



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

The Good Shepherd Catholic Voluntary Academy

Somersby Road, Woodthorpe, Nottinghamshire, NG5 4LT

School URN:	122812
Inspection Date:	14 January 2016
Inspectors:	Mrs G Willders and Mrs J Monaghan

Overall Effectiveness	Previous Inspection:	Good	2
	This Inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

The Good Shepherd Catholic Voluntary Academy is an outstanding Catholic school.

- The Good Shepherd Primary Catholic Academy is an outstanding Catholic school; it is a warm, welcoming community with tangible evidence for upholding the precepts of the 'Common Good'. The majority of priorities since the last inspection have been fully met. The continuous drive for improvement and excellence ensure that The Good Shepherd School is well placed to move forward and be a beacon in the community.
- The school presents all that is celebratory in Catholic Life and is thus outstanding. Pupils, and indeed the whole school community, have a thorough understanding of the school's mission. Gospel values inspired by faith are central to the school's vision. The headteacher is truly inspirational and very well supported by her leadership team and all staff. Governors give their time and expertise generously for the benefit of the school community; they are instrumental in the drive for excellence.
- The school is a prayerful and worshipping community. The work of the recently appointed lay-chaplain impacts greatly on both class and whole school acts of worship. The school continues to develop a range of opportunities for prayer and worship. Liturgy is a highly significant part of school life.
- The quality of Religious Education in the school is good. All teaching, work in pupils' books and aspects of tracking pupil progress are good. Outcomes in Religious Education for pupils in Key Stage 1 are showing an improving picture. At the end of Key Stage 2, outcomes are above diocesan expectations. All groups of pupils value and enjoy Religious Education.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- The Good Shepherd Catholic Primary Academy serves the parish of The Good Shepherd, Woodthorpe and is a member of the Pax Christi Multi Academy Trust.
- The school is larger than the average-sized primary school. 86% of pupils are baptised Catholic, 8% are from other Christian denominations, 1% from other faith backgrounds and 4% have no religious affiliation.
- The proportion of pupils known to be eligible for the pupil premium is 8%, which is well below average. The pupil premium is additional funding for those known to be eligible for free school meals, in the care of the local authority or children of service personnel.
- The proportion of pupils with special educational needs and disabilities supported through the school is 5% which is below average. Very few pupils have education and health care plans.
- The proportion of pupils with English as an additional language is 18%.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- To use teacher knowledge of previous learning in Religious Education by:
 - Challenging and extending the skills and understanding of all groups of learners in Religious Education.
 - To ensure progress is accelerated by a more robust use of assessment to plan 'next steps' in learning.
- To raise the levels of pupil progress to outstanding by:
 - Ensuring a more rigorous approach to the analysis of the school's tracking systems and target setting procedures.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding

- Pupils are extremely proud to be members of The Good Shepherd Catholic Academy. They live and breathe the school's Catholic ethos with the mantra of, 'We try to live like Jesus and become the person he wants us to be'.
- Almost all pupils are involved in shaping the mission of the school and actively carry out their daily lives to put this vision into action. This is evident in the way in which they seek justice for those within and beyond the school community.
- Almost all pupils, including those who are not Catholic, are proud of their own religious identity and beliefs. They have a strong personal worth that is evident in all aspects of their personal development.
- Pupils are eager to benefit from the many opportunities they have throughout their school life. They take their role in showing that they live like Jesus seriously, exemplified in the way they offer their gifts in the service of others.
- The school is a family, drawn together by their unique mission. Pupils contribute and benefit from this nurture and guidance in a fulfilling way which enables them to grow in their own spiritual and moral development in order that they will go on to be good citizens.

The quality of provision for the Catholic Life of the school - outstanding

- The school mission statement is a clear and inspiring expression of the educational mission of the Church. Outstanding provision in the school demonstrates that it is central to every aspect of school life for the ultimate benefit of all pupils and members of the community.
- There is no doubt that The Good Shepherd Academy is a Catholic school. It is proud of and celebrates its Catholic identity throughout the school and in every aspect of school life. The commitment to this is unwavering and forefront in the minds of both staff and pupils.
- Pupils are very proud of the richness of the chaplaincy provision in the school. There is a forward thinking plan for all pupils to participate in a way that brings the Catholic Life of the school, Collective Worship and Religious Education together.
- The behaviour of pupils is exemplary. They have a clear understanding of expectations, alongside a mutual respect for everyone in their community. Relationships between staff and pupils are a highly positive witness to the gospel values and as a result, pupils take their responsibility seriously in the contribution they make to this happy and caring community.
- Continuous professional development for staff is highly effective in ensuring that all staff, regardless of their background, are equal members in the community and equipped to play their part in the formation of the pupils' Catholic development.
- There has been significant development and improvement of programmes for Personal, Social and Health education (PSHE), particularly in relation to Relationships and Sex Education (RSE) in line with diocesan advice. In relation to RSE, consultation with stakeholders has been thorough and the development of a coherent programme that meets the needs of pupils is in place.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school – outstanding

- The school's leadership is deeply committed to the Church's mission in education. They are driven by the fact that they have such an important part to play in undertaking this mission. Whilst recognizing the responsibility that comes with this, they have established a tangible ethos where the Catholicity of the school is a way of life for all.
- The school's self-evaluation for the Catholic Life of the school is given the highest priority and involves all stakeholders in ensuring that it reflects the genuine distinctive nature of The Good Shepherd Academy. It is central to the school's improvement processes. Evidence of minutes taken of staff and governors meetings demonstrates that this is a well embedded process.
- Leaders consider the Catholic Life of the school to be the driving force for all aspects of school improvement. Staff are well supported to ensure that this commitment is consistent at all levels, and as a result they share the desire to support and be actively involved in the mission of the school.

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- Careful and searching analysis of rigorous monitoring leads to well targeted plans for improvement. Leaders remain focused on the sustenance and improvement of the school as a Catholic school and this ensures that staff and pupils' understanding of the school's mission is outstanding.
- Governors are highly ambitious for the Catholic Life of the school and see it as a priority. This is clear in the way in which they undertake their statutory and canonical duties. The use of the skills audit to ensure that the right governors are supporting and challenging the right aspects of school improvement has led to an open working relationship with leaders for the greater good of the pupils.
- Links with the parish are strong and continue to be nurtured through pupils' participation in church, parish priest presence, proactivity in the school and community, and the living witness that staff and leaders provide in the school and parish community.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	1
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<ul style="list-style-type: none"> How well pupils respond to and participate in the school's Collective Worship. 	1
<ul style="list-style-type: none"> The quality of provision for the Collective Worship. 	1
<ul style="list-style-type: none"> How well leaders and managers promote, monitor and evaluate the provision for Collective Worship. 	1

How well pupils respond to and participate in the school's Collective Worship - outstanding

- Pupils of all ages are actively engrossed in acts of worship. They are enthusiastic in their participation and fully involve themselves in prayerful silence as well as community prayers. This is further replicated in pupils' enthusiastic singing, all evidence of a strong tradition of worship in the school.
- Pupils greatly value times of worship and are keen to take the lead. This includes spontaneous prayer in the classroom, which is part of everyday life at The Good Shepherd Academy. This is a strength of the school.
- Appropriate to their age and ability, pupils are able to create a sincere atmosphere of reflection which is conducive to pupils acting with great reverence; this reflects the importance that is placed on Collective Worship in the school.
- Pupils are provided with a wide range of opportunities to participate in and take the lead in very high quality acts of worship. They are confident in their leadership as a result of the outstanding models of good practice that are in place.

The quality of provision for Collective Worship - outstanding

- There is a tangible sense of community built around prayer and worship which demonstrates that provision for Collective Worship is outstanding. It is central to the life of the school and builds in opportunities to include church routines and traditions.
- Praying together is part of the daily experience for staff and pupils. The staff are excellent prayer role models to whom pupils look to for guidance; as a result, pupils benefit greatly from the fact that prayer is at the heart of the school.
- Acts of worship observed during the inspection, along with monitoring evidence, demonstrate that staff and pupils are highly skilled in the planning of worship. Inspirational acts, with clear themes, which are aimed to engage and develop pupils, are evident and this leads to worship that is cherished by all members of the school community.

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- Opportunities for wider participation in worship are planned, with the support of staff and the chaplain, to enable parents and the church community to participate in the prayer life of the school. This further embeds the fact that, for The Good Shepherd Academy, prayer is a way of life.
- Provision and guidance provided by staff is excellent. They are highly skilled in supporting pupils in planning and leading Collective Worship. Pupils comment that worship means that, 'pupils have a mission, not just the teachers... We want to live like Jesus, be closer to God and help people'. Liturgy is cherished by pupils from the earliest of years.
- The introduction of a lay chaplain has led to rapid and sustained development of Collective Worship. It has enabled the pupils, who are already brought up in the school community with a rich diet of prayer and worship, to further enrich their deep understanding of the Church's liturgical heritage and the Church's mission in education.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - outstanding

- Leaders and managers have an expert knowledge of how to plan and deliver high quality acts of worship. The headteacher is passionate about Catholic education and ensures that prayer is embedded in this. Her vision that, 'Anyone who comes into school will know that Christ is at the centre', is a driving ambition for Collective Worship.
- Leaders and managers, including the lay chaplain and governors, have a thorough understanding of what outstanding Collective Worship is. They ensure that they are leading the pupils of The Good Shepherd Academy to a deep appreciation of the Church's liturgical year and that, when pupils leave the school, they will have a firm basis upon which to reach their full potential.
- Leaders and managers are visible leaders of Collective Worship within the school and in the parish community. They are passionate that prayer is central to the life of the school and they lead by example.
- Monitoring and evaluation of Collective Worship has been carefully targeted to lead to improvement in this area. Leaders place the highest priority on the quality of Collective Worship and regularly seek the views of all stakeholders. This has been a school improvement focus for leaders and managers and has led to outstanding provision and outcomes for pupils.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education – good

- Pupils enjoy Religious Education and they are keen to do well, they view it as very important and speak with passion and conviction. Pupils said, ‘Religious Education helps us grow in our faith in Jesus’. Behaviour for learning is exemplary; pupils concentrate well and respond wholeheartedly to a range of questioning aimed at moving learning forward.
- Drawing on evidence from lesson observations, work in pupils’ books, pupil discussions and assessment documentation, pupils make good progress. From their starting points in Foundation Stage pupils make good progress over time. At the end of Key Stage 1, outcomes are slightly below diocesan average; the school has identified this and systems are in place to close the gaps. At the end of Key Stage 2, a large majority of pupils make good progress - achieving diocesan expectations with some pupils exceeding these. This progress could be accelerated in all groups by a more rigorous use of the school’s tracking systems and a thorough understanding of success criteria to inform past learning and plan for ‘next steps’.
- Pupils are developing a wide range of skills and their knowledge and understanding is developing at a good level which impacts on their ability to engage with religious ideas. Pupils quote ‘Religious Education lessons help us to follow Jesus’ footsteps’.

The quality of teaching and assessment in Religious Education – good

- Teaching is mainly good with some areas of outstanding practice. Teachers have a confident level of specialist expertise which impacts positively on pupils’ learning. In the majority of lessons, time was managed effectively; however there were isolated instances where the pace of learning was slow resulting in less favourable outcomes for those pupils.
- Pupils are highly responsive and need continuous challenge to reach the higher levels in the Religious Education curriculum. An increased emphasis on the use of assessment to establish pupils’ previous learning will ensure all groups make rapid and sustained progress.
- To ensure accelerated learning in Religious Education for all groups of pupils, teachers must use assessment information more analytically in order to pitch their teaching at the appropriate level to ensure all pupils are challenged.
- Marking and feedback is systematic and regular and pupils know what they need to do to improve. A majority of pupils respond to the feedback effectively.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding

- The leadership of Religious Education is outstanding; the subject leader embraces her role with energy, enthusiasm and expertise. She is fully supported by the headteacher and governors. The link governor for Religious Education has a strategic view of the subject development thereby ensuring it has a high profile which extends to all areas of school life.
- The leadership of Religious Education inspires confidence. Recent surveys indicate wholehearted commitment from pupils, parents and colleagues to the teaching of Religious Education. The embedded good and outstanding practice in almost all classes, evident in the delivery and pupil response to Religious Education, is a strength of the school.
- Pupils' learning is thoroughly enriched through wide and varied links with the parish and the wider community. The parish priest and members of the parish family are a regular presence in school; they help pupils gain first-hand experience of the liturgical life of the Catholic Church. Collaborative work with colleagues from the Pax Christi Catholic Academy Trust further promotes the provision of Religious Education.
- Religious Education is extremely well resourced. Strategic planning, careful thought and prioritizing ensures favourable comparisons with other core subjects. It meets fully the requirements of the Bishops' Conference of England and Wales.

SCHOOL DETAILS

School Name	The Good Shepherd Catholic Voluntary Academy
Unique Reference Number	122812
Local Authority	Nottinghamshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the *Evaluation Schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 10 Religious Education lessons, 2 Act of Collective Worship.

Meetings were held with the headteacher, the subject leader for Religious Education, two governors and the parish priest. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms. They also examined the work in pupils' Religious Education books.

Chair of Governors:	Mrs Marina Hatcher Deeny
Headteacher:	Mrs Margaret Williams
Date of Previous School Inspection:	16 September 2010
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

Grade 1	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
Grade 2	Good	The school is an effective Catholic school. Pupils' needs are met well.
Grade 3	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
Grade 4	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.