

Good Shepherd RC School

Inspection report

Unique Reference Number	100722
Local Authority	Lewisham
Inspection number	285860
Inspection dates	26–27 September 2007
Reporting inspector	Jane Chesterfield

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 on roll	
School	207
Appropriate authority	The governing body
Chair	Canon John Kavanagh
Headteacher	Mr Paul Moriarty
Date of previous school inspection	14 June 2005
School address	Moorside Road Downham Bromley BR1 5EP
Telephone number	020 8698 4173
Fax number	020 8679 7003

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Good Shepherd Catholic Primary is a one-form entry school situated in a large estate of social housing. The proportion of pupils eligible for free school meals or having learning difficulties or disabilities (LDD) is above the national average. About two thirds of pupils come from minority ethnic groups and one third are learning English as an additional language. These figures are high compared with the national picture. In the school's previous inspection during June 2005 it was deemed to have serious weaknesses.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Good Shepherd Catholic Primary is a good school that has improved rapidly since its last inspection. Pupils now achieve well and standards are in line with national levels. Teaching and learning are now good. The school's previous designation as having serious weaknesses no longer applies. One parent commented, 'The school has improved immensely over the last two years...I am now overjoyed that it has become again a school that as parents we can be proud that our children attend.' The school has a good capacity to improve further.

The school's recent success is down to the hard work and vision of the headteacher, capably supported by the deputy. He has created a working environment where staff are keen to pull together as a team with the common purpose of raising standards. Coordinators have been given the authority to lead their subjects, and they have done this with great enthusiasm. Clear and systematic strategies have been established for monitoring the work of the school and tracking the progress of pupils. This information has been carefully used to pinpoint where additional support is needed to help individuals and groups of pupils to do better.

Thanks to the school's efforts, pupils' achievement and standards have shown a good improvement. Pupils now make good progress through the school. Last summer's national tests showed a rise in standards at both key stages in all areas. This means that the school's results match national levels except in writing at Key Stage 1. The school recognises that more work needs to be done here now that it has successfully improved writing at Key Stage 2.

Improvements in teaching and learning have meant that pupils have been able to make swift progress and regain lost ground. Good relationships in class ensure that pupils are ready to learn, and teachers set a good pace in lessons, giving pupils interesting activities to challenge and involve them. Sometimes in Key Stage 1 opportunities for writing are missed. Pupils receive good academic guidance and know their targets for improvement. However, teachers' marking is not always helpful in telling pupils how to improve so that they can meet these targets. Pupils' progress over time is carefully monitored, but assessment of how they doing on a daily basis does not always feed into teachers' planning so that work can be closely matched to pupils' need and enable them to do the best they can.

Pupils enjoy coming to school and make the most of the good range of opportunities it has to offer them, both in and out of the classroom. Their personal development is good, and they feel safe and happy in school. As one pupil said, 'There are lots of loving, kind children here.' The school's Catholic ethos is evident in the sense of community and the family atmosphere, and is reflected in the good pastoral care. Parents are very pleased with the school and full of praise for the way it looks after their children.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Nursery with skills which are less than those expected of three-year-olds, particularly their personal and social skills. They achieve well in Nursery and Reception and they make good progress. By the time they move into Key Stage 1 their standards are in line with those expected for their age. This is because the Foundation Stage is well run and organised, with a wealth of different activities and experiences for the children to try out. All the staff work very well together as a team, creating an exciting and stimulating environment which the children are eager to explore. Staff guide and care for the children well and support them in

their learning. There is an emphasis on developing children's personal and social skills, and staff do this successfully.

What the school should do to improve further

- Raise standards in writing at Key Stage 1 and make the most of all opportunities for writing across the curriculum.
- Improve the quality of marking and of day-to-day assessment to help maintain and raise standards across the school.

Achievement and standards

Grade: 2

Pupils achieve well in the school and now reach standards in line with national levels. Those pupils with LDD or who are learning English as an additional language perform equally as well as others. At the end of Key Stage 1 last summer pupils' results in the national tests showed an improvement in reading, writing and mathematics from the previous year. However, their performance in writing was still below national averages. They made satisfactory progress based on their attainment when they entered Key Stage 1.

At Key Stage 2, pupils make good progress. Last year they reached average standards in mathematics and science, and above average in English. This represents good achievement for this year group, as they were below the levels expected for their age when they moved into Key Stage 2. Fewer pupils reached the higher levels in mathematics and science than they did in English, but the school is confident that it has the strategies in place to address this before next year's tests.

Personal development and well-being

Grade: 2

Pupils' good personal development means that they learn well. In lessons they pay good attention to their teachers and concentrate well on their tasks. Their behaviour is good, both in class and around the school at break and lunchtimes. Because they enjoy school, they attend well. One pupil said, 'Most of the work is really fun to do.' Pupils' spirituality and moral awareness is well developed through the Catholic principles underpinning the school, and their social and cultural development is also good. Those who have responsibilities such as being school councillors or buddies are proud of their contribution to the community and take their roles seriously.

Pupils of all ages are very keen to do exercise in physical education lessons or in clubs, and they appreciate the school dinners, which one described as 'tasty and healthy'. Their social skills are developing well, and their average literacy and numeracy skills mean that they are satisfactorily prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, teachers forge supportive relationships with pupils and manage their classes very successfully. Teachers' planning is good, establishing clear objectives and expectations for each lesson, and setting work to match the different levels of ability in the

group. However, teachers do not always use their assessments of how pupils have progressed during the lesson to adjust and refine their planning for the next stage of learning.

Pupils are interested in their work because teachers pace and organise the lessons well and use resources imaginatively, particularly the interactive whiteboards. Many teachers are good at setting challenging questions that stretch pupils and develop their capacity to think and reason. Teaching assistants provide good support for pupils with LDD and for those who are learning English as an additional language. Teachers mark pupils' books regularly and give them positive feedback, but they do not always make it clear to pupils what they need to do next in order to improve their work.

Curriculum and other activities

Grade: 2

The school offers pupils a good curriculum with a strong focus on literacy and numeracy and a good balance of other subjects. The recent introduction of a creative approach to the curriculum, linking together different subjects, has added excitement and innovation to what pupils experience. During the inspection, for example, pupils enjoyed the challenge of exploring the theme of global warming through research, writing and drama.

A good range of extra activities, visits and visitors enhances pupils' learning and their personal development. Older pupils go to the local war memorial on Armistice Day, for instance, to gain insight into the sacrifice of others. Lessons in personal, social, health and citizenship education help pupils to feel safe and confident, and to make sensible and healthy choices. Pupils have good opportunities to discover and build on their talents at the school's clubs, which include music, sport and art.

Care, guidance and support

Grade: 2

The quality of the school's pastoral care helps pupils to feel secure and confident, knowing that there is always an adult they can turn to if they need help. They particularly value the role of the learning mentor. Parents are unanimous that their children are well cared for, and many say it was a deciding factor when they chose the school. Safeguarding pupils is of paramount importance to the school. Procedures for staff recruitment, child protection, health and safety and risk assessments are all robust.

Pupils of all abilities are given good academic guidance. There is a systematic approach to setting targets in reading, writing and mathematics, so everyone has a goal to reach. Extra support for pupils with LDD or who are learning English as an additional language is well organised and managed. Good induction and transfer arrangements through each stage of their schooling help pupils to move on easily and settle quickly.

Leadership and management

Grade: 2

Good leadership and management have enabled the school to move forward at a fast pace. Since arriving at the school, the headteacher has concentrated on raising standards and improving provision, and he has carried the staff with him. School self-evaluation is good. Challenging targets are set through the school development planning process, and there is a

shared determination to work towards creating an outstanding school. Professional development for staff is valued, and all staff are encouraged and supported to improve their practice. The governing body fulfils its role well. Governors have a good understanding of the school's strengths and weaknesses and recognise the importance of holding the school to account.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	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?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	2
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

Text from letter to pupils explaining the findings of the inspection

8 October 2007

Dear Children

Inspection of Good Shepherd RC School, Bromley, BR1 5EP

Thank you for being so friendly and helpful when we visited your school. We really enjoyed meeting you and talking to you. We found that your school is giving you a good education and that it has improved a great deal since the last inspection two years ago.

We know that you enjoy going to school and we were very impressed with your behaviour in class and in the playground. We saw that you all get on very well together. The staff take good care of you, and those of you who need extra help are well supported.

Your school is well led and managed, and the staff know what needs to be done to make it even better. We have agreed that they are going to make sure that those of you who are in the infants can improve your writing and spend more time writing in your lessons.

We have also agreed that when teachers in every class mark your books, they will tell you how you can make your work better so that you can meet your targets. They will also try to make sure you understand everything in class and change their lessons if necessary to make sure everyone keeps up. You can help by letting your teachers know when you don't understand something in your lessons.

Well done to you all and best wishes for the future.

Jane Chesterfield

Lead inspector