

# Good Shepherd RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	100354
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	323262
<b>Inspection dates</b>	21–22 January 2009
<b>Reporting inspector</b>	Ruth McFarlane

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	224
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Wesley Harcourt
<b>Headteacher</b>	Ms Catherine Doogan
<b>Date of previous school inspection</b>	7 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	35 Gayford Road London W12 9BY
<b>Telephone number</b>	020 8743 5060
<b>Fax number</b>	020 8740 1626

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<b>Age group</b>	3–11
<b>Inspection dates</b>	21–22 January 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized Roman Catholic school has a far higher proportion of pupils from minority ethnic groups than is usual. The largest groups are of African and Caribbean heritage. Many pupils are at an early stage of learning English. The proportion of pupils eligible for free school meals is above average. The proportion of pupils entering or leaving the school at times other than normal is average. Of these, an increasing number of older pupils have no English on enrolment. Very few pupils have a statement of special educational need but a higher proportion than average are identified with learning difficulties, mainly for moderate learning difficulties. The Early Years Foundation Stage (EYFS) has places for 60 children aged 3 to 5.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. Highly effective leadership from the headteacher and the Chair of Governors sets an especially caring ethos, rooted in Catholic values, in which pupils thrive. This contributes greatly to pupils' outstanding personal development and well-being. Parents are in unanimous support. 'Pastoral care for the children is second to none', is a typical comment.

Until recently, children entered the school with skills and abilities that were below those expected for their age. This has changed in the past two years and children's skills on entry are now broadly in line with expectations. They get off to a good start in the EYFS. Throughout the school, pupils make consistently good progress, whatever their ability or additional learning need, and they achieve well. Inspection evidence shows that current standards in Year 6 are above those expected, except in writing, in which they are in line with expectations. Pupils achieve well overall because their progress is carefully monitored and prompt remedial action taken where necessary. Outstanding care, guidance and support underpin the successful work that has lifted science and information and communication technology (ICT) standards since the last inspection. Attention is now being given to improving the standard of writing. Well-established links with parents, outside agencies and partners mean pupils are supported very well indeed, especially those with learning needs and the increasing number who join late, or are at an early stage of learning English.

Pupils' interests are stimulated by a good curriculum and this is enriched by additional activities such as martial arts, Mandarin and artwork with professional artists in the local community. Pupils say they enjoy school immensely. Their above-average attendance and excellent behaviour exemplify this. Articulate and polite, they say that they feel happy, confident and safe, and bullying is 'never a problem'. This is because they feel confident approaching staff for help and appreciate the caring attention they are given when problems occur. Choosing healthy options at lunch without prompting and their enthusiastic participation in the many sporting activities show their full understanding of how to stay healthy. They are keen to take on responsibility, and do this well. As a result of their well-developed skills in working very cooperatively, their independence grows quickly. They are especially proud of being chosen to take part in the national Children's Parliament.

Teaching is good. Lessons are interesting and enjoyable. They are well planned overall, with clear explanations and engaging tasks that capture the imagination. In just a few lessons, literacy learning objectives and activities are too general to meet all learning needs and insufficient challenge is provided. As a result, in these lessons, pupils' progress slows.

Well-established relationships with other local schools and meaningful links forged with UK and African schools exemplify the school's strong promotion of community cohesion. Governance is outstanding. A new senior team is emerging from a period of change. The headteacher provides very clear direction focused on staff training to develop them. They in turn are developing the budding group of new middle managers. The school knows itself exceptionally well. Taking this into account, and the good teamwork evident, the school has good capacity to make further improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the EYFS make good progress because there is the right balance between adult-led activities and those that children undertake independently. Most reach the expected Early Learning Goals by the age of five. This represents good achievement from individual starting points, including those who enter with little or no English and those who have learning difficulties. Good ongoing observations to check learning help children learn and develop, meeting individual needs. Provision is exciting yet nurturing, with the emphasis on building confidence, developing children's personal and social skills in good preparation for future learning. Behaviour is managed well and relationships are calm and warm. As a result, there is a high level of trust between children and adults and children are very at ease with those around them. This feeling of being safe and healthy helps them to enjoy their day. Good teaching stimulates curiosity and enables all to participate fully. The nursery activity helping children to project their own shadows caused squeals of wonder and delight! Nursery-aged children have open access to a well-resourced outside activity area which helps them learn and develop well. Care is taken to ensure Reception children are also outside daily. The new leadership has made a good start in ensuring that children's welfare is promoted at all times. In addition, systems to assist in checking starting points and standards throughout the EYFS have been sharpened to enable staff to keep an even closer eye on the progress of individual children.

### What the school should do to improve further

- Accelerate pupils' progress in writing by raising expectations and challenge in all lessons and matching tasks more precisely to pupils' abilities.

## Achievement and standards

### Grade: 2

Pupils enter from the EYFS with broadly average standards. In 2008, standards in Year 2 were average in reading, writing and mathematics, and standards in Year 6 were average in English, mathematics and science. Annual fluctuations in the ability profile and the proportion of late-entry pupils who speak English as an additional language influence standards. Inspection evidence shows that, from their individual starting points, all pupils make good progress and achieve well. Current standards at all ages are above average except in writing, in which standards are average. Remedial action is already in place, and includes promoting writing skills across the whole curriculum. There is no significant difference in the relative attainment of any group. This is because the academic guidance system to identify and deal with learning needs is highly effective.

## Personal development and well-being

### Grade: 1

Pupils' personal skills develop extremely well. As a result, they thoroughly enjoy their learning and show exemplary behaviour and attitudes, respecting other pupils' views and creating a palpably harmonious, caring community. Pupils are excellent school ambassadors, warmly welcoming visitors and proudly showing off their school. They cooperate successfully together and demonstrate high levels of responsibility. They are confident, articulate speakers able to express their views, feelings and emotions with increasing maturity. School councillors feel they contribute significantly to decisions in school and that their views are highly valued. Pupils

have a very clear understanding of the importance of exercise and making good choices for a healthy lifestyle. They have a shrewd understanding of how to stay safe on the internet as well as personally. Attendance is above average. 'I love school', said one pupil, a thought echoed by many. Their good basic skills provide a firm foundation for their adult lives. Their outstanding spiritual, moral, social and cultural development show in their broad understanding of traditions, values and diversity. Their growing reflective appreciation of the world and issues beyond school includes compassion encouraged by global and local links and fundraising activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan their lessons carefully to assist pupils to attend well to their tasks and try hard. They create a well-disciplined environment in class and explain their lesson intentions well, checking on learning regularly. This supports the good progress evident in most lessons. Teachers make effective use of interactive whiteboards to give visual impact to ideas and explanations. They give patient support and encouragement to those finding difficulty. This builds confidence and contributes to pupils' high standard of personal development. The best lessons offer brisk pace, variety and challenge to invigorate learning, with tasks well matched to ability, assisting pupils to make good and sometimes rapid progress. Teaching assistants are well directed and support pupils very well. Just occasionally, lessons are not precisely tailored to individual needs. In these cases, tasks, particularly writing tasks, are too general, providing insufficient challenge for pupils to explore and develop their responses. In these lessons, expectations are not high enough, so progress slows. Marking is often good, praising the pupils' efforts and providing guidance on how to make further improvements.

### **Curriculum and other activities**

#### **Grade: 2**

The well thought-out curriculum inspires learning. It reflects the cultural diversity of the school and meets the differing needs and interests of the pupils. Links with local professional artists and musicians invite creativity and the resulting artwork and performance provide a stimulating enriching backdrop for the main curriculum. Interesting additional activities, such as visits to museums and the theatre, enrich learning. Collective worship is central to the school philosophy and does much to embed the Christian ethos that pervades the school, underpinning pupils' spiritual awareness. The personal, social and health education programme contributes strongly to pupils' outstanding personal development. ICT supports learning well, an improvement since the last inspection. Links are made between some subjects, making learning more meaningful. Planning is responding well to the challenge of a changing intake. The school is now planning for the development of improved writing skills across a range of subjects.

### **Care, guidance and support**

#### **Grade: 1**

Staff provide exemplary nurturing care that underpins pupils' outstanding personal development. Safeguarding, health and welfare requirements are securely in place. Highly effective academic guidance systems enable individual pupil targets to be set and progress to be carefully monitored. This gives pupils a clear idea of how to make good progress. Pupils with learning difficulties and those who speak English as an additional language receive excellent additional support

and guidance, enabling them to make good progress. Links with secondary schools encourage the culture of confidence as pupils take the next steps in life. The popular 'Wonderful Behaviour' awards, celebrated in assembly, encourage pupils' excellent behaviour. Pupils trust their teachers and appreciate that, if problems arise, they can rely on any adults in the school for help and guidance.

## **Leadership and management**

### **Grade: 2**

The impact of the headteacher is especially apparent in the high levels of care that guide pupils' outstanding personal development and their enjoyment of school. Considerable support is voiced by parents. 'The school is well run and well led' is typical of the many positive comments received. The headteacher sets very clear direction and has forged many valuable partnerships, for instance with local and international schools to help promote the extremely strong community cohesion. After a period of uncertainty, her new senior team is in place, developing into an effective, motivating team that helps pupils to make their good progress. Some of the newly appointed subject coordinators are less experienced. Rallying to training, they are working cohesively to raise standards, reflected already in sharpened monitoring procedures. Governance is excellent. Governors discharge their responsibilities extremely thoroughly and hold the school to account very well. Their strong links with subjects and staff assure astute overview. Very challenging whole-school targets are used successfully to trigger achievement. Equal opportunities are promoted well so that all pupils feel they are included in all the school offers. The school's self evaluation is accurate and fully focused on the impact its provision has on pupils. The development plan identifies key factors which, together with the good progress since the last inspection, reflect a good capacity to improve.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

04 February 2009

Dear Pupils

Inspection of Good Shepherd RC Primary School, London, W12 9BY

Thank you for the welcome you gave us when we inspected your school. You were so polite and helpful. We appreciated all your help and also the comments made by your parents in their questionnaires. Please thank them on our behalf.

You go to a good school. You learn lots because your activities are so interesting. The Children's Parliament project looks fun, and so does the work with faraway schools in Africa. We enjoyed your assemblies. We could tell you enjoy singing.

Your behaviour is excellent. Do keep that up because it makes the school such a pleasant place to be for everyone. Your teachers care for you very well. No wonder you feel happy and safe! We enjoyed looking at your books; you have made good progress since the beginning of the year.

Your headteacher and your Chair of Governors are really good at their jobs, and all the staff and governors are keen to work together. Because of this, they have been successful in improving your school and they know what to do to make it even better.

Your lessons are fun. Your teachers check carefully how you are doing in your work. We would like them to make sure you have work to do that is just right for you, and especially, not too easy! If you are expected to do some harder and different work, it would make you think a bit more. We know you would rise to the challenge and that would make you progress even faster. We know you have been trying to improve your writing and we have asked the school to help you work hard on this.

Well done for all the good things you are doing in school and for helping to make it such a friendly and fun place to learn.

Yours faithfully

Ruth McFarlane

Lead Inspector