

Good Shepherd Catholic Primary School

Inspection report

Unique Reference Number	101794
Local Authority	Croydon
Inspection number	346412
Inspection dates	23–24 June 2010
Reporting inspector	John Kennedy HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	David Prince
Headteacher	Miss Anne-Marie Strachan
Date of previous school inspection	30 March 2009
School address	Dunley Drive New Addington Croydon CR0 0RG
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. Inspectors spent the majority of their time evaluating the quality of learning and pupils progress. They observed 12 lessons and 8 teachers, which included four joint observations undertaken with the acting headteacher. They observed an assembly and held meetings with senior and middle leaders and other staff, pupils and representatives of the governing body, the local authority and London Challenge. They observed the schools work, and looked at a range of planning and evaluation documentation, policies and procedures, analyses of pupils progress, and samples of the pupils own work and records. Evidence and observations from previous monitoring visits were also considered.

The inspection team reviewed many aspects of the schools work. It looked in detail at the following:

pupils attainment, learning and progress, particularly in English, mathematics and science at Key Stage 2

the effectiveness of curriculum planning to ensure continuity in pupils learning in literacy, numeracy and information and communication technology (ICT)

the effectiveness of tracking, monitoring and intervention in raising attainment at all levels throughout the school

the schools capacity for sustained improvement.

Information about the school

Good Shepherd is a smaller than average Catholic primary school. Most pupils come from minority ethnic heritages and the largest group are Black African. Over half of the pupils speak English as an additional language. These proportions are well above national averages. The proportion of pupils with special educational needs and/or disabilities is broadly average. Their needs are varied and include behavioural, emotional or social difficulties, moderate learning needs and those who need help with speech, language or communication skills. When Good Shepherd Catholic Primary School was last inspected it was judged to require special measures. Two assistant headteachers have been appointed since then and one of these will take up a new post of deputy headteacher in September. There have also been significant changes to the teaching staff. With one exception, there is almost an entirely new governing body, including a new chair of governors. The acting headteacher has been in post throughout. In April 2009, the school entered a federation with Coloma Convent Girls School, a local Catholic secondary school, whose headteacher is also the executive headteacher of Good Shepherd. This federation will cease at the end of the summer term, although collaborative partnership working will continue.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Good Shepherd is a satisfactory and rapidly improving school. Much of its provision and consequent outcomes for its pupils are good. Good Shepherd truly reflects its name in the quality of its safeguarding and pastoral care and the steps staff take to ensure that no pupil is left behind. One pupil captured the views of many when writing, It has been an interesting and inspiring walk through Year 5 and I have learnt many things.

The school has come a long way in the past fifteen months and staff share a common determination to sustain the pace of improvement. The acting headteacher, relatively new at the time of the last inspection, has provided continuity and stability throughout some significant personnel changes and is driving this improvement impressively. She is not doing this in isolation; she is well supported by a strong leadership team, very effective governors, committed staff and productive partnerships which have all contributed significantly. This solid platform and the positive outcomes for pupils, particularly in their learning, progress, behaviour and attendance, provide convincing evidence of the schools capacity to sustain this trend.

Attainment at the end of Year 6 shows a notable improvement on a three-year historic pattern of low overall attainment. Current and reliable assessment, confirmed by inspectors analysis and observations, indicates that a greater proportion of pupils are on track to reach national averages in English and mathematics combined. Substantial gains have been made in science and in the proportion of those achieving at the higher levels in all three subjects. Assessments at the end of Year 2 also show higher than average proportions achieving at the higher levels in reading, writing and mathematics. In 2009 no pupil achieved at this level. This positive picture masks the fact that attainment remains low among some classes in Key Stage 2. This is as a result of historically poor teaching and a curriculum that was not meeting pupils needs. This is being tackled robustly and the gaps are closing rapidly, despite the ground that some pupils still have to make up.

Underpinning this revival is the much improved quality of teaching. Good teaching is now a strong feature of the school. Put simply by pupils, teachers know what they are doing and, they make learning fun. The majority of lessons are consistently good or better. A few pockets of satisfactory teaching remain and this is leading to some variation in the progress that pupils are making. Occasionally teachers and other adults miss opportunities to support pupils learning. In a few instances staff are not as skilful in reshaping activities to build on what pupils have been able to achieve in the lesson. As a result, some pupils are not stretched enough and one or two struggle with their

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learning. Teachers provide helpful written feedback to pupils and this has improved greatly as a result of the schools concerted focus. However, pupils in some classes are not yet given sufficient opportunities to show what they have learnt from this.

Leaders have an accurate grasp of where the schools strengths and future challenges lie. This is exemplified in their accurate evaluation that the curriculum needs to be further strengthened by improving the impact of ICT across other subjects and the quality of extra-curricular provision. Pupils know what they should do to be healthy, but there are limited opportunities in Key Stage 1 for them to take part in additional activities which promote healthy living. Pupils rapidly improving core skills, their better attendance habits and improved punctuality help to prepare them for life the next stage in their education. However, there are limited curriculum opportunities to help them to develop a range of enterprise skills.

What does the school need to do to improve further?

- Ensure that teaching is more consistently good across the school by:
 - strengthening the skills of teachers and teaching assistants in systematically checking progress and adjusting planned activities to meet pupils learning needs throughout each lesson
 - creating more opportunities for pupils to reflect on, and learn from, the feedback that teachers provide
 - extending opportunities for the more skilled staff to model and share good practice.
- Develop the curriculum by:
 - providing better planned links between ICT and other subjects
 - broadening extra-curricular provision, especially at Key Stage 1
 - providing more opportunities for pupils to develop enterprise skills.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils are keen learners who enjoy their lessons and this is reflected in attendance levels which are above average. They behave well, show good listening skills and levels of concentration, and work well with their partners. Pupils make mature contributions when given the opportunity to assess their own work and that of others. They are quick to appreciate when work is of a high quality. This was evident in a literacy lesson where they spontaneously applauded when a pupil shared an example of highly descriptive and evocative writing language, prompting another to remark, I felt I was there. Pupils blossom in a culture where they are not afraid to make mistakes because staff encourage them and boost their self-esteem. The contagious enthusiasm of the teachers

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evokes similar responses from the pupils.

Pupils have made good progress this year and in some classes and in some subjects the step-change has been pronounced. Progress across the school is strongest in reading and somewhat weaker in mathematics and writing. In some classes pupils have made significant strides in developing their handwriting skills. Staff benefit from detailed and accurate information about how groups and individuals are doing and this enables them to tailor the curriculum, target additional support and work with parents to close any significant gaps between groups. Pupils with special educational needs and/or disabilities and those who speak English as an additional language, make good progress because their individual needs are carefully assessed and they receive tailored support.

Pupils have a good understanding of how to keep safe. Older pupils speak with confidence about internet safety and what to do if they have any concerns about cyber bullying. They help and support each other during playtime and in lessons and play an active role in helping outside of school through their fundraising and other donations for those more in need. Pupils moral, social and cultural development is good, and there are excellent opportunities for spiritual development. This was exemplified in an assembly which combined prayer, reflection and outstanding singing to move and inspire the pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent of pupils' spiritual, moral, social and cultural development	2
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How effective is the provision?

Teachers plan their lessons well, drawing on the very detailed knowledge they have about pupils needs, abilities and progress. In the best lessons, confident and highly skilled teachers challenge and engage the pupils, using a wide range of interesting activities, additional resources and questioning which enable pupils to demonstrate and deepen their learning. Teachers build tasks on previous learning and create good opportunities for pupils to develop basic skills. Pupils know what is expected of them and how to take the next steps in their learning. Not all teaching is at this level and, in a few instances, teachers do not fine tune activities to meet needs. Teaching assistants are generally deployed to good effect, particularly when they provide individual support. Occasionally they miss opportunities to support the learning of other pupils in the lesson. Marking is more effective and pupils are given chances to assess their own learning.

Pupils benefit from a broad and balanced curriculum. Curriculum planning has improved considerably and there are better links between subjects, particularly in relation to literacy and numeracy. This is helping to raise attainment. The curriculum is enriched by increased chances for pupils to benefit from visits and visitors. Partnerships with secondary schools have had a significant impact on outcomes for older pupils, particularly in science and music. Provision for ICT and the range of extra-curricular activities are better but not yet as well developed in Key Stage 1.

Care, guidance and support are hallmarks of the school and this is illustrated by its welcoming ethos, which is highly valued by pupils and their parents. Pupils are well prepared for transition to secondary school and this was evident in Year 6 lessons where they are focusing on coping with change. Effective and consistently applied systems to manage behaviour and promote attendance are having a positive impact, as is the schools work in reaching out to engage with parents in supporting their child's learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is ably led by an inspirational and motivating headteacher, who enjoys the confidence and support of an increasingly empowered leadership team. Along with other

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staff they share a common vision and unwavering determination to make Good Shepherd a better place. Rigorous systems are in place to track and improve performance and hold staff at all levels to account. This is leading to demonstrable improvements in core areas and most clearly in the quality of teaching and learning. Leaders are prepared to take tough decisions to ensure that pupils get the best deal. Monitoring of performance is directly linked with the outcomes for pupils, and informs self-evaluation and future planning. The school successfully promotes equality of opportunity by ensuring that, where any variations exist, additional support and intervention are put in place to good effect.

Governance has strengthened significantly since the last inspection. Highly skilled and experienced governors now provide a strong combination of support and professional challenge. They have developed good links with parents but recognise that more could be done to involve them in identifying and shaping future priorities. The budget remains a challenge, but the school is taking steps to ensure that this will not impact on the quality of its provision.

Staff and governors place high priority on safeguarding pupils and this is reflected in the fact that pupils feel safe. Staff are well trained and know what to do if they have concerns about a child's welfare. The school stresses that community cohesion is not something we do it is something we proudly live. This is evident in its ethos and its work in the local community. However, the school rightly assesses that it needs to take a more systematic approach to evaluating the impact of this work, particularly in its wider and more global dimensions.

The school has benefited from strong partnership arrangements, particularly those provided by collaborative work with Coloma Convent Girls School, the local authority, the archdiocese, London Challenge and a Local Leader in Education. This has enabled the school to grow and develop from within. A memorandum of understanding has recently been signed by key partners to ensure that collaborative working will continue to add value to the work of the school. Good Shepherd is also well placed to continue to make its own contribution to partnership working.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The majority of children enter the Early Years Foundation Stage with levels of knowledge and skills which are much lower than those typically expected for their age. By the time they enter Year 1, their all-round development demonstrates the good progress they make, although they still have work to do, particularly in linking letters and sounds, calculating and creative development. Children benefit from well-planned activities, related to a pirates theme, which contribute greatly to their enjoyment and learning. They know how to adopt healthy and safe practices. They respond positively to adults, behave well and develop independence and confidence. Children have a major say in their own learning through the choices they make and this is balanced well by adult-led activities. They learn to share and respond very well to the multiple chances they have to work together. The Early Years Foundation Stage is characterised by the quality of its planning, strong leadership and management and its highly stimulating learning environment. Regular observations and discussion with children, more active involvement of parents and good work with agencies contribute effectively to childrens learning and ensure that emerging needs are swiftly identified and met. Leaders have taken effective steps to bring about improvement, for example in areas where girls outperformed boys last year, so that boys have caught up this year.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. Inspectors took account of the views of 51 parents as seen in the most recent questionnaire used by the school. Most of these parents were positive about the work of the school, particularly the quality of leadership by the acting headteacher. One comment captures the views of many, We can see the

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wonderful work she is doing.

Responses from parents and carers to Ofsted's questionnaire

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Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2010

Dear Pupils

Inspection of Good Shepherd Catholic Primary School, New Addington

CR0 0RG

Thank you for your welcome when we inspected Good Shepherd. I will no longer need to be a regular visitor because your school is now a much better place. Good Shepherd now provides you with a satisfactory education. There are many things about the school which are good and these include:

the start that children get in Nursery and Reception

your headteacher, governors and other leaders who are doing such a good job

your teachers and the way they have helped you in lessons to make such rapid progress, particularly this year

the careful attention that staff pay to you and how they support and encourage you
your own behaviour in lessons, the way you work together and your much improved attendance.

The school wants to be even better and we have asked it to improve further by:

asking teachers and other adults to check on how well you are doing in lessons and provide you with tasks that help you to learn as much as you can

give you more chances to think about the comments teachers write in your books so that you can make the most of their helpful hints

making the curriculum more interesting by offering you more extra-curricular activities, especially those of you who are in Years 1 and 2

making the curriculum more helpful by providing you with better opportunities to use ICT in other lessons and giving you more chances to develop enterprise skills, such as how to manage money.

I have enjoyed meeting you and seeing you at work. One of your teachers wrote, I think you have the ability to become anything you want to be and all the qualities to be a wonderful citizen of our world. That is true of you all.

Yours sincerely

John Kennedy

Her Majesty's Inspector

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