



# Catholic Schools Inspectorate inspection report for The Good Shepherd Catholic Academy

URN: 138811

Carried out on behalf of the **Right Rev. Patrick McKinney, Bishop of Nottingham** on:

Date: 22-23 March 2023

<b>Overall effectiveness</b> The overall quality of Catholic education provided by the school.....	<b>1</b>
<b>Catholic life and mission (p.3)</b> How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
<b>Religious education (p.5)</b> The quality of curriculum religious education.....	1
<b>Collective worship (p.7)</b> The quality and range of liturgy and prayer provided by the school.....	1
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

## Summary of key findings

### What the school does well

- All members of the school community understand and embrace the school's mission statement and associated values: this has a significant impact on all aspects of school life.
- Religious education is outstanding because of a coherently sequenced curriculum, carefully applied pedagogical principles and a directly taught behaviour curriculum.
- Collective worship is central to the life of the school, offering joyful celebration, deeply profound moments of reflection, and inclusivity for all present.
- Leadership at all levels is exceptional, guided by the inspirational example of the headteacher.

What the school needs to improve:

- Take opportunities to share outstanding practice widely.
- Continue to develop the influence of the Catholic curriculum within all subject areas.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

**Catholic life and mission key judgement grade:**.....

### Pupil outcomes

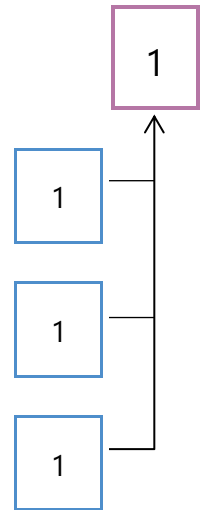
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

### Provision

The quality of provision for the Catholic life and mission of the school .....

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....



Pupils have an excellent understanding of the Catholic identity of the school: they embrace the mission statement, exemplified in the eight identified values, which they seek to uphold throughout each day. They can articulate clearly how each value influences their actions, and they are proud to follow 'The Good Shepherd Way'. They know that they are recognised as unique persons, made in the image and likeness of God. They are happy, secure, and oozing with confidence. They know that they are following the teaching and example of Jesus because their learning has been rooted in scripture from the earliest years. They enthusiastically take on a variety of leadership roles, demonstrating generosity, respect and joy in their willingness to serve others. They fulfil the demands of Catholic social teaching through their actions in supporting their peers, as well as local and global communities through charitable activity, 'because that's what Jesus taught us'. There is a deep sense of dignity and respect, shared between pupils and towards adults, seen in their polite greetings, courteous good manners, and exemplary behaviour. Pupils respond actively to the school's chaplaincy provision, contributing in a variety of ways, including courageous personal involvement.

The school's mission statement, revised within the last year with the involvement of the whole community, has a significant impact on the life of the school. It has been promoted extremely effectively, and is woven into all daily activities. Staff completely embrace the mission of the school and are very active, living it out in their service to pupils, families and parish. As a consequence, the quality of relationships and culture of welcome are instantly recognisable within the school: staff, governors, parents and pupils all remark on the sense of joyful community, of being part of a 'family'. Staff members are exemplary role models, bearing witness to the school's mission from the start to the end of the day. Pastoral care is excellent, exemplified by attention to detail and

commitment to the most vulnerable. The school environment is presented in a way that celebrates the Catholic identity in imaginative ways through high-quality displays. The chaplaincy provision has been prioritised by the school, with the help of the Our Lady of Lourdes Catholic Multi-Academy Trust, to ensure that pupils gain spiritual insight into their personal vocations and understanding of spiritual opportunities through a well-planned programme. Relationships, sex and health education meets all statutory and diocesan requirements.

Governors and leaders have a clear vision of what they seek to achieve together, as a unified team: they are energised, joyful and determined. The leadership example has been contagious, resulting in active participation in the Catholic life of the school by the whole community. The bishop's vision for the diocese has been embraced fully, exemplified by the themes of encounter, discipleship and missionary discipleship prominent in school life. The school is prominent in its service to the local Church, as seen in the active participation of pupils and staff in parish services and community activities. The school has effective strategies for engaging with parents to the benefit of pupils, particularly those who may have difficulty. Catholic social teaching is at the forefront of the decisions of governors and leaders. Policies and structures reflect the high priority given to ensuring the wellbeing of staff, and these are very successful and generous, as testified to by individual members. Opportunities are being taken to weave the Catholic curriculum throughout the teaching of other subjects. Governors' self-evaluation is very thorough, benefiting from the extensive training undertaken and marked by rigorous monitoring. Staff new to the school feel welcomed and valued, and fully supported.

## Religious education

The quality of curriculum religious education

**Religious education key judgement grade:**.....

### Pupil outcomes

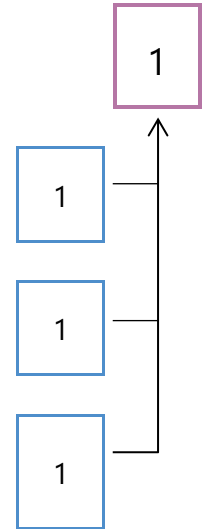
How well pupils achieve and enjoy their learning in religious education.....

### Provision

The quality of teaching, learning, and assessment in religious education.....

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....



Pupils are developing excellent knowledge, understanding and skills within religious education. They make consistently good progress, recognising that they ‘know more than we did before’, and relishing their learning from the earliest years to the end of Key Stage 2. All pupils, including those with additional needs, achieve very well. They are developing into religiously literate and engaged young people, able to articulate confidently what they have learnt. They speak fluently with confidence, often using a depth of subject-specific vocabulary, and think deeply, reflecting on religious issues with insight and curiosity. They present their work with care, ensuring that they are achieving their best, and often with creative flair. Pupils concentrate very well, and collaborate with their peers without hesitation in discussing learning tasks. Behaviour in lessons is outstanding because of the enjoyment and sense of engagement they experience, and because of the appropriate level of learning activity modelled by teachers. Pupils understand how well they are doing and how they can strive for improvement. Above average attainment in religious education has been sustained over the last three years.

Teachers demonstrate a very strong subject knowledge and a high level of teaching expertise. The school’s pedagogical principles have instilled high expectations of pupils, communicated very effectively by teachers, leading to high standards across the school and in each class. The taught behaviour curriculum has impacted significantly in a positive way. Planning in religious education is very thorough, well-pitched, based on the accurate assessment of pupils’ current levels of understanding. Teachers are adept at focusing on the development of specific skills linked to the diocesan end of year outcomes. They use skilful questioning techniques and a variety of learning activities to challenge pupils and improve understanding. Teaching assistants are effectively deployed to ‘hunt’ for the understanding developed by pupils. Effort is celebrated regularly, linked

to the values of the school through the 'mission merits' system, with frequent praise leading to high levels of motivation. Through these values, moral and spiritual development are prioritised. Scripture and prayer are intrinsic parts of the lesson, woven into all situations to engender purposeful reflection. Pupils are given opportunities to present their work in a variety of ways, using high quality resources, and they do so imaginatively.

Leaders and governors ensure that the religious education curriculum is authentically Catholic. The school uses the *Come and See* scheme as a basis for its curriculum structure, but has successfully adapted its implementation innovatively in order to increase engagement, interest and relevance for pupils. Religious education has been given parity with other core subjects in terms of timetabling, resourcing, staffing, and professional development. Leaders have ensured that members of staff have access to opportunities of high quality in developing practice, either through the school's own resources or from diocesan courses. The subject leader for religious education has a high level of expertise, which is shared effectively with colleagues. The curriculum has been systematically developed in sequential manner, imaginatively planned, designed to build on prior learning. Links with the diocese, the Our Lady of Lourdes Catholic Multi-Academy Trust, the 'hub' schools, and the wider community have been developed to enhance the delivery of the curriculum. Leaders' and governors' self-evaluation of religious education is accurate because of forensic monitoring and self-challenge, leading to well targeted strategic development planning.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

1

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship  
.....

1

### Provision

The quality of collective worship provided by the school  
.....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for  
collective worship .....

1

Pupils' experiences of prayer and liturgy elicit an enthusiastic and heart-felt response. This is exemplified in their joyful singing, confidence in involving themselves in leading ministries, a willingness to be actively involved in services, and in their examples of spontaneous prayer. Pupils engage with a deep sense of respect for the sacred nature of worship, reflect in silence, listen attentively and respond vigorously at appropriate moments. Pupils are well aware of the variety of ways of celebrating in the Catholic tradition, and how these are expressed according to the Church's liturgical season. The use of scripture is embedded from the earliest years, in very simple form, and is developed in complexity in an age-appropriate manner throughout the school. Pupils utilise symbols regularly, as seen in the traditional gestures related to the Mass, in the signs that accompany some hymns, and in the artefacts that enrich celebrations. They respond with inspirational creativity to opportunities to enhance prayer and liturgy through artwork and music, for example, using the Stations of the Cross to support the Sacrament of Reconciliation service. Pupils collaborate easily with each other to construct experiences of prayer and liturgy for their peers, guided skillfully by teachers, but increasing in independence. They are able to evaluate the impact of liturgical prayer, and articulate how it inspires them to action.

The centrality of prayer and liturgy in the life of the school is abundantly clear. Each act of worship is a celebration, not a performance, with a wide range of experience of joy and sorrow in evidence. Scripture passages are chosen very well, reflecting the liturgical season, and presented so that all can fully participate. A naturally embedded pattern of prayer is threaded through each week. Staff model participation in prayer and liturgy in exemplary fashion. Those leading large gatherings are highly skilled in presenting the norms of the Church to all present, and each teacher guides pupils well in helping them to plan and lead in class services. Creative and artistic skills are plentifully in evidence, exemplified in the variety of inspirational presentation of liturgy and prayer seen in the

class liturgy books. Music is valued and imaginatively used to inspire pupils and enhance occasions for prayer. Spaces within the school, such as the chapel, the hall and classrooms, are adapted from their normal setting to present the best possible environment for prayer and celebration. Families are encouraged to be a part of the prayer life of the school through the school prayer book, invitation to services, and through the school's involvement in the parish.

The school's policy on prayer and liturgy has been thoughtfully created, is reviewed regularly, and is helpful to staff in its guidance. There is an agreed progression of skills to be developed in pupils as they move through the school, encouraging increasing knowledge and independence. The school's liturgical calendar is thoughtfully constructed, weaving together the school values, the liturgical season, the bishop's themes and a chosen word of the week. Key times in the liturgical year are appropriately marked with Mass or other services. The Sacrament of Reconciliation is offered to pupils in school, and pupils have also been able to experience other traditional practices, such as Adoration of the Blessed Sacrament and the Stations of the Cross. Professional development opportunities to develop the leadership of prayer and liturgy have been welcomed by staff. The needs of the community are well served by lay chaplains, the parish priest and senior leaders. Resources for worship have been made a priority and their quality enhances celebrations. Collective worship is evaluated by leaders and governors regularly, with pupils included in monitoring exercises.



## Information about the school

Full name of school	The Good Shepherd Catholic Academy
School unique reference number (URN)	138811
Full postal address of the school	Somersby Road, Woodthorpe, Nottingham NG5 4LT
School phone number	0115 9262983
Name of head teacher or principal	Celine Toner
Chair of governing board	Rebecca Burke
School Website	<a href="http://www.goodshepherd.notts.sch.uk">www.goodshepherd.notts.sch.uk</a>
Multi-academy trust or company (if applicable)	Our Lady of Lourdes Catholic Multi-Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	3-11
Trustees	Nottingham Roman Catholic Diocesan Trustees
Gender of pupils	Mixed
Date of last denominational inspection	14 January 2016
Previous denominational inspection grade	Outstanding

## The inspection team

Alan Dewhurst	Lead inspector
Tim Brogan	Team inspector

## Key to grade judgements

Grade	England	Wales
<b>1</b>	Outstanding	Excellent
<b>2</b>	Good	Good
<b>3</b>	Requires improvement	Adequate and requires improvement
<b>4</b>	Inadequate	Unsatisfactory and in need of urgent improvement