

Good Shepherd Catholic School

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

Unique reference number (URN): 142197

Inspection report: 7 July 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard 

Personal development and wellbeing are distinctive strengths of the school. Leaders have created a culture in which pupils are encouraged to flourish academically, socially, morally and spiritually. The school's Catholic ethos is evident in daily life and shapes pupils' understanding of responsibility, compassion, forgiveness and service to others. Pupils describe the school as a place where everyone is welcome and where they feel part of one family. Positive relationships help pupils develop confidence and a strong sense of belonging.

Pupils benefit from an extensive range of opportunities that broaden their horizons and provide memorable opportunities. These include leadership roles, sports teams, performances, educational visits, residential experiences, charitable activities and opportunities to contribute to the wider community. Leaders work carefully to ensure that pupils from different backgrounds, including those facing barriers to participation, can access these opportunities.

Pupils are clear about the difference these experiences make. They describe how residential visits and outdoor learning have helped them develop confidence, resilience, teamwork skills and independence. Older pupils explain how leadership roles enable them to serve as positive role models and make meaningful contributions to school life. Through the school council and 'GIFT' team, pupils help organise fundraising activities, contribute ideas for additional opportunities and support projects beyond their local community.

The personal, social, health and economic education curriculum helps pupils develop secure knowledge about relationships, healthy lifestyles, online safety and mental wellbeing. Pupils discuss these topics with maturity and apply their understanding to real-life situations. Programmes such as 'My Happy Mind' help pupils reflect on their emotions, develop resilience and prepare confidently for the move to secondary school.

Pupils also develop a strong understanding of equality, respect and the fundamental British values. They confidently relate concepts such as democracy, tolerance and individual liberty to their experiences in school. Many pupils demonstrate considerable pride in their school and a commitment to helping others. They are well prepared for the next stage of their education and for life beyond school.

Expected standard

Achievement

Expected standard 

Pupils achieve well from their starting points. Leaders have taken effective action to improve outcomes in areas that were previously weaker, particularly in reading and phonics.

Leaders understand the school's context well. They recognise the impact that high levels of disadvantage, special educational needs and/or disabilities and attendance challenges can

have on pupils' achievement. Leaders track vulnerable pupils carefully and provide additional support where needed. Many pupils, including those facing significant barriers, make appropriate progress through the curriculum and access learning successfully.

Published outcomes have been lower for disadvantaged pupils than the national average in some recent years. Leaders have analysed the reasons for this closely and implemented strategies to improve achievement. Disadvantaged pupils have access to the curriculum, targeted support and wider opportunities that help them develop their knowledge and skills. Pupils whose attendance has been lower are supported effectively to re-engage with learning, and many make positive progress from their starting points.

Pupils are developing secure foundations in reading, mathematics and the wider curriculum. They increasingly apply their knowledge confidently and are well prepared for the next stage of their education.

Attendance and behaviour

Expected standard 

Leaders make attendance a high priority. They understand the barriers that prevent some pupils from attending regularly and respond with a combination of support, challenge and effective partnership working. Attendance is improving because leaders quickly identify concerns and work closely with pupils and their families to improve attendance. The school serves a community where some families face significant challenges. Leaders know these families well and take personalised action to improve attendance. For some pupils, leaders provide practical support and carefully tailored interventions that strengthen pupils' connection to school and help remove barriers to regular attendance. Leaders monitor attendance carefully and evaluate the impact of their actions on individual pupils. A small group of pupils continues to experience significant attendance difficulties. Leaders have accurate plans in place to support these pupils and remain focused on securing further improvements.

Pupils consistently conduct themselves maturely and respectfully in lessons and around the school. Relationships between pupils and staff are caring and supportive. The school's values of forgiveness and renewal underpin leaders' restorative approach to behaviour. Pupils enjoy learning and demonstrate positive attitudes towards their education. They listen carefully, cooperate with one another and engage positively with learning. Pupils describe bullying as rare and trust adults to deal with concerns quickly and effectively. The school is a calm and orderly environment where pupils feel safe, valued and ready to learn.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious curriculum that reflects the needs of pupils and the school's local context. Learning is carefully sequenced so that pupils build knowledge and skills over time. Improvements made since the previous inspection have strengthened consistency across subjects and provided staff with clear approaches to teaching and learning.

Reading is a particular priority. Leaders have invested significantly in improving phonics and reading provision. Staff receive regular training and coaching, and pupils benefit from a structured approach to learning to read. Leaders have also fostered a positive culture of

reading through bedtime story events, regular engagement with families and rewards that encourage pupils to read widely. Pupils speak enthusiastically about reading and enjoy selecting books from the school's book vending machine.

Across the curriculum, pupils are encouraged to make links between new learning and what they already know. Teachers generally help pupils to recall prior learning and develop secure foundations for future study. Pupils are typically able to explain how current learning connects with previous topics and experiences.

Teachers present learning clearly and establish positive classroom environments that support pupils' engagement. Relationships between adults and pupils are warm and respectful, contributing to purposeful learning and positive attitudes in lessons.

Teachers typically use assessment effectively to identify and address pupils' misconceptions. Leaders have correctly identified that this practice is not yet fully consistent across all classes. Occasionally, teachers do not check pupils' understanding precisely enough during lessons. This means that gaps in knowledge or minor misconceptions are not always identified quickly enough before pupils move on to new learning.

Early years

Expected standard 

Children get off to a positive start in the early years. Leaders have established an environment where children are cared for well and encouraged to become confident, curious learners. Relationships between adults and children are warm and nurturing, helping children feel safe, secure and ready to learn.

Communication and language are at the heart of the curriculum. Staff use skilled interactions to extend children's thinking and develop vocabulary. Approaches such as drawing club and carefully chosen texts help children encounter and use ambitious language. This is particularly effective in supporting the large number of children who speak English as an additional language.

Children engage purposefully with activities and increasingly develop independence. Rich experiences, including outdoor learning in the school's woodland and indoor and outdoor provision, encourage children to explore, investigate and sustain their attention. Adults know children well and adapt provision appropriately to meet individual needs.

Early reading is prioritised from the start. Children benefit from a structured approach that helps them develop confidence and fluency. Staff model language effectively and ensure that children develop the foundations needed for future reading success.

Leaders have successfully strengthened early years provision following previous staffing and leadership changes. Provision is now more consistent and provides children with the foundations they need for future learning. Children are increasingly well prepared for Year 1 because they develop the knowledge, skills and confidence needed for the next stage of their education.

Leaders have created an inclusive school where pupils are well known and supported in overcoming barriers to learning and participation. The school's Catholic mission underpins a culture in which every pupil is valued and belonging is at the heart of decision-making. Pupils describe the school as a place where everyone is welcome and where differences are respected.

Leaders accurately identify pupils' needs and provide tailored support for disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND), pupils known to social care and those facing wider challenges. Staff understand pupils' individual circumstances well and work closely with families and external agencies to secure appropriate support. As a result, vulnerable pupils can successfully access the curriculum, wider opportunities and pastoral support.

Pupils with SEND typically learn alongside their peers and participate fully in the life of the school. Leaders take thoughtful action to reduce barriers to attendance, learning and participation. Universal approaches, such as visual resources, sensory support and communication aids, help pupils access learning while promoting independence. Leaders maintain close oversight of pupils attending alternative provision to ensure that they continue to access learning and wider opportunities.

Leaders have developed effective systems for monitoring pupils' welfare, attendance and engagement. They respond quickly when concerns arise and adapt support when pupils' needs change. Families value the help they receive and benefit from strong relationships with school staff.

Leaders recognise that disadvantaged pupils are a key priority. While support is well targeted, evaluation of pupil premium spending is not yet consistently precise enough to identify which strategies are having the greatest impact on pupils' achievement, attendance and wider experiences.

Leadership and governance

Leaders have an accurate understanding of the school's strengths and areas requiring further improvement. They are ambitious for pupils and have prioritised actions that address the needs of the school's community, particularly pupils who are disadvantaged, have special educational needs and/or disabilities or face other barriers to success. Improvements in reading, phonics, inclusion and attendance reflect this commitment to improving pupils' experiences and outcomes. Leaders know pupils and families well and work persistently to remove barriers that may prevent pupils from succeeding. They advocate strongly for pupils when additional support is needed and work closely with external agencies to secure appropriate provision.

Governors know the school well. They have a clear understanding of the school's strengths and priorities and provide appropriate support and challenge. Governors and trustees hold leaders to account for the effectiveness of improvement work, including actions to improve attendance and outcomes for vulnerable pupils. They fulfil their statutory responsibilities effectively, including those relating to safeguarding.

Professional development, coaching and collaborative working help staff develop expertise and sustain improvement. Staff value the support available to them, and leaders carefully consider workload and wellbeing. External partners, including the local authority and diocese, confirm leaders' commitment to meeting pupils' needs.

Leaders have identified the right priorities for further improvement. Their evaluation of pupil premium funding does not yet identify precisely enough which approaches have the greatest impact. Leaders are also continuing to strengthen assessment practice and their understanding of the achievement of disadvantaged pupils and pupils with lower attendance.

What it's like to be a pupil at this school

Each morning, pupils pass through the gates of Good Shepherd knowing that they are welcomed as valued members of the school community. It is a place of welcome, care and hope, deeply rooted in its Catholic mission. The warmth of relationships is immediately apparent. Pupils speak about their school with affection and gratitude and there is a noticeable pride in belonging to the Good Shepherd family.

Pupils describe a school where everyone is welcome and nobody is left out. They know that adults genuinely care about their happiness and success. Older pupils readily support younger children, staff know pupils well and everyone is encouraged to recognise their own worth and the value of others. Pupils feel valued, supported and able to flourish.

Pupils are happy, feel safe and enjoy coming to school. They conduct themselves respectfully and contribute to the calm and orderly atmosphere around the school. They know that adults listen when they need help and act quickly if concerns arise. Pupils describe bullying as rare and are confident that staff deal with any concerns effectively.

Pupils enjoy learning and take pride in what they achieve. Children in the early years quickly develop confidence, curiosity and independence. Across the school, pupils develop secure foundations in reading, mathematics and the wider curriculum. Many overcome barriers to learning because staff understand their needs well and provide effective support. They are well prepared for the next stage of their education.

Pupils benefit from a wide range of opportunities beyond the classroom. They speak enthusiastically about leadership roles, sporting competitions, performances, residential visits and educational trips. Through the 'GIFT' team, school council and other leadership responsibilities, pupils contribute positively to school life and support the wider community. These experiences help them develop confidence, resilience and a sense of responsibility towards others.

The school's Catholic values are lived rather than simply taught. Pupils are reflective, compassionate and welcoming of others. They celebrate difference, understand the importance of respect and are proud to belong to a community where everyone is included.

Next steps

- Leaders should further strengthen assessment in lessons so that teachers consistently check what pupils have learned, address misconceptions promptly and ensure that pupils build knowledge securely over time.
 - Leaders should continue to analyse and respond swiftly to reductions in attendance for the most vulnerable pupils so that these pupils benefit fully from the school's curriculum and wider opportunities.
 - Leaders and governors should evaluate the impact of pupil premium funding more precisely to ensure that resources are directed towards the strategies that make the greatest difference for disadvantaged pupils.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 7 and 8 July 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior leaders, governors, directors, multi-academy company leaders, representatives from the local authority and the diocese, staff and pupils during the inspection.

The inspectors confirmed the following information about the school:

This school is part of Romero Catholic Academy, which means other people in the Catholic multi-academy company also have responsibility for running the school. The trust is run by the chief executive officer, Helen Quinn, and overseen by a board of directors, chaired by Brendan Fawcett.

This school is registered as having a Roman Catholic religious character. It is in the Archdiocese of Birmingham. Its last section 48 inspection was on 3 and 4 October 2017.

The school currently has 233 pupils on roll and caters for pupils aged 3 to 11 years.

There are currently 7 pupils with education, health and care plans. The school currently uses an unregistered alternative provision for a small number of pupils.

The school operates a breakfast club for pupils.

At the time of the inspection, 3 pupils were on part-time timetables.

The school currently employs early career teachers.

Lead inspector:

Chris Pollitt, His Majesty's Inspector

Team inspectors:

Darren Lennon, Ofsted Inspector

Gareth Webb, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

242

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

23.36%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.72%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

26.03%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (final)	71%	62%	Above
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	67%	74%	Below
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	73%	Above
2024/25 (final)	84%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	80%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	57%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	86%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	71%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	68%	-21 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	57%	66%	-9 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-10 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	86%	78%	7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-18 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	71%	79%	-8 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	19.0%	13.0%	Above
2023/24 (3 term)	13.1%	14.6%	Close to average
2022/23 (3 term)	17.1%	16.2%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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