

NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

Autumn 2010



**The Good Shepherd Catholic Primary School
Somersby Road
Arnold
NOTTINGHAM
NG5 4LT**

Date of Inspection: 16th September 2010

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	The Good Shepherd Catholic Primary School Somersby road Arnold Nottingham NG5 4LT
Headteacher:	Mr. Gerard Whittle
Chair of Governors:	Ruth Millington
Date of Inspection:	16th September 2010
Inspection Team:	Mrs. Helen Booton Mrs. Anne Recchia
URN & DfS Number:	122812 891/3696
Overall Grade Awarded:	2 Good

A. DESCRIPTION OF THE SCHOOL

The Good Shepherd is a larger than average Catholic primary school situated in Arnold close to the city of Nottingham. The school takes children from the parish of the Good Shepherd which covers Arnold, Woodthorpe, Mapperley and the outlying villages of Calverton, Lambley, Woodborough and Burton Joyce.

The current number on roll is 339 of which the majority, (88%) are baptised Catholics, 6% of pupils are from other Christian backgrounds and only 3% of pupils are from other faith backgrounds.

Most pupils are White British. A small minority of pupils speak English as an additional language. The attainment on entry to the school is generally just above that shown nationally. The percentage of children with special educational needs and/or disabilities is below average. The number of children with a statement of special educational need is also well below the national average.

INSPECTION SCHEDULE

B. OVERALL EFFECTIVENESS

GRADE: 2 Good

Pupils at Good Shepherd School make good progress over time with little variation between different groups of learners. By the end of Key Stage 2 pupils reach levels at least in line with national expectations with some pupils achieving at a higher level.

The school provides a good Catholic education for its pupils, which in turn inspires them to lead meaningful, Gospel centred lives within their community and beyond. The school is well respected locally for its values and caring ethos.

Leaders and managers develop the Catholic Life of the School to good effect. The head teacher, staff and governors work closely together to ensure that standards are high, staff are well trained, the curriculum is well matched to the needs and interests of the children and outcomes for pupils are good. Prayer and Collective Acts of Worship are, on the whole, good and this aspect of school life is making a difference to the lives of the pupils. Careful monitoring and evaluation of the Catholic Life of the school would ensure that leaders and managers have a clear overview of this vital aspect of the school and have unequivocal and explicit evidence that its Catholic mission is a priority along with the spiritual and moral development of the pupils.

The school's capacity for sustained improvement is good.

C. What does the school need to do to improve further?

At The Good Shepherd Catholic Primary School, the strengths of the school far outweigh the areas for improvement. However, all good schools recognise the need for further improvement. We recommend the school focuses on the following:

- Ensure that the Catholic Life of the school is monitored and evaluated, enabling areas for development to be prioritised and suitably highlighted in the school improvement plan.
- Evaluate the assessment data and the tracking of pupil progress to identify trends over time and the achievement of different groups in order to inform planning, teaching and learning.
- Further develop the use of pupils' self-assessment to inform target setting.
- Further develop pupil led acts of collective worship. Develop strategies to support all year groups in the planning delivery and evaluation of this aspect of the Catholic Life of the school.

D. The school's capacity for sustained improvement

GRADE: 2 Good

Since the last inspection the school has made good progress in addressing the issues raised in the previous report. The Religious Education Coordinator is now well established in her role and has improved outcomes for pupils through rigorous planning and assessment. The Religious Education curriculum is, on the whole, delivered creatively, ensuring that pupils with different learning styles are well catered for. Teachers are confident in assessing and moderating pupils' work and are beginning to set challenging targets to raise attainment. As a result pupils' attainment in Religious Education is now good.

Through good quality self-evaluation the school has been able to identify accurately the priorities for Religious Education in the school. A more rigorous approach to evaluating the Catholic Life of the school would serve to consolidate its successes, in particular, in relation to its Catholic dimension and would secure further improvements in this area.

The Catholic identity of the school is very visibly displayed through pupils' work and religious artefacts. Leaders and managers communicate well and refresh their understanding of the mission of the school on a regular basis. This now needs to inspire and galvanise the school community to work towards meeting an ambitious vision of Catholic Education as a whole, which can be voiced by all.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups

GRADE: 2

Standards of attainment in Religious Education at Good Shepherd School are good. Children enter the school demonstrating above average levels of religious literacy and by the end of key stage 2, a high proportion of them attain the expected levels with a number of pupils exceeding the norm. Standards at key stage 1 are at least satisfactory with the majority of pupils reaching the expected level of attainment.

Most children make good progress.

Where children make good progress in their lessons, they have positive attitudes and are enthusiastically involved in their work, showing high levels of initiative and independence. On the whole, teaching assistants are well-directed and make a significant contribution to pupils' learning, so there is no major variance between groups of pupils. Where learning is less productive, pupils are not always clear about the

learning objective and demonstrate some off-task behaviour. In these lessons, teachers and teaching assistants could be more effectively deployed to engage and encourage learners so that they remain focussed on the purpose of the activity.

The extent to which pupils contribute to and benefit from the Catholic Life of the school is good with many outstanding features. They value and respect the Catholic tradition of their school and cement the links with their parish church by reading at Sunday Mass, attending children's liturgy and supporting parish events. The sacramental programme is successfully delivered after school and culminates in a memorable celebration for both school and parish alike.

Pupils take full advantage of the opportunities that the school provides for their personal support and development as evidenced by the range of extra-curricular activities and many residential visits offered by Good Shepherd School. Pupils are encouraged to apply in writing for positions of responsibility and thus participate constructively in the Catholic Life of the School e.g. house captains, preparing the hall for collective worship, organising fund-raising events to name but a few. The children's behaviour within and beyond the classroom is exemplary. They are considerate to the needs of others and through their engagement with fair-trading activities seek justice for others less fortunate than themselves. A considerable number of charitable events are held to raise much needed aid for local, national and international causes; CAFOD, Barnardo's and NSPCC are examples of this.

Children engage positively with opportunities for individual prayer. They demonstrate reverence and respect when they pray; with a number of pupils responding to voluntary acts of worship when invited to do so. During whole school acts of collective worship, as witnessed on inspection, children sing joyfully, join in community prayers and reflect prayerfully. They have a good understanding of the religious seasons and feasts making full use of appropriate rituals, gesture, artefacts and prayer styles offered to them. They have a good knowledge of their faith. Thus collective worship contributes significantly to their spiritual and moral development. These wonderful efforts now need to be scrutinised for impact so that pupils are actively involved in evaluating both collective worship and the Catholic Life of the school.

Pupils are ably supported by their teachers in planning and leading prayer and worship; using imagery, music, drama and role play to good effect. The older pupils are starting to acquire the skills required for organising, preparing and leading liturgy. This now needs to develop further so that children, from their earliest years, are creating moments of awe and wonder, leading vibrant acts of worship with confidence and enthusiasm.

LEADERS AND MANAGERS

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils

GRADE: 2

Leaders and managers develop the Catholic Life of the School to good effect. There is an array of statues, icons, prayers and photographic evidence on public display. The Head teacher, ably supported by his Deputy, strives for excellence within the school. Staff are encouraged to take on leadership roles and are well placed to reflect on their vocation as teachers in a Catholic school.

Leaders and managers promote community cohesion within the school and local communities to a good standard. Staff and pupils share an inclusive vision recognising and valuing the range of similarities and differences within the school community. Relationships among pupils are positive and their parents are actively encouraged to support and participate in school events. Leaders and managers work with others beyond the school to ensure that pupils from different backgrounds are given opportunities to work together. Links have started to be established with Hungary and key personnel recognise that this needs to be cultivated as does developing a national awareness within the pupil population.

Leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the School to a satisfactory standard. Senior leaders and managers express their support for the Church's mission in education, monitoring accurately the progress and well-being of all pupils. They liaise with Diocesan personnel to ensure that all staff, especially those new to working in Catholic education, receive good induction and training. The Catholic identity of the school needs to be embedded further within the community so that all can recognise and value the religious dimension of the school. Leaders and managers need to make this a source of inspiration for staff and pupils alike. Provision for pupils' sex and relationship education is currently under review and is identified as a priority in the school improvement plan. Leaders and managers now need to introduce rigorous monitoring and searching analysis of the Catholic Life of the school so that there is unequivocal and explicit evidence that the Catholic mission of the school is a priority.

Leaders and managers monitor and evaluate the provision for Religious Education to a good standard. The Religious Education coordinator monitors and evaluates the provision for Religious Education. She shares high quality written feedback with her colleagues, senior leaders and governors. This influences future plans to improve provision. Consequently outcomes are good and there is evidence of progress.

The governing body provides challenge and support for the Catholic dimension of the school to good effect. It has a high level of expertise and is a well-structured organisation with clearly defined remits. Through visits and meetings with the subject coordinator and head teacher, governors have been able to gain first-hand information on performance in Religious Education. They have a secure knowledge of their

canonical responsibilities. The parish priest is a regular visitor to the school, establishing fruitful relationships with pupils and staff. He officiates at the monthly celebration of the Mass held in school and is an active member of the governing body. He is seeking to further develop this chaplaincy role.

The governors have clear systems for seeking the views of parents and pupils but currently these lack a Catholic character. As a consequence there is little evidence available for the governing body to form a view regarding the Catholic Life of the School. Therefore the governors now need to develop more robust, rigorous and systematic mechanisms focussing on this aspect of the school. In this way they can work together with the senior leaders in an innovative way to overcome barriers, support staff and improve outcomes for pupils.

PROVISION

How effective is the provision in promoting Catholic Education?

GRADE: 2

The provision to promote Catholic education at the school is good, with some aspects deemed to be outstanding. At inspection all of the teaching was judged to be at least satisfactory with 75% being good or better and 50% outstanding. Where teaching is good or better, effective use is made of high quality resources (including technology) and the support provided by teachers and other adults optimises learning. In these instances, teaching is stimulating, enthusiastic and consistently challenging. The pupils are captivated by their work and are eager to produce work of the highest quality. In order to raise all teaching to good or better, teachers should extend pupils' thinking skills by the increased use of well-targeted lesson planning and assessment; thus inspiring pupils and cultivating in them a desire to learn and achieve at the highest levels.

The effectiveness of assessment and academic guidance in Religious Education is good. In recent years, under the outstanding leadership of the subject coordinator, considerable progress has been made in this area. Detailed and accurate information now provides a clear picture of how well pupils are achieving. Where teaching is good or better, pupils are encouraged to use self-assessment strategies so that they themselves know how well they are doing in their Religious Education. This good practice needs now to be embedded across the school. In order to further improve assessment and academic guidance in Religious Education, all staff should use the recording and tracking systems to identify areas of underachievement for individuals and groups of learners and modify their teaching accordingly.

The extent to which the Religious Education curriculum meets pupils' needs is good. The curriculum provides good opportunities for spiritual and moral development. At inspection, the younger children were reflecting on the psalms; what they meant and how they made them feel. They were able to articulate their understanding of God as their loving Father and include their reflections in moments of quiet prayer. By the same

token, the older pupils, as a result of expert questioning, were able to articulate the qualities of a good parent with reference to scripture and their own experiences. The use of hot-seating and role play was particularly effective in bringing to life the story from scripture.

The quality of collective worship provided by the school is good with some outstanding features. During the school day there is a range of opportunities for formal and informal prayer. Acts of collective worship reflect the Catholic character of the school and are well resourced. Parents, parishioners and others are encouraged to attend and those that do, benefit from sharing the experience of staff, other adults and children praying together.

On inspection, all members of the school community engaged with an excellent whole school act of worship. The Religious Education coordinator expertly linked the parable of the talents, acted out by the year 6 pupils, with the weekly statement of belief being promoted throughout the school via displays and verbal interactions. This standard of practice now needs to permeate the school and to be clearly evident in class and house based acts of worship. Some developments are already underway. Staff ensure that older pupils acquire skills in leading prayer. This needs to continue to flourish and to extend into all year groups.

Religious diversity is respected by the pupils as they acquire knowledge of other faiths both through curriculum activities and through visits to alternative places of worship. Parents of other faiths are happy with the provision offered by the school. Links have been established between The Good Shepherd School and Nottingham Islamia School. Opportunities for further paired work should be cultivated. The celebration of key festivals and prayer rituals within a planned programme of Collective Worship will also serve to improve the levels of understanding and engagement with other faith communities in the locality.

Common grading scale for all inspection judgements

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective is the school in providing Catholic education ?	2
<ul style="list-style-type: none"> • how good are the outcomes for pupils, taking particular account of variations between different groups 	2
<ul style="list-style-type: none"> • how effective is the provision in promoting Catholic education 	2
<ul style="list-style-type: none"> • how effective leaders and managers are in developing the Catholic life of the school 	2

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups	2
<ul style="list-style-type: none"> • 1) how well pupils progress and enjoy their learning in Religious Education 	2
<ul style="list-style-type: none"> • 2) <i>the pupils' standards of attainment in Religious Education</i> 	2
<ul style="list-style-type: none"> • 3) <i>the quality of pupils' learning and their progress</i> 	2
<ul style="list-style-type: none"> • 4) <i>the quality of learning for pupils with particular learning needs and / or disabilities and their progress</i> 	2
<ul style="list-style-type: none"> • 5) the extent to which pupils contribute to and benefit from the Catholic life of the school 	2
<ul style="list-style-type: none"> • 6) <i>how well pupils respond to and participate in the school's collective worship</i> 	2

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the school?	2
<ul style="list-style-type: none"> • 1) how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils 	3
<ul style="list-style-type: none"> • 2) <i>how effectively leaders and managers promote community cohesion</i> 	2
<ul style="list-style-type: none"> • 3) how well leaders and managers monitor and evaluate the provision for Religious Education for improvement to outcomes for pupils 	2
<ul style="list-style-type: none"> • 4) the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met 	2

PROVISION

How effective the provision is in promoting Catholic education	2
1) The quality of teaching and how purposeful learning is in Religious Education	2
2) <i>the effectiveness of assessment and academic guidance in Religious education</i>	2
3) the extent to which the religious Education curriculum meets pupils' needs	2
4) the quality of Collective Worship provided by the school	2