

Good Shepherd Catholic Primary School

Inspection report

Unique Reference Number	101794
Local Authority	Croydon
Inspection number	323528
Inspection dates	30–31 March 2009
Reporting inspector	Janet Sinclair

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	171
Government funded early education provision for children aged 3 to the end of the EYFS	33
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Anita McGowan
Headteacher	Miss Anne-Marie Strachan (Acting)
Date of previous school inspection	28 January 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dunley Drive New Addington CR0 0RG
Telephone number	01689 841771

Age group	3–11
Inspection dates	30–31 March 2009
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Fax number

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Children from three to five years of age attend the Nursery for the Early Years Foundation Stage. The proportion of pupils who have learning difficulties and/or disabilities is above average. These pupils have moderate learning, speech and communication and behaviour difficulties. Nearly one third of the pupils are entitled to free school meals. Well over three quarters of the pupils are from minority ethnic backgrounds and about one fifth are learning English as an additional language. The largest ethnic group is Black African. A greater proportion of pupils than is usual come from the Traveller community.

The school was given a notice to improve at its last inspection in January 2008. Since then, there have been a number of changes in leadership. The current acting headteacher has been in charge for less than one term. There have also been many staff changes and the number of pupils on roll has fallen.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The overall effectiveness of the school is inadequate because there is considerable underachievement in Key Stage 2. This has been the case for several years. As a result, standards by the end of Key Stage 2 are low in English, mathematics and science. They are particularly low in writing. Pupils, especially the more able, do not make the progress of which they are capable. Some pupils who have learning difficulties make satisfactory progress towards some of the specific targets set in their individual education plans but overall their progress is inadequate. Although teaching in Key Stage 2 has improved recently, it is still not good enough to tackle the legacy of underachievement. Expectations are not high enough and teaching is not challenging pupils to make the progress of which they are capable.

Many changes of staff have interrupted pupils' learning and hindered progress. The senior staff are committed to improving the provision for pupils, but have not been effective in ensuring initiatives they have introduced have been implemented across the school. Changes in leadership have meant that there has not been a clear or sustained approach to school improvement. Consequently, leadership and management are unsatisfactory. The acting headteacher has taken some effective steps to bring about improvements in the school's provision. With help from the local authority and the London Challenge headteachers' support group, she has begun to deal with some very difficult issues, particularly those involving poor behaviour and weak teaching, and has set a clear agenda for improvement.

Children get off to a good start in both the Nursery and Reception classes because of effective, well-managed provision that enables them to make good progress. Parents are pleased with the Early Years Foundation Stage and say that their children enjoy school.

By the end of Key Stage 1, standards are broadly average, and pupils' progress is satisfactory due to sound and sometimes good provision. The curriculum in Key Stage 1 is satisfactory. It meets the pupils' needs and provides a base from which they make satisfactory progress. However, in Key Stage 2 the curriculum does not provide sufficient opportunity for pupils to develop their literacy, numeracy or information and communication technology (ICT) skills, nor does it ensure continuity in their learning. There have been some recent improvements in provision for writing in the form of more frequent opportunities for extended writing. This allows pupils to practise and develop their skills but the tasks their teachers set them are not always carefully matched to their needs. There is a satisfactory range of clubs and visitors to enrich pupils' learning and support their personal development. For example, an Indian dancer has worked with pupils in the Year 3/4 class.

Behaviour is satisfactory. Most pupils behave well, although occasionally unsatisfactory behaviour disrupts learning. Pupils enjoy taking responsibilities such as being school councillors. They are pleased with their successful initiatives to improve the play equipment and the changing rooms. Relationships are good and staff provide a safe and caring learning environment where pupils feel confident of adult support and guidance. Much has been done recently to lay the foundations for more effective academic guidance for pupils. However, target setting, marking

and pupils' involvement in assessing their own learning are all very new and are not being used consistently across the school.

The school is friendly and welcoming and, as a result, pupils enjoy being there and their attendance is good. This is an improvement since the last inspection. However, standards remain far too low at the end of Key Stage 2 and there has not been enough improvement since the last inspection to increase achievement in Key Stage 2. In addition, the lack of continuity of leadership means that, in spite of some recent signs of improvement, the capacity to improve is unsatisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start in the Nursery with a range of skills and abilities that are well below expectations for their age. They make good progress throughout the Early Years Foundation Stage so that many are working securely within the goals expected on entry to Year 1. They make particularly good progress in linking sounds and letters due to the strong emphasis placed on developing this important area of learning.

Good induction, caring and supportive relationships and a stimulating learning environment help the children to become confident learners who enjoy all that is on offer. Teaching is effective because teachers organise a range of interesting child-chosen and teacher-directed activities, which fully engage the children and promote effective learning. This was noticeable in the many activities related to the story of 'Jack and the Beanstalk' that stimulated and encouraged the children to write stories and count leaves on beanstalks. Teaching assistants make a valuable contribution to the children's learning through their participation in activities and assessments. Although mostly good, questioning is not always challenging enough.

The curriculum is effectively planned to ensure continuity in the children's learning. There is a safe and healthy environment that promotes the children's welfare. The children know, for example, how to carry scissors safely and that it is important to wash their hands before eating. Regular observations take place and these are used well to assess and track children's progress and match work to their individual needs. Good leadership and management of the Early Years Foundation Stage have ensured effective provision and a desire to further develop children's learning.

What the school should do to improve further

- Raise standards and achievement in mathematics, science and in English, particularly writing, in Key Stage 2, by ensuring that work is more carefully matched to the needs of pupils of all abilities.
- Ensure that teachers raise their expectations of what pupils can achieve and challenge them fully in lessons, especially the more able pupils.
- Improve curriculum planning in Key Stage 2 to ensure continuity in pupils' learning in literacy, numeracy and ICT.
- Improve leadership and management by ensuring all new initiatives to raise standards and achievement are consistently implemented and rigorously monitored.

Achievement and standards

Grade: 4

There has been a gradual improvement in standards at the end of Key Stage 1 and these are now broadly average in reading, writing and mathematics.

At the end of Key Stage 2, standards have been low and achievement unsatisfactory for several years. This situation has not been tackled effectively and standards have continued gradually to decline, particularly in writing. The position is not likely to be reversed for pupils currently in Year 6, where writing levels are very low and few pupils are expected to achieve at the higher Level 5 in any subject. Much has been put in place recently to support these pupils, through specific work for small groups and individual tuition, in order to accelerate progress. There has also been support from the local authority for mathematics, and more frequent extended writing sessions to bring about improvement, but it is too early to assess their impact on achievement. Pupils who have speaking and listening difficulties have benefited well from the school's involvement in the oracy project. This involves small groups of pupils in developing their speaking and listening skills through discussions of topical issues. The progress of pupils from Traveller families is hindered by their frequent movement in and out of the school.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory overall. However, the spiritual and cultural aspects of their development are good. Pupils' support for the Christian ethos of the school is apparent in their willingness to think about serious and personal issues and in their positive attitudes towards the different cultures represented within the school. Pupils' growing awareness of right and wrong is shown clearly in the recent improvement in their behaviour, which has had a good impact on their ability to concentrate in class. Although pupils still find it difficult to work independently, they are willing to take responsibility for classroom duties. They enjoy school, saying that they have fun in lessons and at playtime and largely feel free from bullying. This is clear from their improved punctuality and good attendance. Pupils throughout the school are friendly and polite to visitors and show consideration for others. Older pupils take pride in being school councillors and house captains who lead teams in competitions. Pupils have a good understanding of the importance of healthy eating and know they need their 'five a day', some of which they can get from the lunchtime salad bar. They are also clear about the need for exercise to ensure they stay fit. Pupils learn about staying safe through, for example, acting as junior road safety officers. However, pupils in Key Stage 2 are not developing adequate levels of skills in literacy, numeracy and ICT to prepare them for their future education and the world of work.

Quality of provision

Teaching and learning

Grade: 4

Teaching in Key Stage 1 is satisfactory. It is sometimes good, as was seen in a successful lesson in Year 1 in which effective planning and high expectations enabled all pupils to make good progress.

Teaching in Key Stage 2 is inadequate and the pupils' learning has suffered as a result. Many changes of staff have interrupted pupils' learning. Although some lessons are organised and

managed well, expectations are often too low, and pupils are allowed to interrupt or talk over the teacher, slowing the pace of learning. Although planning identifies tasks for different groups of pupils, it is not always precise enough to meet their needs and slows progress, especially for the more able pupils. Positive aspects of teaching this term are the greater consistency in marking as a means of helping pupils to improve, and more involvement of pupils in their learning through their curricular targets.

Curriculum and other activities

Grade: 4

Although staff are working together to plan the curriculum, this action is too recent to have had an impact on pupils' progress. There is still a lack of continuity and consistency in the curriculum at Key Stage 2, where pupils' progress is inadequate. In Key Stage 1, the curriculum is more closely matched to the needs of the pupils. Personal, social and health education, including citizenship, makes a satisfactory contribution to pupils' health, personal safety and emotional development. The religious ethos of the school has a positive impact throughout the curriculum. The curriculum for pupils in Key Stage 2 does not, however, provide a secure framework for the development of literacy and numeracy, either as separate subjects or through other subjects. While there is an increasing emphasis in science and mathematics on problem-solving to develop pupils' ability to apply basic skills, ICT skills are not covered sufficiently. The satisfactory range of extra-curricular activities promotes healthy exercise and broadens pupils' experience of other cultures.

Care, guidance and support

Grade: 3

Pastoral care is good and the positive relationships and caring atmosphere of the school ensure pupils feel well looked after. The school's staff appointment processes are meticulous in providing for pupils' safety and well-being through very robust safeguarding procedures. The school has used a range of effective measures to improve attendance, punctuality and behaviour. Good use is made of outside agencies to support pupils who have learning difficulties, those at an early stage of learning English and pupils from the traveller community. The progress of pupils at an early stage of learning English is monitored closely by specialist staff. Pupils with behaviour difficulties are well supported in class to help keep them on task. Pupils speak highly of the very caring help and support given to them by the counselling service for pupils and parents that is based in the school. Academic guidance is improving. At Key Stage 1, teachers ensure pupils know what they are expected to learn and involve them well in assessing how successful they have been in their work. Many pupils have specific targets to help them improve their work, but at Key Stage 2, the teachers do not always make it clear what pupils need to do to improve.

Leadership and management

Grade: 4

Not enough has been done to improve the quality of teaching and learning, and raise achievement since the school was last inspected. However, the acting headteacher has quickly identified what needs to be done and has already taken some decisive steps to deal with difficult issues. These actions are all too recent to have had any discernible impact on standards. The recent introduction of clear systems for tracking pupils' progress, combined with more accurate

assessments, have helped to identify the extent of the underachievement at Key Stage 2 and enabled the school to set up booster classes and individual tuition to support pupils' specific learning needs in order to accelerate progress. Subject and senior leaders are being helped to develop their roles through monitoring the impact of initiatives to improve provision. The acting headteacher is fully aware of the need to improve the quality of teaching across the school and has already ensured, through regular monitoring and a high level of support, that a much greater proportion of teaching is now satisfactory. Governors were slow to support the school to tackle the many difficult issues it faced. They are now developing a clearer understanding of the areas for improvement and how these can be addressed. Parents are mainly supportive of the school, although concerned about the many staff changes.

Community cohesion is satisfactorily promoted. As a result, pupils have a good understanding of and respect for the differing communities represented within the locality of the school. There is a strong partnership with the Catholic Church and the local faith community. The pupils' understanding of the global community is developing through, for example, the celebration of Irish Heritage Day and Black History Month.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	4

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?	2
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?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

¹Grade 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

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

07 May 2009

Dear Pupils

Inspection of Good Shepherd Catholic Primary School, New Addington, CRO ORG

Thank you for all your help during our recent visit to your school. We enjoyed talking to you and were particularly impressed with your friendliness. We found your school was caring well for you and that you in turn work well together and have a great respect for your different cultures. We know you feel safe in school and trust the adults taking care of you.

The youngest children make a good start. In Years 1 and 2, you make satisfactory progress. However, in Key Stage 2, many of you do not do as well as you need to in English, mathematics and science by the end of Year 6.

We have asked your school to:

- help you to do much better in all your work, but especially in English, mathematics and science by ensuring work is set at the right level for you
- help teachers to ensure you are fully challenged in all lessons
- ensure that class activities are planned so that you develop your skills in a way that builds on what you have already learnt and that you have regular ICT lessons so that you reach the expected level when you leave the school
- ensure senior leaders carefully check on all the work of the school so that it improves quickly.

You may have heard that, as a result of our visit, your school requires special measures. This means that, although your school does some things well, in some important areas there are weaknesses which it needs help to sort out. Your school has been asked to improve these things as quickly as possible. It will get help to carry out these improvements and inspectors will visit the school regularly to check the progress being made. I am sure you will want to help with improvements by behaving well and working as hard as you can.

We wish you every success for the future.

Yours faithfully

Janet Sinclair

Lead Inspector