

# Inspection of Good Shepherd Catholic School

Spring Road, Foleshill, Coventry, West Midlands CV6 7FN

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Inspection dates: 25 and 26 January 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Good Shepherd is a happy school. Staff know the pupils well. Relationships between staff and pupils are extremely positive.

Leaders include the school's Catholic ethos and values of ambition, encouragement, community, resilience, well-being and faith in all areas of school life.

Pupils have a strong understanding of how to keep themselves safe. They recognise the dangers of being online and know when to ask for help if they are worried. Pupils learn from a range of visitors to school, such as the police and magistrates.

Teachers have high expectations for all pupils. Through a range of experiences, they help pupils to develop both academically and emotionally. Pupils enjoy taking on responsibilities such as those of school councillors and house captains. They organise fundraising by running stalls at the Christmas fair to buy play equipment.

Pupils display first-class learning behaviours. They engage in their lessons and contribute confidently to learning discussions. Adults help pupils to recognise and manage their emotions well. Pupils show understanding and support for other pupils who may struggle to manage their own emotions. Pupils' self-confidence, citizenship and resilience are extremely well developed. As a result, behaviour and attitudes are exceptional.

## **What does the school do well and what does it need to do better?**

Senior leaders, supported by The Romero Catholic Academy (a multi-academy company), are relentless in their drive to improve the school further. They have high expectations of pupils and staff. Leaders have designed an ambitious curriculum that aims to provide a wide range of learning across subjects. It is also designed to build pupils' character and enthuse them. Leaders have planned carefully what pupils will learn and know, and when they will learn it in most subjects. In a few subjects, leaders are aware that teachers do not have the subject knowledge to teach these subjects fully. Leaders are taking steps to address this.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND) and assess their individual needs. Teachers support pupils with SEND to access the same curriculum as other pupils. Parents and carers appreciate the support that pupils with SEND receive.

Reading is taught well. Leaders have developed a challenging reading curriculum, which is implemented consistently across the school. Phonics is taught well in Nursery and continues throughout key stage 1. Pupils learn their sounds quickly. Teachers regularly check which sounds pupils can remember. Pupils use their phonics knowledge to develop fluency in reading and to help them spell when

writing. Teachers select books for pupils to read that match well to the sounds that they are learning. Pupils with SEND learn to read well.

The stories that teachers read to pupils help develop a love of reading. Book displays around the school provide inspiration for pupils. Pupils enjoy reading books by a range of authors. They know why it is important to be a good reader.

All pupils, including those with SEND, do very well in mathematics. Leaders ensure that pupils have a secure understanding of basic concepts. In Reception, for example, children enjoy counting and adding numbers. To secure pupils' understanding, teachers revisit and review pupils' learning. They help pupils to practise and apply their mathematical knowledge in different contexts.

Teachers make regular checks to see how well pupils have understood their learning. This is particularly strong in mathematics. However, in art, design and technology and French, leaders are aware that teachers do not check well enough what pupils have learned.

An extensive range of experiences and activities enhances pupils' learning and personal development. Pupils talk confidently about how they learn to be good citizens. For example, they learn about mobile phone tracking and monitoring traffic speed when the local police visit. Pupils know how to care for and look out for each other. They form healthy relationships based on trust and respect. The school's work to build character benefits all pupils, particularly those who are disadvantaged. All pupils enjoy the wide range of opportunities and enrichment provided by the school.

Throughout the school, adults encourage pupils to express and debate their opinions. Pupils have opportunities to take part in performances such as 'Good Shepherd's Got Talent'.

Staff are overwhelmingly positive about the school and the marked improvements that have happened since the previous inspection. They say that leaders always listen to them and provide support. Staff say that workload is managed well. Parents also speak highly of the school.

Governors fulfil their roles well. They visit the school regularly and ensure that they are well informed. They use this information to question leaders about the school's performance. Governors benefit from regular training.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of keeping pupils safe throughout the school. Leaders ensure that they provide training for staff and governors. Leaders check that staff know how to spot pupils at risk. Staff pass on concerns promptly. The school quickly puts in place effective support. This might be from the school's learning mentor or an external agency.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils know whom to go to if they have a concern. They know that their concerns will be taken seriously.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Staff are not confident in delivering in a few foundation subjects. This hinders the progress that pupils make. Leaders need to make sure that all staff are equipped with the skills and knowledge to teach every subject effectively so that pupils achieve well.
- Assessment is not used effectively in a few foundation subjects to check on pupils' learning. This means that the gaps in pupils' knowledge are not being addressed as quickly as they could be. Leaders should provide appropriate guidance and training for staff on how to check what pupils know and remember.
- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	142197
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10211751
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	Board of directors of The Romero Multi-Academy Company
<b>Chair</b>	Brendan Fawcett (Chair of board of directors) Ann Harkin (Chair of local academy committee)
<b>Principal</b>	Andrew McConville
<b>Website</b>	<a href="http://www.shepherd.coventry.sch.uk">www.shepherd.coventry.sch.uk</a>
<b>Date of previous inspection</b>	6 and 7 March 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is a Catholic school, within the Archdiocese of Birmingham. Its most recent section 48 inspection took place in October 2017. The next section 48 inspection will be within eight years of the previous section 48 inspection.
- The principal took up his post in September 2019.
- The school makes use of one alternative provision run by Coventry local authority.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors met with the principal, the vice-principal and assistant vice-principal. They also met with the senior executive leader of the multi-academy company, and representatives of the board of directors, local academy committee, the diocese and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and English. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the leader for early years and observed children within the setting.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime. Inspectors also met with groups of pupils to discuss their views of the school and personal development opportunities.
- To judge the effectiveness of safeguarding, inspectors scrutinised the records for the safer recruitment of staff and held a meeting with the designated safeguarding lead. Inspectors met with staff to check their understanding of safeguarding and the impact of any training received.
- Inspectors listened to pupils read and talked to them about their reading.
- Inspectors spoke with several members of staff, including those who have recently joined the teaching profession. They considered the responses from staff to the online inspection questionnaire.
- Inspectors spoke with parents at the start of the day and considered the responses, including written responses, to Ofsted Parent View.

### **Inspection team**

Lynda Townsend, lead inspector	Ofsted Inspector
Mary Maybank	Ofsted Inspector

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