



Archdiocese of Birmingham

Section 48 Inspection

GOOD SHEPHERD CATHOLIC PRIMARY SCHOOL

Spring Road, Coventry, CV6 7FN

Inspection date 3rd - 4th October 2017

Reporting Inspectors Mary Daniels
Malcolm Tipping

Inspection carried out under Section 48 of the Education Act 2005

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| Type of School | Academy |
| Age range of pupils | 4-11 years |
| Number on roll | 206 |
| Appropriate authority | Romero Academy Board of Directors |
| Chair of academy committee | Sarah Boyle |
| Telephone number | 02476 689392 |
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Date of previous inspection 17th-18th October 2012

DFE School Number 331/3414

Unique Reference Number 142197

Principal Yvonne Clarke

Previous inspection: Good

This inspection: Good

DIOCESAN EDUCATION SERVICE



MAKING CHRIST KNOWN TODAY

Evidence

- The inspection was carried out by two Diocesan Inspectors.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspectors observed teaching across seven RE lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with the chair of the local academy committee (LAC), the executive principal, the principal, the RE subject leader and the parish priest.
- The inspectors attended a whole school Mass and prayer service and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' achievement and progress, Analyse School Performance (ASP) data, the school development plan, teachers' planning, learning journals and books.

Information about the school

- Good Shepherd Catholic Primary School is a one form entry school serving the parish of St. Elizabeth's, in the heart of the city of Coventry.
- The percentage of pupils from minority ethnic groups is higher than the national average.
- The percentage of Catholic pupils is 73%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of pupils with special educational needs or disabilities (SEND) is above the national average.
- Attainment on entry is below the national average.
- Since the last inspection there have been a number of significant changes. The school converted to an academy in August 2015 and is part of the Romero Catholic Academy (MAC). The Romero MAC comprises of one Catholic secondary school and seven Catholic primary schools. The previous head teacher retired and a new principal was appointed in September 2015. A new RE subject lead also took up her post in September 2015. Currently the school is being supported by an executive principal from within the Romero MAC.

Main Findings

- At Good Shepherd Catholic Primary School the Catholic life, collective worship and RE are all good.
- Leadership is good with outstanding support from within the Romero MAC
- The school has a strong Catholic tradition which is deeply embedded across all areas of school life.
- The mission of the school, "*One Fold, One Family, Walking with Christ*" is lived out by all members of the school. Pupils confidently articulate what this mission means to them in their daily lives.

- Collective worship is integral to the life of the school. Pupils are encouraged to lead collective worship at all levels with adult support and the chaplaincy team is particularly active in leading prayer. The school now needs to increase the opportunities for all pupils to initiate collective worship.
- Collective worship and links with the parish could be further enhanced if pupils had the opportunity to participate in the celebration of Mass at key times throughout the year at the parish church.
- There are opportunities for pupils to pray and reflect both within lessons and around school. However, the spiritual life of the school could be developed further by planning times for reflection and stillness during collective worship.
- The monitoring of RE is rigorous and documentation is clearly organised. Improvement planning, in response to this monitoring, results in good outcomes for most pupils. Pupils make good progress from low starting points.
- Leaders have a strong sense of commitment to the Catholic life of the school. Links with the Romero MAC are very strong and this contributes to the outstanding strategic leadership of the school. The school embraces this support and all leaders developing well together.

THE CATHOLIC LIFE OF THE SCHOOL

Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- Catholic life, collective worship and spiritual, moral and vocational development are all good.
- The Catholic nature of the school is immediately obvious as you enter the school. The school's mission statement is prominent in the reception area. Throughout the school there are beautiful prayer stations and displays which encourage pupils to reflect and pray.
- The school has a strong sense of its Catholic identity and history. This is seen in the school's proud displays about its recent Jubilee celebrations.
- The parish priest is very supportive of the school community. He has been parish priest for a number of years and is very positive about the Catholic life and collective worship of the school. He has regular contact with the school, celebrating weekly Mass and organising the sacramental programme at the school. He views the strong Catholic ethos and positive relationships between staff as strengths of the school.
- The school works effectively with the Romero Catholic Academy of which they are a member. Numerous opportunities are taken to strengthen the Romero MAC through collective worship. All schools come together to celebrate key events. For example, at the formation of the Romero MAC and at the beginning of the school year. These joint celebrations contribute to the Catholic life and collective worship of the school and strengthen links between the Romero MAC schools. Pupils received a Romero MAC badge in the shape of a cross to celebrate conversion to an academy and most recently all schools contributed to the Romero MAC hymn. There are strong links with the chaplaincy team at Cardinal Wiseman Secondary School.
- Pupils take responsibility and participate actively in the Catholic life of the school. There are regular opportunities for pupils to participate in the Catholic life of the school especially through the very active chaplaincy team. The chaplaincy team is well established and there is a dedicated service to enrol a new team each year. The team wear their chaplaincy badges with pride. They lead and prepare collective worship. They organise fundraising and are involved in the local community. For example, they arranged a tea party for the elderly. During the inspection there was

a harvest service prepared and led by the chaplaincy team. The service was linked to CAFOD and Family Fast Day. Family Fast envelopes were distributed to pupils to take home.

- Pupils have a good understanding that God is important in their lives. This is clearly evident throughout the school. Links are made explicit at every opportunity and it is continually reinforced by all adults.
- The school rewrote their mission statement recently and the whole school community was involved. Children have real ownership of the school's mission and live it out daily. They are '*Walking with Christ*' in their daily lives.
- Annual retreats, which are organised for both staff and pupils throughout the year, develop a deeper awareness of God's presence and give time for reflection for all members of the school community.
- Pupils are encouraged to be reflective and enquiring. They are encouraged to respond to questions which deepen their awareness of God's presence in their lives. For example in the harvest assembly the children were asked '*Why do we need CAFOD today?*'
- The school's behaviour policy is rooted in forgiveness and compassion. This is clearly seen in the pupils' very good behaviour in lessons, around school and in the playground. Pupils treat each other and adults with respect. One pupil from the chaplaincy team said, "*School is a warm, welcoming place you can always come to. We all work together as a family of friends.*"
- Staff also show great respect for pupils and other members of staff. High attendance of staff at school parish masses is an example of their commitment to the Catholic life of the school. As a result, they are very good role models for the pupils, actively promoting the Catholic life of the school through their example.
- Pupils are interested in the religious life of others. This is developed both through the curriculum and Catholic life of the school. There is evidence of respect for all and the school values the experiences of children from other religions. Each year group has a world religion which they focus on throughout the year.
- Pupils have a good understanding of the importance of key celebrations in the Church's liturgical year. This is seen in displays, artwork around school and the school Catholic life book. During the inspection, celebrating the month of October and the Holy Rosary was a clear focus for the school.
- Pupils can express their views confidently about their faith. One pupil commented that they wanted to be on the chaplaincy team to, "*grow in God's love and follow in Jesus' footsteps.*"
- The Catholic schools' pupil profile (CSPP) is used to promote the virtues and values which underpin the school's mission. Prayer services are clearly linked to these virtues.
- Charitable work plays an important part in the Catholic life of the school. Numerous opportunities are provided for pupils to be involved in fundraising and they are very generous. The school supports CAFOD, Father Hudson's and Myton hospice, among other charities.
- Children have the opportunity to plan and lead masses and other acts of collective worship regularly throughout the year with the support of their teachers. They write prayers of intercession, choose hymns and plan liturgies with support. They now need to take the lead in initiating acts of collective worship independently.
- Pupils entered the hall reverently for Mass and the harvest festival prayer service. The whole school Mass was well prepared and led by the Year 4 class. They read confidently and all pupils joined in the responses and sang with enthusiasm. After the harvest celebration, pupils were able to explain how the message of the liturgy could be demonstrated in their own lives: "*Jesus helped people that didn't have food. We take what Jesus said and put that into our own lives. We have food but others do not, so we help them.*"

- Around school there are opportunities for different types of prayer. These include both reflective and traditional prayer. Pupils use these prayer stations to write petitions and pray quietly. In the grounds there is a memorial garden where deceased past members of the school community are remembered.
- There has been a whole school focus on vocation and this is clearly evident around school. As a result of this, pupils have a clear understanding of their vocation. During an aspiration morning children were asked to write their hopes on a sheep which was then displayed at the front of the school. During lessons pupils are asked to reflect on what God is calling them to be linked with part of the school mission statement - *Growing in faith together as we ask "What is God calling me to be?"*

LEADERSHIP

Leadership of Catholic Life and Collective Worship

- Leadership of Catholic life and collective worship is good with some outstanding aspects.
- The principal, leadership team and governors are deeply committed to the mission of the Church and provide a good curriculum which develops the spiritual, moral and vocational life of the pupils. The vocational aspect of the curriculum is very good. Leaders organise a variety of people to visit the school to talk to the children. Seminarians visit Year 5 and Year 6. Past pupils came back to share their chosen career with pupils during an aspirations morning.
- The Romero MAC provides excellent direction for the leadership of Catholic life and collective worship. The MAC directors, principal and governors are good at sharing information. A monthly MAC newsletter keeps the chair of governors well informed and the school has a very effective link MAC director.
- The principal and leadership team have a very strong commitment to Catholic education encouraging children to transfer to Catholic secondary schools.
- The chair of governors is very knowledgeable about Catholic life and RE in school, having a background in Catholic education at senior management level. She provides both challenge and support for the principal. Governors use a range of strategies to monitor Catholic life and collective worship within the school. These include presentations from staff, detailed principal reports and regular visits to the school. Areas identified for improvement during monitoring become priorities in the school development plan. For example, monitoring of Catholic life and collective worship has been identified as an area to improve and this has been included in the school development plan. This school objective informs the MAC objective to 'Promote Excellence in Catholic Education from 2-19 years'.
- Pupil interviews indicate that they are aware of the distinctive nature of the school. One pupil explained this as, *"We learn to follow in Jesus' footsteps, in the image and likeness of God."*
- Staff and pupils have a high regard for the school. As a result, a number of past pupils serve as governors and on the academy board.
- Leaders attend diocesan training and cluster groups. The information and support they receive at this training has been shared effectively with staff. For example, in order to develop pupils leading collective worship, staff were given training and clear guidelines to follow. This has contributed to the good practice observed throughout the school in this area.
- Leaders support the pastoral work of the school very well and ensure that the school's learning mentor supports families in a wide range of ways. The mentor commented that, *"The school wants to go above and beyond what is expected to help support a family because that helps support the child."*

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- Leadership, outcomes and provision for religious education are good. The principal and leadership team are dedicated and committed to treating RE as a core subject. Through accurate self-evaluation they have identified key areas to improve. The principal, RE subject leader and governors have made significant improvements in the past two years in RE, despite a number of changes in staff and governance.
- There are a range of monitoring activities conducted throughout the year which are clearly documented and well organised by the RE subject leader. Any areas that are seen as needing improvement then become priorities in the school development plan. For example, attainment of pupils with English as an additional language (EAL) or SEND was identified as an area for development and is included in the plan. As a result, training to improve teaching and learning of these pupils was organised for all staff. In particular staff were trained to teach RE through art. This teaching strategy has been very successful in motivating and promoting inclusion for all groups. During lessons about Jonah and the Whale and St. Francis of Assisi this strategy was used very effectively to extend the pupils' learning.
- All leaders are involved in the systematic and planned monitoring of RE. Governors take part in learning walks and book scrutinies. At the beginning of each Governors' meeting time is allocated for members to visit a year group and the teacher outlines the teaching and learning taking place in the class. This has been an effective way to share with the governors how well pupils learn in RE. As a result, governors have a good understanding of the standards in RE.
- Moderation of RE work is used to monitor pupil outcomes. In-school and across-MAC moderation occurs regularly. This ensures teachers' assessments are accurate and contributes to developing staff subject knowledge in RE.
- Outcomes for pupils are generally good and they make at least expected progress from low starting points. Pupils make progress because of the good subject knowledge of staff. Where there is underachievement this has been identified and included in the development plan. There is clear evidence that outcomes are improving rapidly.
- Although work is good across the school, stronger progress is evident in upper Key Stage 2.
- Pupils enjoy their lessons and have very good attitudes to learning. During discussions with inspectors pupils showed pride in being able to express their own faith and were able to listen with respect to others with different beliefs.
- Pupils are interested and contribute enthusiastically to lessons. In one lesson children were keen to join in a drama activity exploring God's call to Abram.
- Pupils are encouraged to write reflections in their RE books at the end of lessons explaining how God works in their lives. This practise reinforces pupils' understanding of God's presence in their own lives.
- Teaching regularly includes opportunities which encourage discussion and group work. As a result, pupils can collaborate well with other pupils and are also able to work independently.
- Overall teaching is good. Where it is less than good it has been identified by the principal and leadership team. Suitable support has then been put in place for teachers to improve their teaching.
- In the best lessons observed there was good pace and high expectations of the pupils. Challenge is becoming more evident and was seen in some observed lessons. Additional adult support was used effectively to help pupils learn.

- Generally lessons are well planned using Diocesan planning sheets. Planning is adapted to suit pupils' abilities and has clear links to the school's mission statement and the CSPP.
- Teachers use questioning skilfully, sharing their own personal faith to deepen pupils' learning in RE.
- In lessons children are encouraged to reflect on their learning. Teachers regularly pose 'I wonder?' questions.

Recommendations

In order to improve the school should:

- Ensure all teachers have a secure knowledge of the Diocesan RE Curriculum Strategy.
- Provide more opportunities for reflection and stillness during collective worship.
- Increase the amount of pupil initiated collective worship.