



Good Shepherd Catholic Primary School

URN: 142197

Catholic Schools Inspectorate report on behalf of the Archbishop of Birmingham

28–29 February 2024

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

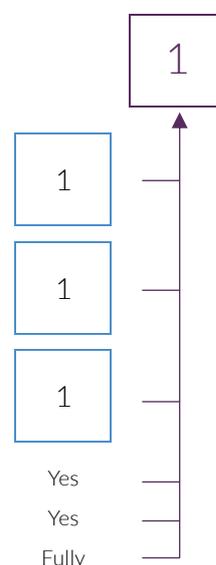
Collective worship (p.7)

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

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

The school is fully compliant with all requirements of the diocesan bishop

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



What the school does well

- The whole school lives out the mission and has a powerful, positive impact on pupils, staff, and the wider community.
- The faith-driven, inspirational leadership of the principal, supported by committed staff and school leaders, ensures that Good Shepherd is an authentic Catholic school with a deep culture of welcome and a strong sense of community.
- Pupils are exceptionally kind, thoughtful, and caring because they are inspired and motivated by the school's all-encompassing Catholic life.
- The subject leader leads religious education very well. Strong teaching throughout the school enables pupils to apply Christ's teachings to their daily lives.
- There is a strong and effective partnership between leaders, governors, parents, carers, and the parish that supports a thriving Catholic school for the whole community.

What the school needs to improve

- Map the principles of Catholic social teaching into individual subject curricula.
- Corroborate findings from pupil voice with other monitoring activities, particularly for Catholic life and mission and collective worship, to ensure school improvement in these areas is reliably informed.
- Ensure vulnerable pupil groups are challenged to a high level in religious education through targeted questioning and a wide range of classroom activities.

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

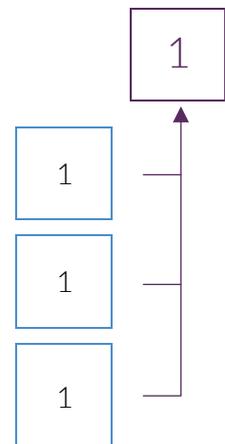
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils are exceptionally proud of their school and embrace its inclusive Catholic culture. They feel very well cared for and know they are valued. Pupils feel safe, secure, and well looked after. They take good care of each other, for example, with Year 6 pupils sitting alongside their Reception class partners for prayer and liturgy. Pupils confidently explain how their school helps them to follow Jesus' teachings and can provide many examples of how they live this out, from caring for the environment in forest school and eco club sessions to helping others through practical acts of charitable giving; for example, the school's longstanding support of the local food bank, fundraising for a school in Uganda, and writing open Christmas cards for parishioners to pick up in church. Pupils are enthusiastic when explaining how they live out Catholic social teaching. They understand how the school's Catholic culture upholds respect for the dignity and value of everyone, identifying this as one of the best things about Good Shepherd. Pupils deeply value the chaplaincy provision in its many forms, including the work of the 'Grow in Faith Together' (GIFT) team, the dedicated and regular support of the parish priest and opportunities for pupil-led chaplaincy.

The school's mission, 'One Fold, One Family, Walking with Christ', is regularly revisited with the entire community through various creative approaches. The mission is readily and sincerely lived out by pupils, staff, and governors, reflected in the school's welcoming culture. Everyone, regardless of ethnic, cultural, or religious background, is celebrated because leaders and staff ensure the school lives according to its mission. All staff are exceptionally positive role models for pupils because they care deeply for everyone. Pastoral care is strong, and pupils and their families are known and cared for as individuals by the whole staff team. The school environment, both indoors and outside, is a beautiful, dignified, and welcoming Catholic space. Chaplaincy, in

various forms, is central to daily life. The parish priest is a popular school team member who is sincerely valued by staff and pupils. Chaplaincy provisions include retreat days, vocation weeks, regular visits to the school by the parish priest, and the work of the GIFT team, in addition to daily prayer and liturgy. The school delivers relationships, sex, and health education (RSHE) through a well-sequenced scheme of work that meets diocesan requirements.

The principal demonstrates faith-driven leadership and is an inspiration to the community. Leaders and governors work with the Romero Multi Academy Company (MAC) to ensure policies and decisions about the school reflect its Catholic identity. Good Shepherd participates fully in the broader life of the archdiocese, accessing support and providing support to others. There is a thriving partnership with the parish. Parents and carers are part of the school's Catholic life through school masses in church, school-based prayer and liturgy, regular parent prayer times and dedicated sacramental preparation meetings. They value these experiences greatly, and leaders recognise that there is room for them to develop even more. Pastoral care, support for the vulnerable, care for our common home, and respect for the rights and dignity of staff are all hallmarks of Good Shepherd. Staff welfare is highly valued, and staff can access dedicated support services. Catholic social teaching is at the heart of school life, though it is not yet fully mapped within all subject curricula. Governors are dedicated and influential in monitoring, evaluating, and providing appropriate challenges and support. Self-evaluation is meticulous and accurate, leading to ongoing improvement, underpinned by high-quality training opportunities.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

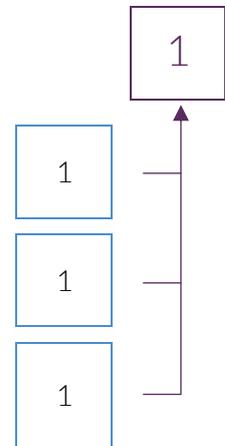
How well pupils achieve and enjoy their learning in religious education

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



Pupils make substantial progress from when they start at Good Shepherd, and by the end of Key Stage 2, most pupils, including those from vulnerable groups, are meeting age-related expectations. Many pupils exceed age-related expectations, though not all vulnerable groups do so yet. Pupils are religiously literate and make strong connections to their prior learning. They speak confidently about what they have learned in lessons and apply their knowledge to other contexts. Pupils work independently and enjoy the challenge of analysing and discussing Bible passages. Pupils’ work is of a high standard and is neat and careful. Pupils are engaged in lessons throughout the school and thirst for learning in religious education. They thoroughly enjoy their lessons and describe them as ‘highlights’ of the week. Behaviour in lessons is outstanding because of this high engagement, enthusiasm, and interest in the subject. Pupils know how well they are doing with their work and what they need to improve because teachers provide helpful feedback following the school’s policy. The standard of pupils’ work in religious education is consistently at least as strong as in other core subjects throughout the school.

Teachers at Good Shepherd have a high level of subject knowledge and teaching expertise and benefit significantly from the first-class support they receive from the subject leader. All staff are deeply committed to ensuring high standards and effectively teaching pupils how to meet consistently high expectations across the school. The centrality of scripture in religious education lessons is a distinctive feature pupils enjoy. Teachers ensure that the lessons they plan take account of pupils’ prior learning and ensure that support is well-targeted. Teaching assistants play a crucial role in supporting pupils’ learning and work very effectively with teachers and the subject leader. They have strong subject knowledge and learning support skills. Pupils’ efforts are recognised and celebrated, leading to high levels of pupil motivation. Teachers understand the contribution of high-quality religious education to pupils’ spiritual and moral formation and

make connections between religious education and the wider Catholic life of the school. Pupils are given opportunities to present their learning through various forms of expression, including drama and role play, artwork, and written work. However, not all forms of expression are used as often as others.

Leaders and governors ensure the curriculum faithfully expresses the *Religious Education Curriculum Directory*. The subject is well-resourced and has at least full parity with other core subjects. Leaders and governors ensure that frequent high-quality, wide-ranging staff training from several sources supports the provision of religious education. The school accesses the support of the MAC's subject leader network and moderation meetings. The subject leader inspires the community and, alongside the principal and vice principal, is the driving force behind the high-quality provision. She willingly goes above and beyond to support all staff in delivering high-quality lessons and is widely respected by the staff team. Staff are supported in planning engaging lessons that meet all pupils' needs, building on prior learning. The scheme of work is consistently and systematically covered in all classes. Learning is enhanced through partnerships within the community, the MAC, and the archdiocese. Self-evaluation is very accurate as a result of regular and searching monitoring. The highly effective link governors for religious education go the extra mile to ensure monitoring and evaluation drive continuous improvement.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Pupils are very engaged in prayer and liturgy and enjoy Good Shepherd's diverse provision. They particularly enjoy contemporary liturgical music, a feature of prayer and liturgy. Pupils have a deep understanding of how to use scripture in their liturgies. They pray silently and spontaneously and know traditional prayers. Pupils deeply understand the liturgical year and can describe various annual traditions of the school. They work together well to prepare and deliver their own acts of prayer and liturgy, but there is now scope for pupils to be given even greater independence. Pupils evaluate their own and others' acts of prayer and liturgy, keeping a record in the class 'prayer packs' and improving in response to their findings. Pupils enjoy taking prayer bags home during Advent and Lent and take pride in sharing their worship at home through the online 'prayer walls' or by sending photos to school. Pupils confidently explain how acts of prayer and liturgy help them reflect and respond to God's calling, particularly by living out Catholic social teaching.

Prayer and liturgy are central to the day-to-day life of Good Shepherd, and well-chosen resources and scripture play a big part. Pupils are highly skilled in describing what they learn from the gospels in prayer and liturgy. Staff are positive role models of exemplary prayer and liturgy practice, and school leaders provide an inspirational example for staff and pupils alike. Pupils have learnt to deliver their own prayer and liturgy by mirroring the strong example of leaders and staff. Several interactive prayer displays enable staff and pupils to stop, reflect, and pray. The innovative 'Saints Trail' around the school is another way space is used to maximise effect. The outdoor prayer garden is a well-used space and provides the focus for the school's remembrance gathering in November. The school works very well with families to ensure they are included in its prayer life. Prayer bags are a particularly effective and popular way for the

school to involve parents and carers with parent prayer sessions where parents come to their child's class for prayer and liturgy.

The school's policy details how prayer and liturgy are planned, organised, and delivered at Good Shepherd. This is useful for new or visiting staff and ensures consistency throughout the school. There is a sequenced map detailing the prayer and liturgy leadership skills pupils should be taught in each class. The school calendar is driven by the liturgical year, and regular opportunities exist to celebrate the Eucharist and Reconciliation. Holy days of obligation and saints days are observed and celebrated. Leaders work closely with the parish priest to plan the calendar. Teachers are provided with detailed plans and resources for each term to help them cover all aspects of the liturgical calendar. Leaders and governors provide inspirational training and a high level of staff support. Leaders are confident and fluent users of various liturgical sources and ensure that worship is authentic and precisely matched to the liturgical calendar. They support staff and ensure the provision is consistent throughout the school. Leaders and governors very effectively monitor and evaluate the provision and regularly use pupil voice, though pupils' involvement in the broader range of monitoring activities is limited.

Information about the school

Full name of school	Good Shepherd Catholic Primary School
School unique reference number (URN)	142197
School DfE Number (LAESTAB)	3313414
Full postal address of the school	Spring Road, Foleshill, Coventry, CV6 7FN
School phone number	02476 689392
Headteacher	Andrew McConville
Chair of Governing Board	Brendan Fawcett
School Website	www.shepherd.coventry.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Romero Catholic Academy
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3 to 11
Gender of pupils	Mixed
Date of last denominational inspection	October 2017
Previous denominational inspection grade	2

The inspection team

Mark Hinton
Robert Duigan

Lead
Team

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