

Tribal Group  
1–4 Portland  
Square  
Bristol  
BS2 8RR

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0845 6404045  
Ofstedhelpline@ofsted.gov.uk



12 February 2010

Miss Anne-Marie Strachan  
Acting headteacher  
Good Shepherd Catholic Primary School  
Dunley Drive  
New Addington  
Croydon  
Surrey  
CR0 0RG

Dear Miss Strachan

Special measures: monitoring inspection of Good Shepherd Catholic Primary School

Following my visit with Thomas Gibson, additional inspector, to your school on 2–3 February 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in March 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – good.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Croydon and the Archdiocese of Southwark.

Yours sincerely

John Kennedy  
Her Majesty's Inspector



Special measures: monitoring of Good Shepherd Catholic Primary School

Report from the second monitoring inspection on 2–3 February 2010

## Evidence

Inspectors observed the school's work, scrutinised documents and met with the acting headteacher, the executive headteacher, other school leaders and staff, the chair and vice chair of governors and a group of pupils. Inspectors interviewed representatives from the local authority, the archdiocese, London Challenge and a Local Leader in Education. They observed part lessons in all year groups, scrutinised a sample of pupils' work and spoke informally with staff and pupils during the inspection.

## Context

The teaching staff has stabilised since the last visit. The Early Years Foundation Years coordinator will be returning from maternity leave this term and the school bursar has retired. The soft federation with Coloma Convent Girls' School will continue until the end of the summer term.

## Pupils' achievement and the extent to which they enjoy their learning

Improved teaching since September and the sharp focus on raising standards are having a significant impact on pupils' progress. The general picture across the school shows a marked trend of improvement in standards since the last visit. Pupils are making the most striking progress in reading, with high proportions in almost all Key Stage 2 classes making accelerated gains, some of which are outstanding. Pupils' progress is slower in writing, although a large majority are making good gains. However, a minority of pupils in most classes are not yet making enough progress in writing, mathematics or science. There is also variation in the rate of progress of some groups. For instance, in Year 6, while a large majority are making good progress in mathematics, it is slower for some pupils who speak English as an additional language or who are come from other White minority ethnic heritages. School data indicate that if pupils continue at their current pace, overall attainment at the end of Year 6 will be close to national expectations. Nevertheless, there is more to do to ensure that the rates of progress, particularly in mathematics and science, match those in reading. At the next monitoring inspection the progress being made in writing, science and mathematics will be a key focus. The removal of special measures will depend to a large degree on the school's ability to demonstrate that the proportion of pupils working at the level expected for their age is increasing securely and rapidly across key subjects and among groups of pupils.

Pupils made it clear to inspectors that they knew that teachers were placing much greater emphasis on raising standards. It was evident in most lessons that they were



responding to this with enthusiasm and enjoyment. One pupil remarked, 'We like to learn – that's the whole point!'

Progress since the last visit on the areas for improvement:

- 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 all pupils – good.

Other relevant pupil outcomes

Since September, pupils have improved greatly in their listening skills and, coupled with their good and sometimes outstanding behaviour in lessons, this contributes strongly to their learning. Exclusion is a rare occurrence. Attendance has improved since the last visit. However, it is not as high in Year 6 as in other classes and this is slowing down the learning of some. The school's ethos contributes very well to pupils' spiritual, moral, social and cultural development. This was exemplified during a reflective and spiritual assembly, as well as in literacy lessons where pupils are encouraged to take pride in sharing their home language with others.

The effectiveness of provision

The majority of lessons observed were good. This matches the school's own evaluation. Almost all the teachers started in September and they have brought considerable experience with them. The improved quality of teaching is the key reason why pupils on the whole are making much better progress. In most lessons, teachers provide a range of stimulating activities to match pupils' needs and abilities. This underpins pupils' engagement, motivation and learning. Teachers check pupils' understanding and this enables them to direct their questioning and plan activities to match pupils' needs. Teachers' use of praise and encouragement helps the pupils grow in confidence. The majority of lessons are characterised by pace, energy and pupils' enthusiasm to learn. However, some of the planning is not explicit enough in identifying how teaching assistants will be deployed to develop pupils' learning and basic skills, such as handwriting. Pupils can articulate what they are doing in lessons but cannot always make the link to what they are learning. Teachers are taking greater care to ensure that written feedback is consistent in order to help pupils identify what they need to do to improve. Nevertheless, some variability persists and pupils are not given consistent opportunities to assess the quality of their own work and identify what they could do better. Teachers, in some lessons, plan a range of activities and pitch questions to the whole class and do not refine their questions sufficiently sharply to stretch the more able pupils. In most lessons there are a range of good teaching activities but these have not yet been successful in ensuring that all pupils make at least satisfactory progress.

Pupils have good opportunities to practise their skills in reading and writing throughout the school day, and this continuity is contributing to their improved



progress. Pupils commented favourably on the better information and communication technology (ICT) which is supporting their learning. The curriculum has been strengthened to support learning in science. The school has developed its links with other schools to provide extension opportunities, for instance, in music, science and mathematics. Pupils benefit from booster programmes and enrichment opportunities and they spoke of an increase in the range and number of those taking part in additional activities. The school has provided additional staffing capacity since the last visit to enable children in Reception to have more opportunities for free-flow play.

Teachers have been using the 'assessing pupil progress' approach to assess writing in a structured way to help them identify pupils' strengths and weaknesses and track their progress. This is being extended to mathematics this term. Staff set high and consistent expectations for behaviour in lessons and pupils respond very well. Management of attendance and follow-up of absence are rigorous and this is contributing to the improving trend since September. Staff show a continued strong commitment to care for and support pupils in a safe and inclusive learning environment.

Progress since the last visit on the areas for improvement:

- Ensure that teachers raise their expectations of what pupils can achieve and challenge them fully in lessons, especially the more able – satisfactory.
- Improve curriculum planning in Key Stage 2 to ensure continuity in pupils' learning in literacy, numeracy and ICT – good.

The effectiveness of leadership and management

The local authority and archdiocese have well-placed confidence in the acting headteacher's leadership. She shows strong determination to raise standards and improve the quality of education for children at the school. This has been strengthened considerably since the last visit when the new governing body was in its infancy and other leaders had just been appointed. The leadership team is strong, has a clear sense of purpose and leaders work well together to tackle issues methodically and drive improvement. They have high expectations for themselves, other staff and the pupils. Monitoring of teaching and learning is regular and incisive and the staff who need it are given appropriate support. Leaders know their strengths and where remaining weaknesses lie and are tackling these in a planned way. They are systematically tracking the progress of pupils and have rich data now about how well individual pupils and all groups, no matter how small, are doing. This is enabling them to ensure that the quality of teaching and additional support is leading to better progress by the majority of pupils. They recognise that further work is needed to ensure that a minority of pupils catch up with others. The school is clearly benefiting from the knowledge and expertise of members of the governing body. Governors are focusing on the right priorities. They are giving their attention



to the immediate issues, such as the budget, which need to be addressed, while at the same time planning strategically for the future. Morale is very high among staff and they are eager to improve their practice but equally proud to share the success of what they have achieved to date and the benefits this is having for the pupils.

Progress since the last inspection on the areas for improvement:

- Improve leadership and management by ensuring all new initiatives to raise standards and achievement are consistently implemented and rigorously monitored – good.

### External support

The school continues to benefit from well-coordinated external support provided by Coloma Convent Girls' School, the local authority, the archdiocese, London Challenge and the school improvement partner. It is clear that this is not dependency support and it is finely tuned to meet the school's needs and facilitate its capacity to stand on its own feet. Effective local authority support can be seen, for instance, in the work of primary consultants and the away-day events which governors and the leadership team attended. A Local Leader in Education provides valued mentoring support for the acting headteacher. Partners have an accurate understanding of the current position of the school and its longer-term needs. Consideration, for example, is being given to including the school in the World Class primaries programme. The school has recently been invited by the local authority to take part in 'Primary and Secondary Science Hubs', working with other primary schools and a secondary science specialist school aimed at developing science skills and supporting transition from Year 6.