

Good Shepherd RC School

Inspection report

Unique Reference Number	100722
Local Authority	Lewisham
Inspection number	354875
Inspection dates	12–13 January 2011
Reporting inspector	Margaret Coussins

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

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	228
Appropriate authority	The governing body
Chair	John Kavanagh
Headteacher	Paul Moriarty
Date of previous school inspection	26 September 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons and eight teachers. Meetings were held with the headteacher, other staff with leadership responsibilities, pupils and governors. Inspectors observed the school's work and looked at a range of school documentation including the school's self-evaluation form, monitoring records, the school improvement plan, pupils' progress records and the safeguarding procedures. Questionnaires from 110 parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the focus on writing is improving attainment throughout the school.
- The effectiveness of assessment, including marking and feedback, in promoting learning for all groups.
- The impact of the work of middle managers on school improvement.

Information about the school

Good Shepherd is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic groups is much higher than average, as is the proportion who speak English as an additional language. The largest groups of pupils are from White British, Black African or Black Caribbean backgrounds. The proportion of pupils with special educational needs and/or disabilities is just below average. The school makes provision for the Early Years Foundation Stage in a Nursery class that children attending for a morning or afternoon session, and those in a Reception class. The school has gained the Activemark and Healthy Schools awards. The leadership and management structure has recently been reorganised. There is an acting deputy headteacher and several leaders are new to their posts.

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?

2

The school's capacity for sustained improvement

2

Main findings

Pupils, parents and carers, staff and governors are rightly very proud of their good school. Pupils enjoy coming to school as reflected in their above average attendance. Outstanding care, guidance and support enable pupils to develop as well-rounded individuals who are happy, confident and excited by all their experiences at school. One parent wrote, 'The headteacher and teachers have helped our children develop educationally, musically, physically and morally.' Pupils have an excellent awareness of how to stay safe and they demonstrate this in lessons and through their good behaviour, consideration and respect for others. The awards the school has received reflect the pupils' outstanding awareness of how to stay fit and healthy.

The school works exceptionally well with its parents and carers. One parent wrote, 'The school promotes working in partnership with parents, encouraging parents to read with their children every night and supporting with homework. The weekly newsletter is a valued communication tool keeping me informed of all the news and events within the school community.' Outstanding partnerships with local schools, organisations and community facilities are well established, enrich the curriculum and contribute significantly to pupils' well-being and learning opportunities.

Learning and progress are good at each key stage. This is especially so in the Early Years Foundation Stage, where rapid improvements in attainment and personal, social and emotional skills provide a firm grounding for future success, and in Year 6, where the quality of teaching and learning is outstanding. The school has correctly identified that it needs to build on the successful curriculum and improved skills children have when they leave the Early Years Foundation Stage to ensure that the pace of learning and progress is maintained at the same level in Key Stage 1. In a few lessons, teachers do not pitch their questions or tasks carefully enough to the pupils' ability levels and rates of progress, and the role of teaching assistants is not always clearly defined to enable them to more effectively support learning, particularly in the introductory part of lessons. This means that sometimes pupils do not always make the progress of which they are capable. Pupils often make outstanding progress where teaching ensures that they have opportunities to develop independence and responsibility for their learning but this is not consistent in all lessons.

There is a good capacity for sustained improvement. Clear and rigorous systems for monitoring and self-evaluation have enabled the headteacher, senior leaders and the governing body to focus on the most important aspects for development and take effective action to bring about improvements. For example, a focus on writing has reduced the gap in attainment between reading and writing by the end of Year 6.

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What does the school need to do to improve further?

- Ensure that teaching consistently matches that of the best by:
 - maintaining a good pace of learning in all lessons
 - providing appropriate challenge and support by all staff to extend the learning of pupils of all abilities
 - ensuring that pupils have more opportunities to develop independence and responsibility for learning.
- Build on the successful curriculum and improved skills children have when they leave the Early Years Foundation Stage to ensure that the pace of learning and progress is maintained in Key Stage 1.

Outcomes for individuals and groups of pupils

2

Most children start in the nursery with levels of skill and knowledge well below those expected for their ages. By the time they leave the school, attainment is above average. Pupils enjoy learning and this, along with their positive attitudes and good behaviour, makes an important contribution to their good achievement. For example, pupils in Year 6 thoroughly enjoyed the discussion about what time children should go to bed and listened attentively to a range of viewpoints to stimulate their writing. They used good skills of questioning and argument and as a consequence, they wrote some impressive, well-considered pieces of persuasive writing. Pupils stay very focused and they try hard even when work is challenging. This is especially the case for those with special educational needs and/or disabilities, who make good progress because their needs are identified at an early stage and they receive well-planned additional support and teaching by teaching assistants.

The school's continued focus on writing, at all stages, is beginning to bring about considerable improvement as seen in work in some lessons, displays around the school and pupils' books. Independent learning skills and taking responsibility for their own learning help pupils to learn well. One pupil, without prompting by a teacher, drafted a couple of sentences before writing in her book. She then read them aloud to see if they 'sounded right' and said that if she still was not sure she would, 'ask a friend to listen and get their opinion'. Pupils who speak English as an additional language make good progress as a result of well-targeted support and a good focus on speaking and listening to enrich their language skills.

Excellent and long-established partnerships with the church make a notable contribution to pupils' good spiritual, moral, social and cultural development. The good progress being made in basic skills, including information and communication technology and personal attributes, prepares pupils well for the next stage of their education and later life. Pupils enjoy their responsibilities in class and around the school. They take part in many fundraising events for a range of charities and this helps them develop an understanding of people who are less fortunate than they are.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Themed and creative approaches to learning, including special focus events such as science week, are used well to stimulate pupils' interest and provide intensive support in specific subjects. Teaching mostly engages pupils well and teachers' good questioning skills extend thinking and learning. There is a good pace to learning in most lessons, where teachers encourage pupils to be resourceful and independent learners. In these lessons, pupils make good and sometimes better progress and learning is challenging and memorable for them. A notable feature of the best lessons is effective use of assessment, including marking and feedback that not only gives pupils useful information on how to improve but also encourages them to reflect and evaluate their own progress and learning. This is, however, inconsistent across the school as sometimes teachers' comments on work do not relate to the learning objectives of the lesson.

The curriculum is enhanced well by a wide range of clubs, which are well attended, and by visitors and visits, all of which effectively broaden pupils' experience, interests and self-esteem as well as promoting good personal skills. The creative arts have a high profile in the school and many pupils learn to play a range of musical instruments. There is strong provision for pupils with special educational needs and/or disabilities through withdrawal and targeted work in lessons. Effective curriculum initiatives have been developed that are helping to improve writing, including additional support for targeted groups and increased opportunities to write for a wide range of purposes across the curriculum.

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Pupils and families who may be vulnerable due to their circumstances are supported exceptionally well by the headteacher and staff. Excellent links with other agencies and well-targeted support ensure that these pupils integrate very well and make good progress relative to their starting points. The school's ethos promotes a culture of care, responsibility and high aspirations.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's drive and ambition to provide the best possible learning experiences for pupils and raise expectations are significant factors in the continuing improvements in the school since the last inspection. His highly effective leadership and management motivate and inspire the school community. The quality of teaching and learning is monitored very closely through formal observations and through regular and systematic reviews of pupils' work. All leaders analyse pupils' progress data and hold regular reviews to ensure individual needs are being met. Leaders new to their posts are already having an impact on school improvement because they are supported well in developing their roles.

The governing body has a clear view of strengths and weaknesses and holds the school to account well, partly through scrutiny of the tracking data. The governing body and staff ensure that safeguarding procedures, which are well established, are effective. Rigorous vetting procedures and risk assessments are in place and almost all parents and carers think their children are safe. One parent commented, 'Over the years, school security has improved to a high standard. Changes and adjustments have been made. Parents were included in the decision-making regarding the school security.'

Communication with parents and carers is excellent, both formally and informally through a range of channels. The headteacher and deputy headteacher make themselves accessible and are at the school gates at the beginning and end of every day. One parent wrote, 'The teachers are always available to discuss any issues relating to my child's progress with me.' ♦♦

Through its inclusive ethos and clear and detailed policies, the school promotes equal opportunities and tackles discrimination very effectively and provides a harmonious community where all pupils have every chance to take part in all of its activities and achieve well. There is close monitoring of all groups through the school tracking system. Leaders have developed the school as a cohesive community in which pupils show tolerance and respect for others and there are very strong links with the local community, including the local parish, that give pupils and their families a strong sense of belonging.

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

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The governing body has resolved to more fully represent the diversity of the local community in its appointment of new governors.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress and reach the goals for their learning by the end of the Early Years Foundation Stage. They do particularly well in most aspects of communication, language and literacy because of the skilled and effective teaching to link sounds and letters (phonics). Children clearly enjoy learning and settle well in a happy, purposeful environment. There are very good induction procedures, enabling good links with parents and carers and a smooth transition into school life. In the Nursery, they make good progress, especially in personal development, learning to share and cooperate, for example during role-play in the 'caf◆' and riding in the cars. One parent wrote, 'I am more than happy with the school and staff. My child enjoys every aspect of school and her first stepping stone towards full-time school has been very positive.' Children move into Reception with skills below expectations for their age but able to continue progressing at a good rate. In both classes, staff use limited space very effectively to cover all areas of learning in an exciting and stimulating environment that provides learning opportunities both indoors and in the dedicated outside areas. Very close attention is paid to the children's welfare and there are good and trusting relationships between children and staff. There is a good balance between activities directed by adults and those where children make their own choices and they effectively develop independence as learners. Assessments are accurate and information is used very effectively to plan the next steps in learning. Leadership and management are good and there is a strong team approach across the whole of the Early Years Foundation Stage.

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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

Almost all parents and carers who responded to the inspection questionnaire agree that their children enjoy coming to school, that the school keeps their children safe and that the school is well led and managed. Questionnaire responses show high levels of satisfaction with most areas and are partly a reflection of the excellent links the school has with parents and carers. A very small minority expressed some concern about how the school takes account of suggestions and concerns, the way the school deals with unacceptable behaviour and the information they receive about their children's progress. Inspection evidence found these areas to be strong and that the school does listen to parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Good Shepherd Roman Catholic Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	66	34	31	2	2	1	1
The school keeps my child safe	67	61	42	38	0	0	1	1
My school informs me about my child's progress	39	35	56	51	10	9	2	2
My child is making enough progress at this school	48	44	53	48	6	5	2	2
The teaching is good at this school	54	49	52	47	2	2	1	1
The school helps me to support my child's learning	42	38	60	55	3	3	1	1
The school helps my child to have a healthy lifestyle	51	46	54	49	2	2	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	30	58	53	3	3	1	1
The school meets my child's particular needs	31	28	65	59	5	5	2	2
The school deals effectively with unacceptable behaviour	41	37	53	48	5	5	7	6
The school takes account of my suggestions and concerns	28	25	54	49	10	9	5	5
The school is led and managed effectively	59	54	48	44	1	1	1	1
Overall, I am happy with my child's experience at this school	61	55	45	41	0	0	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



14 January 2011

Dear Pupils

Inspection of Good Shepherd Roman Catholic Primary School, Bromley, BR1 5EP

Thank you very much for the warm welcome you gave us when we visited your school and for talking to us about your work. You are very polite and friendly and we appreciated the way you greeted us in the mornings and looked after us by holding doors open and making sure we found our way around the school. You are right to enjoy coming to Good Shepherd because it is a good school. These are some of the things that really stood out.

- Your attainment is above average, especially in mathematics, and you make good progress.
- You feel very safe in the school and have an excellent understanding of how to be healthy.
- You enjoy school a lot and your behaviour is good.
- The school works very well with your parents and carers.
- The links with other schools and places, such as the leisure centre, help to make sure you have lots of exciting activities to help you learn well.

There are two things the school could do even better.

- In a few lessons, teachers need to make sure that you learn at a faster pace and that all adults who help you provide the right amount of challenge and support in all parts of the lesson. They also need to make sure you have enough opportunities to be independent and take responsibility for your learning.
- The school needs to build on the successful curriculum that leads to the improved skills children have when they leave the Early Years Foundation Stage to make sure they carry on learning as quickly and as well in Key Stage 1.

You can help the school even further by continuing to work hard and doing your best.

Yours sincerely

Margaret Coussins Lead inspector

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