulary and provide regular opportunities for pupils to read aloud in class. The school helps pupils to develop their reading confidence and fluency. For example, there are weekly reading-focused registration sessions. In addition, sixth-form students support younger pupils with reading. Pupils who need extra help to read get effective support from well-trained staff.

Behaviour across the school is excellent. Pupils are supportive and respectful of each other. The school has put in place a clear and simple behaviour policy that is well-understood and implemented consistently well. The school has created an inclusive culture where pupils are taught to respect and celebrate difference. Pupils demonstrate very positive attitudes to their education. Attendance is high and systems for improving this further are well established. Pupils are punctual and persistent absence is low.

The school's approach to personal development supports pupils to become safe, healthy and well prepared for life in modern Britain. Pupils are taught how to keep themselves safe online and to stay physically and mentally healthy. The pastoral system supports pupils to feel secure and safe in school. There is respite provision for pupils to access should they feel anxious. Additional support, such as counselling and mentoring, is available for those who need it. High-quality careers guidance is provided throughout the school, ensuring pupils are well informed about future pathways.

Leadership and management are exceptional. The headteacher, governing body and trust share a clear, collective and strategic vision. Leaders have responded exceptionally well to the challenges presented by the detection of reinforced autoclaved aerated concrete in one area of the school. Staff benefit from high quality professional development, which enables them to continually improve their teaching. Early careers teachers receive excellent support.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in March 2019.

How can I feed back 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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142560
Local authority	Brent
Inspection number	10346001
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,151
Of which, number on roll in the sixth form	205
Appropriate authority	Board of trustees
Chair of trust	Alloysius Frederick
CEO of the trust	Andrew Prindiville
Headteacher	Madeleine Moran
Website	www.stgregorys.harrow.sch.uk
Dates of previous inspection	26 and 27 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of All Saints' Trust.
- The school uses one registered provider of alternative provision.
- This Roman Catholic school is part of the Archdiocese of Westminster. Its last section 48 inspection took place in October 2019. The next section 48 inspection will take place before the end of 2026.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of parents, leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement. Inspectors also reviewed documents related to attendance, behaviour and pupil movement.
- The lead inspector met with representatives from the trust and the local governing body.
- The inspectors considered the views of pupils and staff, including through their responses to Ofsted's online surveys. The inspectors also considered responses to Ofsted Parent View, including the free-text responses.

Inspection team

Robert Grice, lead inspector

His Majesty's Inspector

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