

Inspection of a good school: Good Shepherd RC School

Moorside Road, Downham, Bromley, Kent BR1 5EP

Inspection dates:

26–27 February 2020

Outcome

Good Shepherd RC School continues to be a good school.

What is it like to attend this school?

This is a welcoming and supportive learning community. Pupils are proud of their school. They appreciate all that the school provides for them. One pupil, summing up the views of many, said: 'It's a happy place to be'.

Pupils enjoy coming here and work well together. They know that teachers care about their well-being. Leaders support pupils' emotional and mental health in a number of ways. For example, leaders from the local church regularly visit the school and contribute to thoughtful discussions about a wide range of spiritual and moral topics in assemblies. Sport and the arts provide additional opportunities for pupils to develop spiritually and physically.

Leaders have high expectations for pupils in all areas of their learning. They have made changes to the way that they teach writing to ensure that pupils achieve the highest standards possible. The provision for phonics is strong and contributes well to children's wider development.

Pupils' behaviour is positive. Pupils said that, should any bullying occur, staff deal with it quickly. Pupils told me that they feel safe in the school and well supported by the adults.

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

Children in the early years are well prepared for Year 1 and beyond. Children start learning to read as soon as they join the school. The phonics programme is well structured. This helps children learn successfully in all subjects. By the end of Year 1, the large majority of pupils develop the phonics knowledge they need to read confidently and accurately. Pupils with special educational needs and/or disabilities (SEND) follow the same early reading programme and many achieve well.

All pupils, including those with SEND, study the full range of national curriculum subjects. Leaders set out clearly what knowledge they want pupils to learn in each subject they study. Leaders have introduced new plans for teaching English and mathematics and

improved the organisation of what pupils learn and when. Effective partnerships with other local schools have enabled leaders to introduce these changes to the curriculum swiftly. As a result, pupils typically build up their learning steadily and securely, which supports them when they move on to new learning.

Teachers help pupils to understand and use subject-specific vocabulary to prepare them for more complex aspects of later learning. In English in Year 6, pupils use inference skills that they learned in previous years to talk and write about the books that they are currently reading in class. In Year 6 mathematics, pupils explained that they are able to solve demanding algebra problems because they have previously learned how to do division and understood equivalencies.

Leaders have worked hard to make sure that teachers have the knowledge that they need to teach reading, writing and mathematics in particular. Subject training in some other subjects where teachers need to develop their subject expertise, such as art and design, history and computing, is at an early stage of development.

Leaders are determined that all pupils have rich cultural experiences to support their wider development. Teachers organise outings and visits to support pupils' learning. They make use of London as a cultural resource. For example, pupils in Year 2 visited the Florence Nightingale Museum when studying aspects of medicine in Victorian England. Staff also organise after-school activities, including sport and the arts. Pupils enjoy attending extra-curricular clubs and exploring different interests.

Pupils show high levels of maturity in their learning and relationships with others. Bullying is rare. Pupils behave well in classrooms. Lessons are usually free from disruption, because subject lessons are well structured and engage pupils in learning.

Leaders and governors help staff to manage their workload. They promote staff well-being thoughtfully. For example, leaders have reduced the amount of assessment information that teachers need to collect each term. Staff said that they appreciate the supportive and responsive leadership of the headteacher.

School leaders have committed to improving communications with families so that they are able to understand and support further the learning needs of the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors ensure that the safety and well-being of pupils are a priority. Pupils learn about staying safe in a range of situations, including when using computers. For example, during assemblies pupils are given clear guidance about how to stay safe online.

Staff are well trained and use the school's processes effectively to keep pupils safe. Leaders work effectively with families and external agencies when necessary to safeguard

pupils' well-being. One pupil summed up the views of many, saying: 'Teachers look after you here.'

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have redesigned the curriculum and put new subject plans in place. Training for staff in some subjects, such as reading and writing, has been effective in developing teachers' subject knowledge. In some other subjects, such as art and design, history and computing, teachers have not received all the subject support they need to teach outside their areas of expertise. Leaders should ensure that teachers are supported to develop their knowledge in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2011.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100722
Local authority	Lewisham
Inspection number	10121613
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	Local authority
Chair of governing body	Sarah Kwoife
Headteacher	Paul Moriarty
Website	www.goodshepherd.lewisham.sch.uk
Date of previous inspection	6 July 2016, under section 8 of the Education Act 2005

Information about this school

- This is a smaller-than-average-sized Roman Catholic primary school.

Information about this inspection

- I held meetings with the headteacher, senior leaders and middle leaders, including those responsible for safeguarding. I also met with representatives of the governing body and spoke with a representative of the local authority.
- I held informal conversations with pupils, staff and parents.
- I visited a range of classes with members of the senior leadership team, across all key stages.
- I analysed documentation, including the school's self-evaluation and aspects of the development plan, school policies and procedures. I checked the information on the school website.
- I considered the views of parents and staff who responded to the Ofsted online questionnaire.

- I did deep dives in these subjects: reading, mathematics and history. These included discussions with leaders and teachers of the subjects, visits to lessons, scrutiny of pupils' work and discussions with pupils.
- I considered safeguarding policies and practice, including checks and recordkeeping. I spoke with staff and pupils about safeguarding and also considered the views of parents.

Inspection team

David Boyle, lead inspector

Ofsted Inspector

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