



Good Shepherd Catholic School

Inspection Report

Unique Reference Number 103716
Local Authority Coventry
Inspection number 286732
Inspection dates 14–15 March 2007
Reporting inspector Alison Cartlidge

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

Type of school	Primary	School address	Spring Road
School category	Voluntary aided		Foleshill
Age range of pupils	3–11		Coventry CV6 7FN
Gender of pupils	Mixed	Telephone number	02476 689392
Number on roll (school)	281	Fax number	02476 665830
Appropriate authority	The governing body	Chair	Bernard Towey
		Headteacher	Dominic Collins
Date of previous school inspection	24 June 2002		

Age group 3–11	Inspection dates 14–15 March 2007	Inspection number 286732
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Pupils come from a very wide range of backgrounds and the number taking free school meals is above average. The proportion of pupils with learning difficulties and disabilities is above average. Attainment on entry to the Nursery class is much lower than that found nationally. There is provision at the school for breakfast and after school clubs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with good aspects to its work. All members of staff are dedicated and hard-working and are keen to do their best for the pupils. Good relationships and care, guidance and support ensure that pupils' personal development is good. Pupils are nurtured well in this caring Catholic community. As a result, pupils behave well and have a good understanding of how to stay safe and healthy.

Pupils' achievement is satisfactory and by the end of Year 6 standards are broadly average. Children make a sound start to their education in the Nursery and Reception classes. Their personal, social and emotional development is promoted particularly well. Children make satisfactory progress in other areas of learning but standards are still lower than the levels expected when they start in Year 1. Satisfactory progress continues in Years 1 and 2 although standards remain below average. Writing lags behind reading and mathematics because not enough attention is given to improving pupils' spelling and punctuation. Progress is good in Years 3 to 6. It has improved because the school has started to group pupils so that they can be taught according to their abilities. Good use is being made of national support programmes in English and mathematics. These initiatives are helping to drive up standards because differing needs are now being met more closely.

Teaching is satisfactory and there are good features in all lessons. Teachers use praise well to encourage pupils to try hard and take pride in their work. Good use is made of information and communication technology (ICT) to capture pupils' interest at the start of lessons. There are occasions throughout the school when teachers do not expect enough of pupils. At these times not enough work is covered in a lesson and the rate of progress slows. The good curriculum has been enhanced by interesting practical activities that contribute especially well to the pupils' enjoyment of school.

Leadership and management are sound. Senior members of staff are taking the school in the right direction because there is a shared understanding of what needs to be improved. The school has put in place many new procedures to improve teaching and learning and these are starting to have a positive impact on standards, especially in Years 3 to 6. Whilst pupils' work is assessed frequently, the school is aware that this information is not yet used fully to check that all pupils do well.

The school has good links with outside agencies and parents. Most parents are very pleased that their children come to this school and find it to be very welcoming. Typically they describe the school as having 'a warm family feeling where you are made welcome at any time of day'.

What the school should do to improve further

- Increase the rate of progress up to the end of Year 2, especially in writing.
- Raise expectations of what might be achieved in each lesson to ensure that all pupils cover as much ground as possible.

- Improve the use of information on pupils' progress so that weaknesses are identified and tackled quickly.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children make sound progress in the Nursery and Reception classes. They make good progress in personal, social and emotional development and become confident and independent. In other areas of learning, many children are working below the levels expected for their age by the end of the Reception Year. Satisfactory progress continues in Years 1 and 2. However, standards by the end of Year 2 remain below average, with writing being the weakest subject. Pupils make frequent errors when spelling commonly used words. They are not yet secure in using capital letters and full stops correctly.

Standards by the end of Year 6 are broadly average in English, mathematics and science. Pupils are now making good progress in English and mathematics from Year 3 to Year 6. In 2006, an exceptionally able group of Year 6 pupils reached above average standards in English and mathematics.

Across the school, there are occasions when pupils could make faster progress by being given more challenging work. Pupils with learning difficulties and disabilities are supported by well trained teaching assistants enabling them to make similar progress to other pupils.

Personal development and well-being

Grade: 2

Children settle quickly in the Nursery and Reception classes. Throughout the school, pupils are happy and confident. They are polite and friendly and feel safe. All pupils, including those with learning difficulties and disabilities, enjoy school and co-operate with each other well. One pupil spoke for many by saying, 'No one calls you names and everyone respects you.' Rates of attendance are below average. However, they have been rising steadily over the last few years as a result of the school's efforts to encourage regular attendance.

Pupils' spiritual, moral, social and cultural development is good. Pupils participate fully in various celebrations and reflect thoughtfully on topics such as 'encouragement'. Pupils understand and follow the school rules well and make a positive contribution to the community by raising funds for charity and helping each other at playtimes. Pupils have a well developed awareness of safe and healthy lifestyles. They take part in various sporting activities and many understand why they should choose healthy drinks and foods. As one reception child said, 'Carrots are good for you and sweets are bad for your teeth.' Pupils' good personal skills and sound academic standards prepare them appropriately for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching is improving as a result of initiatives to improve provision and standards. In the Nursery and Reception classes, members of staff provide sensitive support that is particularly effective in helping children develop confidence and independence. Throughout the school, teachers have good subject knowledge and use ICT well to engage the pupils' interest. There are occasions when pupils' progress is satisfactory because they are less actively involved and there is insufficient pace and challenge. Assessment data are not used consistently to ensure that work matches the needs of all pupils. Teachers are supported effectively by well trained teaching assistants.

Curriculum and other activities

Grade: 2

In the Nursery and Reception classes children benefit from a wide range of interesting indoor and outdoor activities. These are especially effective in promoting their personal and social skills.

The curriculum has recently been adapted to ensure a smoother transition from the Reception class into Year 1. Pupils' progress is improving, but it is too soon to show an impact on standards at the end of Year 2. In Years 3 to 6, pupils are grouped according to their abilities in numeracy and literacy, and support programmes boost their skills further. Older pupils are taught by 'specialist' teachers in some other subjects and the local college contributes well to the delivery of modern foreign languages. These are key factors in the better progress being made in Years 3 to 6. The school has rightly identified a weakness in investigative science and an increase in practical work is starting to improve pupils' progress in this subject.

The personal, social and health education programme helps pupils to learn about healthy lifestyles. The curriculum is enhanced by a good range of extra-curricular activities especially involving sport and music. These contribute well to pupils' life experiences and enjoyment of education.

Care, guidance and support

Grade: 2

Good pastoral care ensures that pupils, including vulnerable groups, are supported well. Pupils are right to speak very highly about the friendly members of staff who show a genuine interest in their needs. The high level of care ensures pupils are safe and secure and able to learn. The school's approach to health and safety is good, with all required procedures in place.

Academic support is satisfactory. Whilst the procedures for assessing pupils' work have improved, information is not yet used consistently enough to plan lessons. Most pupils are aware of their individual targets and this is starting to improve the standards of

their work. Pupils with learning difficulties have clear targets based on thorough assessment of their needs and parents are fully involved in review processes.

Leadership and management

Grade: 3

The headteacher and deputy headteacher are passionate about the school. They work together closely to ensure its smooth running. Senior leaders are enthusiastic and hard-working and have identified the right priorities for whole school improvement. Recent initiatives and professional development for members of staff are starting to have a positive impact on pupils' progress in English and mathematics, particularly in Years 3 to 6. These improvements demonstrate the school's satisfactory capacity to improve further. The school's procedures for self-evaluation are satisfactory but its judgements on the effectiveness of its work are slightly more generous than those of the inspection team. This is because information on pupils' progress is not presented in a clear format to help leaders see at a glance when pupils are not doing as well as they should in a subject. This makes it difficult to identify and respond to dips in progress as soon as they arise.

Governance is satisfactory. Governors are supportive but know that they should provide the school with greater challenge when necessary.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for sharing your work with us. We are pleased that you enjoy coming to this school, which provides you with a satisfactory education. Your parents and carers are pleased that you come here.

Here are some other things we found out about you and your school:

- You make sound progress overall and good progress in Years 3 to 6.
- You behave well, are polite and friendly and good at helping others.
- Teachers do a satisfactory job and use the interactive whiteboards to make lessons interesting.
- You have a good range of interesting things to do including learning another language and clubs.
- All adults in school are kind and caring and look after you well.
- Your headteacher, other teachers and governors are working together to make your school even better.

What we have asked your school to do now:

- Help you to do better by the end of Year 2, especially in your writing.
- Make sure that you are always given hard enough work.
- Check that you are all doing well enough so that you can be helped quickly when necessary.

What you can do to help the school:

- Make sure you come to school regularly.

We thoroughly enjoyed talking with you about your work and watching you learn. We wish you all well for the future.