

Inspection of The Good Shepherd Catholic Primary, Arnold

Somersby Road, Woodthorpe, Nottingham, Nottinghamshire NG5 4LT

Inspection dates: 1 and 2 July 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Good

The headteacher of this school is Celine Toner. This school is part of Our Lady of Lourdes Catholic Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), James McGeachie, and overseen by a board of trustees, chaired by Nigel Stevenson.

What is it like to attend this school?

Pupils feel incredibly fortunate to attend this joyful school. Staff work tirelessly to create an environment where every child feels respected, happy and safe. Pastoral care is exceptional.

Staff set incredibly high expectations of all pupils' achievement. They create an environment where every learner thrives. The ambitious curriculum is taught expertly. As a result, pupils show a great love of learning. They are exceptionally well prepared for their next learning steps.

Pupils' behaviour is exemplary. Staff skilfully and consistently guide pupils to follow the 'Good Shepherd Way'. As a result, pupils show high levels of respect, self-control and kindness towards one another. Learning takes place within an atmosphere of calm. Social times are an absolute delight. Pupils of all ages access numerous games, toys and equipment. There is such a happy buzz of excitement as pupils share, join in and just have lots of fun.

Pupils benefit from a hugely impressive array of opportunities beyond the school curriculum. They take part in many sporting, musical and creative activities. They are involved in numerous trips and residential. Staff leave no stone unturned in ensuring that absolutely every pupil expands their horizons and discovers new talents and interests.

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

The school has used research to make absolutely sure that the curriculum meets the needs and interests of pupils. The curriculum is ambitiously focused on the knowledge that pupils need. It is forensically well organised. Important learning is returned to so that pupils remember it long term. Not a moment of learning time is wasted. Pupils show an impressive understanding of the knowledge and skills that they have been taught. They achieve extremely well.

Staff find the absolute best ways to help pupils to learn. Checks on pupils' learning are expert. Staff use carefully crafted questions to test pupils' understanding. Staff address gaps in pupils' learning immediately. Pupils appreciate their teachers. They describe them as experts.

Pupils with special educational needs and/or disabilities (SEND) receive sensitive care and support. Their needs are swiftly identified. Skilled staff work hard to ensure that these needs are met. Learning is meticulously organised. Pupils with SEND access the same ambitious curriculum as their peers. They absolutely thrive at the school.

Reading is a key priority. Children begin to learn to read as soon as they enter the school. Well-trained staff teach the curriculum effectively. Reading books closely match the letters and sounds that pupils are learning. Pupils receive the help they need to catch up with their peers if they fall behind. They quickly acquire the knowledge and skills that they need to read with confidence.

The school nurtures a genuine love of reading. Pupils explore a wide range of diverse and exciting texts. They eagerly take part in the weekly 'rock up and read' sessions. Enthusiastic staff ignite pupils' passion for books. Pupils value the many worlds they discover through reading.

Children receive an outstanding start to their education in the early years. Staff remove any barriers to children's achievement. They enable every child to flourish. Children are often engrossed in the wonderful learning activities that they experience. They are exceptionally well prepared for their next stage of learning.

Pupils do not want to miss their learning. They attend regularly and are rarely late to school. Staff are unequivocal in their drive to ensure that all pupils are in school, safe and learning.

Pupils benefit from an extremely well-considered personal, health and social education curriculum. All pupils access 'The Good Shepherd Experience' during their time in school. The school purposefully plans to enrich pupils' learning and ensures that they have a deep understanding of themes such as living in a democracy, cultural diversity and respect. Pupils are extremely knowledgeable about these issues. They said that fairness, diversity and equality are extremely important to them.

All pupils are actively encouraged to develop their character and leadership skills. In the early years, for example, children take responsibility and look after the class pets, Stacey and Big Tom. Pupils are parliamentarians, mini leaders, chaplaincy team members and newspaper editors. Pupils raise funds for local and national charities. They take care of their environment. The very many contributions pupils make to their school community and to wider public life help build pupils' character.

Governance is highly effective. Those responsible oversee their statutory duties expertly. Local governors are knowledgeable and skilled. They show great commitment to the school.

Staff feel extremely well led and supported. They are proud to be part of this wonderful school and its community.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138811
Local authority	Nottinghamshire
Inspection number	10379575
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	Board of trustees
Chair of trust	Nigel Stevenson
CEO of the trust	James McGeachie
Headteacher	Celine Toner
Website	www.goodshepherd.notts.sch.uk
Dates of previous inspection	5 and 6 March 2024, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Nottingham. The most recent section 48 inspection of this school, which is an inspection undertaken by the Catholic Schools Inspectorate, took place in March 2023.
- The school is part of Our Lady of Lourdes Catholic Multi-Academy Trust.
- The school does not use any alternative education provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with the CEO and deputy CEO of the trust. She also met with the chair and representatives of the local governing body.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that put pupils' interests first.
- Inspectors conducted deep dives in these subjects: early reading, mathematics, geography and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their wider learning and looked at samples of pupils' work. Inspectors also spoke with the subject leaders of modern foreign languages, computing and history to discuss the curriculum. They also reviewed a sample of pupils' learning in these subjects.
- Inspectors reviewed a range of documentation, including education, health and care plans, to evaluate the provision for pupils with SEND. They visited lessons to observe the impact of these plans. They spoke with pupils with SEND about their learning.
- Inspectors reviewed a range of pupils' attendance information. They observed the behaviour of pupils as they arrived at school, in classrooms and at social times.
- Inspectors spoke with parents. Additionally, inspectors reviewed the views of parents through Ofsted's online survey, Ofsted Parent View, including the free-text comments.

Inspection team

Jayne Ashman, lead inspector

His Majesty's Inspector

Kathryn Hobbs

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