

Inspection of Good Shepherd Catholic Primary and Nursery School

Dunley Drive, New Addington, Croydon, Surrey, CR0 0RG

Inspection dates: 28 February and 5 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are extremely happy in school. They are confident, friendly and kind. Leaders have developed a caring and inclusive culture. They know their pupils very well which ensures they are safe.

There are high expectations for all pupils. This includes for pupils with special educational needs and/or disabilities (SEND). Pupils are excited to learn and enthusiastic during lessons.

Pupils behave well both during lessons and around the school site. This includes in early years where children are motivated and show respect for each other. Pupils all have a trusted adult in the school to speak to if they have any concerns. Leaders have put clear systems in place to support positive behaviour. These are understood by both pupils and staff.

All pupils benefit from an extremely broad range of wider opportunities. These include various sports clubs, music and cooking clubs. Leaders ensure that these opportunities are of a very high quality. There are a range of leadership positions that pupils can take in the school which have a tangible impact on the school. These include school council, eco club and the chaplaincy team.

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

Leaders ensure that all subjects meet the ambition of the national curriculum. They have designed a curriculum that progressively builds important knowledge over time. In mathematics, leaders have identified the specific areas of the curriculum that contributed to low 2023 national outcomes at the end of Year 6. Several new strategies have been put in place to improve pupils' understanding of arithmetic and number work across all year groups. Pupils routinely demonstrated the impact of this work with a very secure understanding of these areas of the curriculum.

Teachers have strong subject knowledge and present information clearly. They make adaptations to ensure pupils with SEND have an ambitious curriculum. Leaders work closely with parents and external agencies to ensure that all pupils in the school receive the support they require to access the curriculum.

Sometimes, teachers do not check understanding and address misconceptions systematically. This means that some pupils are not always ready to learn future content. In early years, staff do not always routinely develop children's communication and language effectively. The school needs to ensure all staff are trained to reinforce the intended learning outcomes of all activities.

There is a strong focus on pupils learning to read from the start of reception. Teachers are well trained to deliver the programme. Assessment is used effectively to identify pupils who are falling behind the pace of the programme. Intervention sessions successfully ensure these pupils are supported. The books that pupils read

are well matched to the sounds that they know. Pupils across the school all read a wide range of books in school and at home.

Pupils have positive attitudes to their learning. In early years, children follow routines sensibly. Leaders ensure that attendance is extremely high. They have robust procedures in place and work closely with parents to support pupils to attend school regularly.

Leaders have developed an extremely well-designed personal development curriculum. Pupils receive two lessons a week where they learn new content and then apply this knowledge to a variety of contexts. As a result, pupils have a deep understanding of what they learn. They are highly articulate when discussing a range of topics including online safety and healthy relationships.

All pupils attend a wide range of visits that link to the curriculum. These include outings to museums, London landmarks and the local library. Leaders have also organised trips to a local independent school to make use of their sport facilities. This allows pupils to experience an extremely broad range of sports including rugby, lacrosse and swimming.

Leaders and governors help to look after the health and welfare of staff. They explore strategies where possible to help minimise workload. Leaders have developed extremely positive relationships with parents and the local community. Governors understand the strengths and priorities of the school. They provide a wide range of expertise and carry out their role effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not systematically identify and clarify pupils' misunderstandings well or ensure that pupils are secure in subject specific knowledge. This means that sometimes pupils are not ready to learn new content and concepts. Leaders should develop the expertise of all teachers so that they address any gaps in pupils' understanding.
- Sometimes in early years, staff do not use activities well to develop children's communication and language effectively. This means that sometimes opportunities are missed to develop a wide vocabulary. Leaders should ensure that all staff are trained to consistently promote children's use of language and reinforce the intended learning outcomes through all activities.

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	142587
Local authority	Croydon
Inspection number	10296665
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	212
Appropriate authority	The governing body
Chair of governing body	Carol Kellas
Headteacher	Jane Day
Website	www.goodshepherdprimaryschool.co.uk
Date(s) of previous inspection	12 September 2018, under section 8 of the Education Act 2005

Information about this school

- Good Shepherd Catholic Primary and Nursery School is a Catholic School.
- The school's last section 48 inspection took place in May 2018.
- The school do not use any alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body, and representatives from the local authority and diocese.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, design and technology and history. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, discussed with pupils and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, 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 puts pupils' interests first.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Seamus Gibbons	Ofsted Inspector
Sam Hainey	His Majesty's Inspector
Sam Johnson	His Majesty's Inspector

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