

Good Shepherd Catholic Primary and Nursery School

Dunley Drive, New Addington, Croydon, CR0 0RG

Inspection dates 26–27 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is inspirational in her leadership. She has ensured rapid improvements since the last inspection, ably supported by other leaders and governors. A collaborative ethos of ambition and drive ensures all pupils experience success.
- Attainment by the end of Key Stage 2 has improved rapidly and is now above average.
- Most children in the Early Years Foundation Stage and all pupils in Key Stage 2 make rapid and sustained progress, including those eligible for pupil premium funding.
- Teaching is good overall with an increasing proportion that is outstanding. Teachers observe, give timely feedback and adapt lessons quickly to help pupils improve their work further.
- The quality of support by teaching assistants, especially for the most vulnerable pupils, is a strong feature of the school's work.
- Pupils' behaviour and attitudes are good, and at times outstanding, in lessons and around the school. Pupils are polite and courteous with each other and adults and show high levels of care.
- The curriculum has improved well since the last inspection. It provides a good breadth of experiences in lessons and through enrichment activities.
- Governors use their broad range of expertise to support and challenge the school. They ensure pupils and staff are safe.

It is not yet an outstanding school because

- Attainment by the end of Key Stage 1 showed a slight decline in the last two years and is not improving as rapidly as other age groups in the school.
- Higher attaining pupils are not challenged consistently in all lessons.
- Occasionally not enough time is given for pupils to respond to teachers' written feedback to ensure they improve their work further.
- Not all pupils benefit from opportunities to initiate and take responsibility for their own learning and behaviour.

Information about this inspection

- Inspectors observed 12 lessons and made seven other short visits to lessons and classrooms.
- Meetings were held with a group of pupils, senior and middle leaders, the Chair of the Governing Body, a local authority officer, teachers and support staff and a small number of parents and carers.
- Inspectors took account of five responses to the online questionnaire (Parent View) and staff responses.
- Inspectors observed the school's work, and looked at a number of documents, including the school's own data on pupils' progress and attainment, planning and monitoring documents, including performance management procedures and outcomes, and records relating to behaviour, attendance and safeguarding.

Inspection team

Judith Rundle, Lead inspector

Her Majesty's Inspector

Peter Lacey-Hastings

Additional inspector

Full report

Information about this school

- Good Shepherd is a smaller-than-average-sized primary school with an increasing number of pupils on roll.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is above average, including pupils with behaviour, emotional and social difficulties or speech, language and communication needs. The number of pupils known to be eligible for free school meals is well above average. The number of pupils known to be eligible for the pupil premium funding is above average.
- Almost all pupils have a minority ethnic background. The proportion of pupils who speak English as an additional language is well above average.
- The school meets the government's current floor standards.
- The school is part of a cluster of schools that shares good practice and moderates pupil outcomes.

What does the school need to do to improve further?

- Raise achievement further by the end of Key Stage 1 to the same high levels experienced in the Early Years Foundation Stage and by the end of Key Stage 2.
- Bring about more consistently outstanding teaching and learning by:
 - ensuring higher attaining pupils are challenged in all lessons
 - planning more opportunities for pupils to respond to written feedback
 - extending the opportunities for pupils to initiate and take responsibility for their own learning and behaviour in all age groups.

Inspection judgements

The achievement of pupils is good

- Most children enter the nursery with developmental levels below those expected for their age. They make rapid progress especially in their personal, social and emotional development, understanding the world and numeracy skills and make an excellent start to their education. A large majority attain the expected levels by the time they leave the Reception class with nearly a third achieving better than expected. Linking letters and sounds, and writing remain weaker aspects of children's learning.
- Attainment by the end of Key Stage 2 has risen sharply since the last inspection with pupils now attaining above average in English and mathematics. Standards in English are particularly good, with increasing proportions attaining the higher Level 5. This reflects the school's focus on improving pupils' speaking, listening, reading and writing skills and ensures pupils are able to access learning across the curriculum. Pupils in Year 3 were excited to be discussing and then writing about Roald Dahl's grand witch to describe her 'hideous' features. Pupils enjoy mathematics lessons and display good calculation and problem solving skills in all age groups.
- Older pupils show rapid and sustained progress. An outstanding feature of the school's work is that all pupils make the expected progress during Key Stage 2, which is much better than the national average. Pupils eligible for pupil premium funding, free school meals and the most vulnerable make better progress than the same groups nationally because of well-targeted support and additional activities. Disabled pupils, those with special educational needs and those who speak English as an additional language make the same good progress as others in the school.
- Pupils' achievement by the end of Key Stage 1 has not been as rapid as for other age groups and has shown a slight decline in the last two years. Expectations are not consistently high enough to ensure all pupils are challenged appropriately for their ability.
- Pupils use their communication and literacy skills successfully across the curriculum, for example in history when pupils used comprehension skills to research and identify key facts about the wives of Henry VIII. The opportunities to implement their numeracy skills are less well embedded. Pupils demonstrate good reading skills for their ages and effectively employ a broad range of phonic strategies (letters and the sounds they make) to help them read unfamiliar words or texts. Older pupils read with confidence and intonation to engage an audience, including their peers.
- Pupils' achievement in music is a strength especially in singing and steel pan playing. They are enthusiastic about physical education and sport, achieve success and talk with enthusiasm about using the Olympic values as stimuli for their work.

The quality of teaching is good

- Leaders' focus on improving the quality of teaching has resulted in good teaching overall and an increasing proportion being outstanding. A small number of lessons require further improvement. In the outstanding lessons teachers used questioning very effectively to extend pupils' initial responses to strengthen their independent thinking and reasoning skills. In current affairs lessons pupils have excellent opportunities to identify what they want to learn during the subject and each topic.
- Teachers use a broad range of strategies and resources, including information and communication technology, to engage pupils in positive learning experiences. For example, children in the Early Years Foundation Stage made good use of flip-cameras and Year 6 pupils were able to use laptops confidently for independent research. Occasionally there is too much teacher input at the start of lessons so pupils are not active enough, lose attention and start to drift off task.
- Teachers mainly use assessment information well to plan work that matches the needs of different abilities in one class. As a result most pupils enjoy their learning and make rapid

progress. Expectations for higher ability pupils are not always high enough so they are not challenged consistently in all lessons and some are capable of even more, especially in Key Stage 1.

- Children in the Early Years Foundation Stage have excellent opportunities to experience a mix of self-initiated and teacher-directed activities, supported through a broad range of exciting and interesting resources. They particularly enjoyed using coloured water for mark marking on walls and the playground to support their letter formation.
- Teaching assistants are deployed well and strong partnerships exist between them and teachers to ensure all pupils are included in lessons and make progress. They are highly skilled at providing one-to-one support in lessons, particularly for pupils with English as an additional language or for pupils with a statement of special educational needs.
- Teachers use positive praise effectively to reinforce the learning objectives and intervene at the right time with verbal feedback to promote progress and increase the rate of learning. Written feedback is mostly good, although there is inconsistent use of '2 stars and a wish' and NS (next steps) and in the opportunities for pupils to redraft and improve their work following marking.

The behaviour and safety of pupils are good

- Pupils want to be in school and want to learn. They enjoy lessons, especially when they are 'challenging and you are made to work really hard'. As a result attendance is well above average and exclusions have become very rare. There is a real buzz about learning in most lessons and pupils persevere to improve their work.
- The behaviour of pupils is always good, and at times outstanding, in lessons and around the school. Pupils' attitudes to learning are consistently positive. At times small groups of pupils tend to drift off task and need continuous reminders of expectations by adults. This shows that not all pupils are able to take responsibility for their own learning and behaviour.
- Parents, carers, staff and pupils are all very positive about the standard of behaviour in the school and all recognise that behaviour has improved significantly in recent years. Pupils say behaviour is always good and is reflected in their courteous and respectful manner towards each other and adults.
- Pupils have good understanding of the different types of bullying and how to respond to them. They say bullying is very rare and is dealt with speedily and effectively. Parents and carers say that bullying is 'simply not tolerated'; any issues that do arise are dealt with robustly and involve them to seek a hasty resolution. Pupils say they feel safe in school and their parents and carers agree.
- The development of pupils' spiritual, moral, social and cultural understanding is a strength of the school's work. Pupils have extensive opportunities for personal reflection and to develop an understanding of their own faiths and those of others. They explore moral and social issues and learn to express their own views and respect those of others. They maturely try and resolve minor issues independently prior to seeking the support of adults.
- The school benefits from a rich diversity of cultures which are explored and celebrated during the very popular international event that includes parents, carers and members of the community through dance, music and food. The school has created good links with schools around the world to extend pupils' knowledge and understanding even further.

The leadership and management are good

- Leaders at all levels, including governors, consistently communicate high expectations and ambition for pupil outcomes. As result the school has been on a rapid and successful journey of improvement in recent years. Leaders ensure that all pupils have equality of access to the curriculum and enrichment activities and consequently they achieve success.

- Senior leaders, and increasingly middle managers, monitor and evaluate the school's work frequently and robustly. Consequently they have an accurate view of the school's strengths and priorities for further improvement. Leadership of teaching and learning is leading to improvements but some inconsistencies remain in expectations and pupil outcomes.
 - Performance management procedures are effective and link well with school priorities for improvement. Staff have good opportunities to observe and share good practice in their own and partnership schools, which is helping to raise the quality of teaching further. They experience a breadth of professional development through school based training and external courses and are particularly enthusiastic about their access to the outstanding teacher programme.
 - The curriculum has been reviewed successfully since the last inspection and has enabled pupils to make accelerated progress. Pupils enjoy the different themes each term. They are enthusiastic about the enterprise theme where they design and make a variety of products which are marketed and sold to support projects in the school or to help others in their local community or beyond. The enrichment programme has been extended well and has good numbers of pupils participating including those eligible for the pupil premium who are funded to attend.
 - Staff work extremely well with parents and carers who value the partnership with the school. An overwhelming majority of parents and carers are very positive about the school, its leadership and the improvements. They feel well informed about the school's work and their child's achievements. They are particularly enthusiastic about the use of text messages for communication and workshops that help them understand what their child is learning and how they can support them at home. Almost all parents and carers would recommend the school to others.
 - The local authority has provided support for self-evaluation activities although this has reduced as the school has improved.
 - **The governance of the school:**
 - Governors bring a wealth of experiences and expertise, including in education, to their role. This enables them to challenge the school's work robustly and provide high levels of support based on improvement priorities. They are fully engaged in the headteacher's performance and share the drive for continuous improvement. They ensure that safeguarding procedures are robust and meet all requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101794
Local authority	Croydon
Inspection number	376625
Type of school	Primary and Nursery
School category	Voluntary aided
Age range of pupils	3 – 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	David Prince
Headteacher	Anne-Marie Strachan
Date of previous school inspection	23–24 June 2010
Telephone number	01689 841771
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