

Good Shepherd Catholic Primary School

Spring Road, Foleshill, Coventry, CV6 7FN

Inspection dates 12–13 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well in most subjects, particularly in reading and mathematics, because teaching is consistently at least good, with some aspects that are outstanding.
- The teaching of reading is exceptionally good, especially in Reception and Key Stage 1, resulting in pupils' outstanding progress.
- Disabled pupils, those with special educational needs and pupils who are supported by additional funding make outstanding progress.
- Pupils' behaviour is consistently good at work and at play. They are eager learners and show high levels of independence.
- The school is a safe, harmonious and welcoming community. As one pupil explained, 'The adults support us and we support each other.'
- Leaders and managers at all levels, including the governing body, are ambitious for the school. They are relentless in their drive for improvement and have successfully spurred all staff on to improve their teaching and hence pupils' achievement, by expecting more from the pupils.
- Relationships are extremely respectful and caring. Parents and carers are very happy with all that the school provides for their children.

It is not yet an outstanding school because

- Not enough of the teaching is outstanding.
- When senior leaders give staff points to improve on they do not return soon enough to check for progress.
- Leadership in subjects other than English, mathematics and science is not as well-developed or effective.

Information about this inspection

- Inspectors observed all of the teachers twice. Seven lessons were seen jointly with the headteacher and deputy headteacher on the first day. Shorter visits were made on the second day to see a wide range of subjects being taught.
- Inspectors gathered pupils’ views through informal conversations, in class and at break, as well as meeting formally with two different groups. They heard pupils read and carried out an in-depth review of pupils’ written work saved from the previous year.
- Meetings were held with staff and the Chair and vice-chair of the Governing Body. Her Majesty’s Inspector contacted a senior adviser from the local authority by phone to seek his view of the school’s work.
- The team looked at a range of the school’s documentation including its plans for school improvement, monitoring records, self-evaluation and safeguarding. It examined the school’s most recent data on pupils’ achievement.
- Parents’ views were taken into account from nine respondents to the on-line questionnaire (Parent View) and the school’s analysis of an internal parental questionnaire. Inspectors spoke to parents informally in the playground when they collected their children from school. Responses from 32 staff questionnaires were taken into account.

Inspection team

Linda Killman, Lead inspector

Her Majesty’s Inspector

Mary Maybank

Additional inspector

Full report

Information about this school

- This is an average-sized Catholic primary school serving the parish of St Elizabeth and St Helen.
- The proportion of pupils identified at school action is lower than average. A much higher percentage, compared with primary schools nationally, receive additional help and support for their complex learning needs or speech, language and communication difficulties. These pupils are at school action plus. The proportion who have a statement of special educational needs is higher than average.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is almost double the national average. The percentage who speak English as an additional language is above average.
- Almost a third of pupils are known to be eligible for free school meals which is well above the national average. The school receives additional funding (pupil premium) for this group of pupils.
- Breakfast- and after-school- clubs are managed by an independent provider and are subject to a separate inspection.
- The school meets the current government floor standards which specify the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Increase the frequency of outstanding teaching in the full range of subjects by:
 - ensuring all staff understand what the key features of outstanding teaching are
 - arranging for staff to observe outstanding teachers performing in a range of subjects
 - trialling adventurous ways of teaching to give pupils more opportunities to invent and explore and then measuring the impact of these on learning
 - extending the effective leadership in English, mathematics and science to all other subjects
 - ensuring that, when senior leaders give teachers points to work on to improve their performance, they go back sooner and more frequently to check for progress.

Inspection judgements

The achievement of pupils is good

- From their starting points on entry to Reception, that are lower than those usually expected for this age group, consistently at least good and sometimes outstanding teaching ensures that children make rapid progress, especially in acquiring early reading skills. They move into Year 1 with at least average attainment in all areas of learning.
- Pupils in Years 1 and 2 continue to achieve well. Attainment in the past two consecutive years has been significantly higher than average in reading and mathematics. Pupils' knowledge of letters and the sounds they represent (phonics) is outstanding.
- Disabled pupils and those with special educational needs make excellent progress. Any difficulties are spotted early on and they are given just the right level of work and extra support to meet their needs. Pupils who are supported by the pupil premium also make outstanding progress for the same reasons.
- Most pupils from minority ethnic groups make good progress. Pupils who speak English as an additional language, including those who join the school speaking very little English, learn the language quickly and make steady progress. By the end of Year 6, their attainment in English is in line with that of their classmates and higher than similar pupils nationally.
- Over the past three years, attainment by the end of Year 6 has risen year-on-year and is above average in English and mathematics. The number of pupils achieving the higher Level 5 is rising steadily, particularly in mathematics where teaching is especially strong.
- Across the school, pupils read often and with visible pleasure. There are good-quality books in every classroom which pupils enjoy. Reception children flew like bees to a honeypot when an adult began to read a story in the book corner. In a Year 4 class, pupils thoroughly enjoyed researching facts about the Romans from a range of non-fiction books. In Year 3, pupils chose a book to share with a friend. They read aloud beautifully with expression and were absorbed in the stories.
- Pupils are prepared well for secondary school. They are keen learners, communicate confidently and take great pride in their written work.

The quality of teaching is good

- All staff are clearly focused on pupils being active learners throughout lessons. They successfully encourage pupils to aim high and work hard. Pupils are not able to sit back and rest on their laurels. They are expected to organise themselves quickly, without fuss and show maturity in their independence as a result.
- Relationships are very strong with all adults modelling articulate communication and respectful interaction. Consequently, pupils seek help confidently, share their views without inhibition and respond very positively to advice and instruction.
- Teaching ensures that pupils apply their literacy skills well across a range of subjects. In a Year 6 science lesson, pupils received 'full answer points' as a reward for complex explanations using scientific language, and they were asked to explain the spelling rule to turn 'dissolve' into 'dissolving'.
- Teachers plan with differing abilities in mind, using assessment information to devise

activities that provide a good level of challenge for most groups. Provision for the most-able pupils has improved as a result of a whole-school push to make sure that their work is set beyond their comfort zone and makes them think deeply. Even so, teaching is not always adventurous enough to be outstanding. The learning is carefully structured and controlled so that all pupils make good progress, but there is little room for improvisation or capitalising usefully on an unexpected response.

- Marking is good and sometimes exemplary. It is thorough, consistent and helpful in guiding pupils in what they must do to improve.
- Disabled pupils and those who have special educational needs, and those supported by the pupil premium, benefit from support in class from extremely skilled and well-trained teaching assistants. They adapt activities on the spot should pupils' learning begin to falter. Well-chosen and effective programmes in literacy and numeracy are specially designed to boost pupils' learning and accelerate their progress.

The behaviour and safety of pupils are good

- Pupils confirmed that they feel completely safe in school. They are well-informed about all types of bullying, racism and e-safety. Older pupils explained that incidents are very rare and they know what to do if someone upsets them. The school's written records confirm this and show that issues are followed up appropriately.
- The well-planned curriculum ensures that pupils learn how to keep themselves safe and healthy and they show a good level of understanding.
- No time is wasted in lessons, because pupils are enthusiastic learners. They work with concentration and perseverance in groups, in pairs and individually.
- All groups of pupils get along very well together. They are sociable and welcome new arrivals. Pupils are aware that there is wide diversity in ethnicity among their friends and respect differences readily. Even so, they are not well-informed about different religions and cultures existing within the school community.
- Pupils know the rules and stick to them because they are expected to. One lunchtime supervisor confirmed that pupils apologise quickly if ever they step out of line.
- Pupils are reflective and thoughtful individuals who enjoy spiritual moments. They sing tunefully and with gusto in assemblies and speak with soft expressive voices during prayer.
- Attendance is average and improving year on year. Pupils arrive on time. The school responds quickly to absence and it expects an explanation from parents. The learning mentor provides helpful support for pupils whose attendance is irregular and persistent absenteeism has reduced as a result over three years.

The leadership and management are good

- The school has successfully moved its effectiveness from satisfactory to good since its last inspection. This has been achieved through the headteacher's and deputy headteacher's dedicated and effective professional partnership. Weaknesses have been tackled systematically and successfully.
- Leaders and managers are astute and accurate in their evaluation of what the school does

well and what needs to be done to improve it. Their drive and ambition for the all pupils to be the best that they can be, academically and in their personal development, is paying dividends. Pupils are achieving more highly now than previously.

- The outstanding progress that disabled pupils, those with special educational needs and those supported by the pupil premium make is testament to the school's strong promotion of equality of opportunity and its determined approach to tackling discrimination.
 - The school does not hesitate to draw upon the expertise of others, such as advisers from the local authority and other professionals. The specialist skills and talents of individual staff are used to good effect in planning provision for pupils. For example, bilingual staff work with pupils that are learning to speak English as an additional language and, when literacy was a whole-school focus, the English subject leader was released from a class-teaching role to work across the school.
 - The well-organised curriculum is successfully designed with emphasis on literacy, numeracy and religious education. The school has drawn upon useful advice from the local authority to prepare a curriculum that links subjects together in themes which pupils enjoy.
 - All staff are proud to work at Good Shepherd. Firm management of performance coupled with good-quality, relevant training and targeted professional development has had a positive impact. Staff want to improve and take new ideas on board readily. They are held accountable for pupils' achievement through regular meetings about their progress.
 - Senior leaders monitor the quality of teaching systematically. Their judgements are accurate and they provide constructive developmental feedback for all staff. Teachers know what they have to work on to improve, but follow-up visits are not made quickly or often enough. Planned observations of complete lessons are routine, but not enough use is made of shorter drop-in sessions across the full range of subjects or to focus on a particular aspect of teaching or learning.
 - All subject leaders monitor their subjects across the school and contribute to school improvement work, although its quality is variable. Some have successfully driven standards up because they concentrate on how well pupils are learning, monitor achievement diligently and identify areas of weakness to be tackled across the school. Others are too preoccupied with the content that pupils will learn and the resources that are needed to support their learning.
 - Partnership work with other schools and professional bodies is effective and leads to pupils' better learning. The school's swift response and early intervention to seek specialist advice for disabled pupils and those with special educational needs ensures that they make exceptionally good progress.
 - Forging good partnerships with parents is high on the school's agenda. They are listened to, given reassurance and any concerns are acted upon.
 - **The governance of the school:**
 - ensures that safeguarding arrangements meet requirements
 - makes informed and sensible financial decisions to achieve good value for money, including how pupil premium funding is spent
 - challenges the school with the right questions to hold it to account
 - is effective in monitoring the school's work through regular visits to the school.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103716
Local authority	Coventry
Inspection number	400646

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The local authority
Chair	Bernard Towey
Headteacher	Anne Aston
Date of previous school inspection	21 September 2009
Telephone number	02476 689392
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