

Good Shepherd Catholic Primary School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique Reference Number | 103716 |
| Local Authority | Coventry |
| Inspection number | 336137 |
| Inspection dates | 21–22 September 2009 |
| Reporting inspector | James Henry |

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

| | |
|--|--------------------------------------|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 252 |
| Appropriate authority | The governing body |
| Chair | Bernard Towey |
| Headteacher | Anne Aston |
| Date of previous school inspection | 4 March 2007 |
| School address | Spring Road Foleshill Coventry |
| Telephone number | 02476 689392 |
| Fax number | 02476 665830 |
| Email address | admin@shepherd.coventry.sch.uk |

| | |
|--------------------------|----------------------|
| Age group | 3–11 |
| Inspection dates | 21–22 September 2009 |
| Inspection number | 336137 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and held meetings with governors, leaders and managers and groups of pupils. They observed the school's work, and looked at school improvement plans, teacher planning, school policies, including safeguarding procedures, and assessment information. They also analysed 50 parent questionnaires, 100 pupil questionnaires and 14 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of pupils in English in Key Stage 2.
- the quality of teaching and the use of assessment to meet the needs of all groups of pupils.
- the provision for children in the Reception class.
- the effectiveness of the leadership and management team in monitoring and evaluating the work of the school in order to bring about improvement.

Information about the school

Good Shepherd is a slightly larger than average Catholic primary school which serves the Catholic parish of St Elizabeth and St Helen. The majority of pupils are White British and the remainder are from a range of other ethnic backgrounds. The number of pupils eligible for free school meals are above the national average and the percentage of pupils with learning difficulties and/or disabilities is similar to that found nationally. There is provision for a breakfast club and after school club on site which is managed by an independent provider and inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Based on a strong Catholic spirit, Good Shepherd is a welcoming school for pupils from all backgrounds or faiths. 'This school treats each child not only as an individual but special in their own particular way' was a comment that expressed the views of the majority of parents. The pupils also greatly appreciate the school and respond by showing good behaviour and courtesy to each other and adult staff. The relatively new headteacher and senior leadership team, have a sound understanding of the strengths and weaknesses of the school. They are beginning to bring about improvements to the satisfactory provision for pupils. Staff questionnaires show that they are fully supportive of the headteacher and senior leadership team in their determination to raise standards. Changes to the organisation of the governing body means that they are also beginning to hold the school more accountable for its performance. The school's capacity to improve is satisfactory because, although a good start has been made, initiatives, such as the monitoring of teaching and the development of a whole school marking scheme, have yet to improve standards, especially at the end of Key Stage 2. Attendance was a problem, but a success of the school has been the introduction of procedures that have improved attendance to be in-line with the national average.

Children enter the Early Years Foundation Stage with skills and knowledge that are below that expected. They make good progress and enter Year 1 with broadly average attainment. Due to pupils making varied progress in different year groups, they make satisfactory progress overall and leave the school having reached broadly average standards. However the attainment in writing at the end of Key Stage 2 has been declining over time, especially for the more able pupils. This is due to a lack of opportunities for pupils to extend their vocabulary use their language skills in different styles of writing.

There are some examples of good teaching but this is not consistent enough. There is a lack of challenge in some lessons that means that not all groups of pupils, especially the more able, have their ability stretched. Also teachers' marking is not always consistent and effective in showing pupils what they need to do to improve. Pupils do not always have the opportunity to correct their mistakes and act on any guidance given.

Opportunities to share good practice and make effective use of teaching assistants are sometimes missed.

Pupils feel safe in school and have the confidence in staff to listen and deal with any concerns they have. The curriculum satisfactorily meets the needs of pupils and, as with other initiatives; the school is working towards making links between subjects in order to improve pupils learning. There is a good range of after school activities that helps to promote pupils well being and enjoyment of school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Raise attainment in writing by the end of Key Stage 2, especially for the more able pupils by:
 - Providing more opportunities to use different styles of writing
 - Extending pupils' vocabulary in order to improve their use of language in their writing.
- Increase the consistency of good or better teaching by:
 - Sharing good practice
 - Providing appropriate challenge in lessons for all groups of pupils
 - Making more effective use of teaching assistants.
- Improve the effectiveness of marking by:
 - Giving consistent written guidance, especially for older pupils, which informs them about how to improve further
 - Ensuring pupils have the opportunity to correct their mistakes and use any written guidance in their future work.

Outcomes for individuals and groups of pupils

3

Children make a good start in the Early Years Foundation Stage from starting points that are lower than that expected for children of their age. They enter Year 1 with broadly average standards and make satisfactory progress, so that by the end of Year 2 standards match the national average. Pupils make satisfactory progress across Key Stage 2 and by the end of Year 6 reach standards that are broadly average. Different groups of pupils make the progress expected. However, in writing the more able do not always achieve their potential. Standards have been steadily improving in reading, writing and mathematics in Years 1 and 2. Over time standards, by the end of Year 6, in mathematics have remained static and declined in English due to a fall in pupils' attainment in writing, especially for the more able.

Pupils enjoy learning and show good enthusiasm for their work. When actively involved in lessons, such as working together when given a choice about writing in different styles, pupils make good progress. However in some lessons, pupils are not sufficiently challenged in their learning and progress becomes satisfactory. Teachers plan to meet the needs of pupils with special educational needs and/or disabilities and use teaching assistants to provide appropriate support. There are occasions, particularly at the beginning of lessons, when teaching assistants are not used effectively and opportunities to support pupils' learning are missed.

Pupils have a good understanding of the need to take regular exercise, eat healthily and keep themselves safe. Year 5 pupils are particularly proud of the healthy tuck shop they help to run at playtimes. Pupils' spiritual, moral, social and cultural development is good. They have ample opportunities to pray, reflect and recognise the value of other faiths

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and cultures. Willing to take on responsibilities, pupils are actively involved in raising money for local and national charities. They readily act as 'young leaders' to support younger children at lunchtimes and willingly contribute to decision making through the school council. With their good personal skills and average basic skills, pupils are soundly prepared for their next school.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Whilst there are examples of good teaching, it is uneven from Year 1 to Year 6 and therefore satisfactory overall. Where teaching is good, different groups of pupils are challenged in their learning and work is well planned to meet their different needs. Question and answer sessions are purposeful and used to re-enforce and develop pupils learning. However this practice is too variable with some lessons being teacher led. This slows the pace of learning resulting in some pupils not being sufficiently challenged. While the school has introduced a new marking policy, the quality of feedback which the pupils receive on their work is inconsistent. The assessment and marking of pupils work is systematically done but the written guidance, especially for older pupils, is not sharply

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

focused on the next steps which a pupil needs to take to improve.

The school has begun to develop the curriculum by planning topics that link different subjects. This is beginning to increase the creativity of lessons and pupils enjoyment of their learning. One pupil commented how much he enjoyed the 'Greek Olympic' day when aspects of Greek culture, history and physical education were all linked together. A wide range of well supported extra-curricular activities effectively promotes pupils enjoyment and self-confidence. The curriculum is satisfactory because it does not always meet the needs of all pupils in helping them to achieve their potential in writing skills.

Pastoral care is a strength of the school and there are effective transition arrangements to introduce and settle children from the nursery into the reception class. Support for pupils with learning difficulties and/or disabilities and those who have persistent absences has improved due to the recent appointment of a Learning Mentor. The school is working closely with outside agencies to ensure that these pupils are well integrated into school life.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 3 |

How effective are leadership and management?

A positive start has been made to improve the quality of teaching and learning throughout the school and the headteacher and senior leaders are determined that this work needs to continue. Given the relatively new leadership and management arrangements the capacity to promote improvement is satisfactory. The school has correctly identified priorities in its development plan to improve pupils writing, monitor the effectiveness of teaching and the use of assessment, especially marking. All staff are aware of the priorities for the school and show a collective determination to succeed. Governors are fully supportive of this determination and have re-structured their committees to more effectively monitor and evaluate the work of the school. However, the impact of these initiatives have yet to be seen in increasing rates of pupil progress and the raising of standards, particularly by the end of Year 6.

The school's promotion of community cohesion is satisfactory. The school has positive links with the local community, especially the parish church and local schools, and internationally through charity links. Safeguarding arrangements are in place and meet statutory requirements. The school values all pupils equally and where support has been targeted, for example at pupils with poor attendance, there has been improvements in

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

their inclusion in to school life.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Due to good induction procedures children settle into the Nursery and Reception quickly and easily and thoroughly enjoy coming to school. When children enter the Early Years Foundation Stage their skills and abilities is generally below that expected for their ages. They make good progress in relation to their starting points and their attainment is broadly average by the time they start Year 1. There are good arrangements to ensure children's welfare and personal development. As a result, children are well behaved and learn how to share and co-operate with one another as well as developing a sense of independence. Good routines are established, including the use of the outside area, so that children are safe and understand about health and hygiene.

Teaching is good. Activities that cover all areas of learning are well planned and there is a good balance between those that are child initiated and adult-led. The children were particularly enjoying learning about different types of bread from around the world. Assessments, tracking children's progress, are used to meet individual needs. Although early in the school year, children were given good opportunities to develop basic number and writing skills and were confidently making marks on the interactive white board. The Early Years Foundation Stage is well led and managed with staff working well together. The new phase leader has identified areas for development and brought about positive change, especially in the use of assessment.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The very large majority of the questionnaires received were positive in their views about the school. Some parents had enclosed written comments, several of which thanked the headteacher and staff for their work on behalf of their children. The parents also commented on the teachers being approachable and supportive. There were no clear topics amongst the few concerns expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Good Shepherd Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 28 | 55 | 22 | 43 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 35 | 69 | 13 | 25 | 3 | 6 | 0 | 0 |
| The school informs me about my child's progress | 24 | 47 | 26 | 51 | 1 | 2 | 0 | 0 |
| My child is making enough progress at this school | 21 | 41 | 28 | 55 | 2 | 4 | 0 | 0 |
| The teaching is good at this school | 27 | 53 | 24 | 47 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 25 | 49 | 26 | 51 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 27 | 54 | 23 | 46 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 26 | 53 | 24 | 47 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 25 | 50 | 25 | 50 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 20 | 39 | 25 | 49 | 2 | 4 | 4 | 8 |
| The school takes account of my suggestions and concerns | 24 | 47 | 23 | 45 | 3 | 6 | 1 | 2 |
| The school is led and managed effectively | 28 | 56 | 20 | 40 | 1 | 2 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 29 | 57 | 19 | 37 | 1 | 2 | 2 | 4 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 September 2009

Dear Pupils

Inspection of Good Shepherd Catholic Primary School, Spring Road, Foleshill, Coventry, CV6 7FN.

I am writing to thank you for making us feel welcome when we visited your school. We enjoyed watching you work hard for you teachers in lessons. The headteacher and all the other staff look after you well and work hard to help you learn and enjoy school.

The school gives you a sound education and by the time you leave most of you reach standards that are normally expected. Here are some of the things that we found out:

- you enjoy school and being with your friends.
- you behave well and are keen to learn and to do your best.
- you treat each other with respect and are always willing to help around school.
- you enjoy taking part in the activities that the school offer.
- you are always willing to help other people in the community through supporting a number of charities.

To help make sure you do even better we have asked teachers and other adults who look after you to do three things:

- improve the standard of your writing by giving you more opportunities to write in different styles.
- make sure that the quality of teaching is consistently good.
- make sure that when your work is marked any comments in your books give you clear guidance on how to improve further.

You can help by continuing to work hard and supporting one another.

Good luck for the future.

James Henry

(Lead Inspector)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.