



# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 142587**

**Good Shepherd Catholic Primary and Nursery School**

**Dunley Drive**

**New Addington**

**Croydon**

**CR0 0RG**

**Inspection date: 1<sup>st</sup> May 2018**

**Chair of Governors: Mr Ikenna Nze**

**Headteacher: Mrs Leonore Fernandes**

**Inspectors: Mrs Janette Mann**

**Mr Damian Fox**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
Tel 01689 829331

**Interim Director of Education: Mr Stephen Bryan**



## Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

Good Shepherd Catholic Primary and Nursery School is an Academy which has been part of the Croydon Catholic Schools Umbrella Trust since 1<sup>st</sup> February 2016. The school is situated in the Croydon Deanery of the Archdiocese of Southwark. The principal parish which the school serves is Good Shepherd, New Addington. The proportion of pupils who are baptised Catholics is 54%. The weekly proportion of curriculum time given to Religious Education is at least 10%.

The school is a one-form entry school, taking pupils from 3 to 11 years. The number of pupils currently on roll is 244, including 30 in the nursery. The school covers a large socially and ethnically diverse catchment area that has high levels of unemployment and deprivation. Pupil Premium Funding is received for 34% of pupils, which is above the national average. The baseline attainment of pupils entering the school in Nursery in 2017 was 64% below national average; typically, they operate 18 months below their age expectations. A below average proportion of children, 10%, is currently receiving extra support in class for their Special Educational Needs and Disabilities (SEND). A high number of pupils join the school on the lower stages of English fluency. 38% of pupils have English as an additional language (EAL) which is above average and almost all pupils, 94%, have a minority ethnic background. There are 15 different languages currently represented within the school.



## **SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS**

Good Shepherd is an outstanding Catholic school because:

- Deep spirituality and faith permeates the community of Good Shepherd. The pupils are constantly asked to look at the world around them and their views and reactions are underpinned by their beliefs and Christian values, before they act they ask themselves, “What would Jesus do?”
- The ambitious Headteacher is ably supported by a passionate Religious Education leader, enthusiastic staff and confident and effective Governors. They have a strong commitment to give pupils the responsibility and skills to manage their own behaviour, learning and spiritual journey.
- Pupils thrive in an atmosphere of care, prayer and high quality learning. Their resilience to face challenges, their determination to self-improve and succeed, coupled with the provision of a vibrant curriculum, leads to excellent progress in Religious Education. They have a willingness to learn and their avid curiosity lends itself to a quest for knowledge, one asking, “Why were the twelve apostles all men?”
- The parents showed great support for the school and appreciation of how they are given information and feedback about their children. They enjoy the multi-cultural events which help to develop mutual respect and the way the ethos of the school helps children to make the right decisions. There is a strong sense of unity .... “We live as family, everyone is happy.”

## **WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER**

- The school should continue to develop assessment without levels in Religious Education in line with other subjects using Diocesan guidelines
- To continue to expand pupil-led, independent learning by allowing pupils opportunities and time to reason things out, problem solve and initiate their own learning.



## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

### Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

### Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1



## CATHOLIC LIFE

1

### **The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding**

- Good Shepherd is a welcoming and harmonious Catholic community, guided and driven by tolerance, understanding, forgiveness and respect. Their motto “Striving for Excellence – Together as One” and Mission Statement inspire everyone to flourish in a safe, stimulating environment where all members show love for themselves and others around them.
- Everyone values, appreciates and actively participates in the Catholic Life of the school. One highlight of many is the annual Marian Procession from the playground to the Parish Church which is beautifully decorated with flowers from the pupils.
- Pupils are continually asking the question, “what would Jesus do?” and make choices based on Gospel values. Positive behaviour, high esteem and self-discipline are highly prized, pupils follow the ‘Golden Rules’ and sign up to the ‘Acceptable Behaviour Code’.
- Mutual respect and shared values are enhanced in International Week where cultures, traditions and beliefs are shared, promoted and understood through drama, dance, music and good food. This is reinforced by learning about the similarities and differences of other faiths, Judaism and Islam. As a consequence of the strong partnerships built in this very diverse community, the pupils’ behaviour is exemplary.
- The Pupil Chaplaincy Group contributes to the Catholic Life of the school by, for example, leading the organisation and preparation of Stations of the Cross bags during Lent. These bags travel to the pupils homes.
- The Pupil Leadership Team, Peer Mediators, Digital Leaders and the School Council have roles of responsibility, with the latter re-instating school discos. Pupils help the community by caring for the school vegetable patch in the Big Dig.
- In their Pupil Voice books, pupils show their understanding of social issues and have a keen awareness of current affairs from a Christian viewpoint. The school’s Ethical Enterprise Curriculum enables pupils to set up class businesses to raise funds for a local charity.
- Their empathy extends to raising money for charity, for example, the Grenfell Crisis Appeal. Pupils decide which charities to support, Year 6 gave money from their Mini-Bazaar to the NSPCC.
- Parish links are strong. Pupils are altar servers and the school choir sings at Mass. The school attends Holy Days of Obligation with parishioners who are also invited to school celebrations. The Good Shepherd community supports the Parish Bazaar.



- Pupils link with the Catholic and local community in, for example, Mass at Aylesford, in sporting, music and dance events and singing in a local old people's home.

### **The quality of provision of the Catholic Life of the school is outstanding**

- The Mission Statement of Good Shepherd ensures that the Catholic Life of the school is a high priority. Everyone is valued and self-worth is appreciated and nurtured. The building of resilience to face a challenging world is a driving force; expectations that pupils will become confident, articulate and successful citizens are very high. The Mission Statement is reviewed by all stakeholders.
- Staff enthusiastically promote and participate in the Catholic Life of the school. They lead by example and ensure that all relationships within the community show warmth, mutual respect and courtesy. They share training, liturgies and prayers, for example, staff take it in turns to start morning briefings with a prayer.
- The Parish Priest is a regular and supportive visitor to the school, offering guidance and encouragement to pupils and staff. He writes a seasonal reflection in the weekly newsletter to support families on their faith journey. Good Shepherd has strong links with a religious order and a sister attends school events.
- Catholic identity is strongly evident in the eye-catching and meaningful displays throughout the school, for example the enticing reflective corner developed by the Chaplaincy Team and the 'Christ is our Guide, Together we can change the World' display broadcasts a driving mission of the school.
- The weekly newsletter is attractive and informative and prominently features Gospel themes and emphasises Catholic values. The website is very welcoming and expresses the core values that Good Shepherd holds dear. It could further enhance its ambassadorial role for Catholic Education to parents, the public and other schools if it included more pictures and descriptions of the many Catholic events that take place in the school.
- The cohesive and collaborative nature of the school ensures that staff care for and support each other.
- Pupils are treated with kindness and care and are kept happy and safe. They are supported, for example, by experienced support staff and external agencies where needed. Healthy Week focuses on well-being. Financial assistance is given by the Saint Vincent de Paul Society.
- The office staff support parents with application forms, deal with queries sensitively and offer invaluable pastoral support. Workshops help parents, for example, on how to help their children to stay safe and to problem-solve.



### **How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding**

- The Headteacher has a determined and compassionate drive to advance the Catholic identity of Good Shepherd. She is ably assisted by a dedicated Religious Education leader and experienced Senior Leaders who ensure that the Catholic ethos creates rich and varied opportunities for the community's spiritual growth.
- Governors have a very high profile in the school attending liturgies, Masses, school trips, and sporting events. They have conversations with pupils, staff and parents and they introduce themselves at parents' evenings. They share in Learning Walks and have regular updates about the Catholic Life of the school at Governor Meetings. The Chair of Governors welcomes visitors to the website with obvious pride. Governors were encouraged by inspectors to use the website to inform their own parents and parents in the local community of the work they have accomplished and of their plans for the future.
- School Leaders and Governors have a clear vision and love of Catholic education which ensures that, through reflection and challenge, their high aspirations develop everyone's spiritual and moral development. They developed, for example, the successful Chaplaincy Team and with them, they plan to refurbish the outdoor reflective area.
- Training for staff in staff meetings, with local Catholic schools and at Diocesan conferences is well-thought out and enhances their understanding and commitment to the Church's mission and resulted in, for example, the introduction of the 'One Word' initiative that helps pupils to cope with challenges.
- Good Shepherd encourages parents to engage with school life with newsletters, texts and the website and by inviting them to Masses, liturgies, celebrations and events. After parental requests, the school introduced Class Masses.



## RELIGIOUS EDUCATION

1

### How well pupils achieve and enjoy their learning in Religious Education is outstanding

- The pupils, many who arrive with lower than expected communication and language skills and from areas of social deprivation, make very good progress in Religious Education which is a testament to the care and support they are given by the school. Pupils who have additional needs are targeted and achieve at least expected progress.
- The number of pupils reaching the expected standard in Religious Education by the end of Year 6 is well above the number achieving the expected level in English and Maths in school and nationally. The number reaching the higher level of achievement in Religious Education is also well above those achieving the higher level in school and nationally for English and Maths.
- Pupils in Good Shepherd understand their goals and can independently make choices about the challenges they set themselves in their work. Assessing their work as either Gold, Silver or Bronze standard, receiving feedback from their peers and teachers and understanding their next steps enables them to develop as competent learners.
- Pupils show great pride and respect for their written work which is evident from their beautiful Religious Education books which show coverage, breadth and a variety of recorded activities. There is a productive two-way dialogue between pupils and their teachers in their books.
- Their understanding and use of scripture in their responses is excellent and they make very good use of religious vocabulary. On the conversion of Saul, one pupil commented, "Saul's life was like a dirty window and somebody came and cleaned the window."
- They are developing the skills to reflect spiritually and morally. One pupil explained, "RE teaches us to learn how to be a good person and do the right thing." They listened attentively to their teachers and their peers and talked to their partners or within a group, readily sharing their ideas and their faith.
- In classes observed, pupils made it clear that they enjoyed their RE. One said, "I like RE because we can ask questions and get ideas from other people about Jesus and His life,". Pupils work with enthusiasm, eagerness and interest and strive to do their best; consequently their behaviour is excellent.





## The quality of teaching and assessment in Religious Education is outstanding

- Effective assessments are made taking into account ongoing verbal and written observations and formal assessments three times a year. This has happened over a period of time. Assessments are moderated across phases and amongst local Catholic schools to ensure accuracy. They are clearly linked to planning to ensure that building on prior learning enables pupils to fulfil their potential.
- Good Shepherd is currently developing assessment without levels in line with other subjects using Diocesan guidance.
- Staff regularly give feedback to pupils from a variety of sources, for example, from Teaching Assistants' post-it observations of pupils' discussions, to inform, encourage and praise. Feedback enables pupils to plan their next steps. Comments from parents on Proud Clouds also reinforces pupils' learning. Pupils enjoy receiving awards in whole school Celebration Assembly for their effort and achievement.
- Staff work together to share their talents, enthusiasm and resources with an open willingness to inspire and learn from each other. Meaningful and encouraging guidance from the Religious Education co-ordinator is highly valued. Training in-house and with other Catholic schools keeps staff up-to-date with new initiatives and best practice, such as the use of driver words like "give reasons/make links" which are prominently displayed in classrooms .
- Teaching is effective and purposeful and many outstanding features were observed during the inspection, such as:
  - excellent teacher knowledge and passion about pupils' learning
  - the emphasis on prior learning
  - the variety of strategies to engage pupils, for example, role play and hot-seating
  - high expectations and challenge
  - making pupils aware of the outside world and encouraging their response to it
  - high level questioning, thought provoking dialogue
  - the use of music to set a spiritual mood
  - strong cross-curricular links
- In lessons, great emphasis was placed on pupils expressing their feelings when asked to, "draw how you feel when you hear Good News" and empathising with people in the Bible and in today's news. Teachers' enthusiasm and creativity, such as bursting bubbles to describe how the disciples felt when Jesus ascended into heaven, produced interesting and differentiated lessons with high levels of engagement and interest.



- A sharing of outstanding expertise across the school would enable all lessons to be less teacher-led, more pupil-initiated and to allow pupils, especially the higher ability, time to problem-solve and reason things out independently. Sometimes, the pupils asked interesting questions which were not responded to or used to expand their learning.
- The budget is wisely used to provide high quality, needed resources, like the buying of materials for the 'Godly Play Sacks' which contain resources to enhance the retelling of Bible stories.
- Teaching Assistants, particularly skilled at observing and recording pupils' reactions and dialogue, were well-briefed and worked instinctively and patiently to help pupils.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding**

- Good Shepherd meets the requirements of the Bishop's Conference in terms of schemes used and the time allocated to Religious Education.
- The curriculum is thoughtfully adapted to meet the needs of all pupils; it is creative and being cross-curricular it enables pupils to apply their skills in a range of contexts. The scheme for RE, 'Come and See' is implemented effectively and is augmented and enriched with additional material, such as art and, importantly, singing.
- Leaders of the school have a strong commitment to self-reflection which ensures that systematic and productive monitoring activities, such as lesson observations, identify the school's strengths and weaknesses. This has led to staff undertaking well-targeted and strategic action, for example, placing an emphasis on different methods of recording work through class posters and photos.
- The Governors ensure the provision for Religious Education enables all pupils to reach their spiritual and academic potential. They take a passionate interest in Good Shepherd and undertake, for example, meetings about progress and attainment and training about new assessment procedures. They are extremely supportive but also confident and questioning in their approach.
- The dynamic Religious Education leader demonstrates committed spiritual purpose and passion. She is an excellent role model and staff hold her in high regard and value her advice and judgement. She meets regularly with the Religious Education link governor to plan liturgies and review the delivery of the subject. She attends training from the Diocese and with other Catholic schools and liaises with them to share best practice on, for example, setting the criteria used for moderation. She has delivered training to staff in many areas and is currently working on the introduction of Godly Play Sacks.



- The school enriches the curriculum with creative activities which enhances pupils' engagement, motivation and enjoyment, for example, the assemblies and workshop of the NSPCC, trips to theatres, the seaside, sporting competitions and a range of school clubs. The developing Forest School helps pupils to experience and celebrate God's world. Pupils 'understanding of other faiths would be enhanced by meeting others with different beliefs from the communities that surround the school and from visiting their places of worship.
- Parents are invited to and enthusiastically praised the 'Early Morning Work' sessions provided for younger pupils, "I can work alongside the teacher, I can interact, find out what my child does and help her." It was the requests of parents that prompted school leaders to extend the sessions from Early Years Foundation Stage into Key Stage 1.
- Written reports, parents' evenings and informal meetings keep parents up-to-date with the learning and development of their children in Religious Education. Parents said they thought the school handled Relationships and Sex Education sensitively. In excellent class newsletters and topic webs on the website, parents are informed about their children's Religious Education work; parents said they would benefit from more advice about how to support and help their children in the their learning.



## COLLECTIVE WORSHIP

### How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding

- Good Shepherd is a prayerful and spiritual school where individual, group and whole school worship is an integral aspect of pupils' time in school, irrespective of their ability, faith or cultural background.
- The Catholic liturgical year, seasons and feasts are confidently understood and celebrated. Liturgical colours drape altars and focal areas, seasons are illustrated on display boards, pupils know about the Feast Days of their Class Saints.
- Pupils are eager to organise and lead whole school and class Masses and liturgies, younger pupils present the Nativity and older pupils lead the Advent Service in Church. The Pupil Leadership Team organised the Remembrance Assembly, writing their own poetry and prayers to illustrate their understanding and reflections; each class brought up a ceramic poppy to place on the altar. The Pupil Chaplaincy Team lead Stations of the Cross and showed their initiative by setting up and now running the Rosary group.
- The whole school assembly observed was devised, organised and led by the Pupil Chaplaincy Team. They confidently introduced the theme of 'the Good Shepherd' with scripture and proceeded to maturely ask the pupils questions to make their message relevant. They asked them to take a message away with them and reflect on "How can we serve God together in school, today?" The assembly was illustrated with a meaningful power point presentation. The school responded reverently with formal prayers of the Church and gave answers which showed understanding, enthusiasm and willingness to engage; they sang with great feeling accompanied by the pupils' guitar group.
- Singing is strength of the school and regarded as a prayer. The school plans to expand the choir's role and take them to sing in neighbouring parishes.
- Pupils are able to offer up formal and spontaneous prayers for their own intentions and those of the wider community. They enjoy saying the Pope's Five Finger Prayer. They write their own prayers and reflections in a class book, they can choose to say the Rosary and Stations of the Cross and can add prayers to a prayer basket.
- Each classroom has an attractive and meaningful prayer area which is used as a spiritual focal point. Candles lit in Religious Education signify the lessons' specialness.



### **The quality of provision for Collective Worship and Prayer Life is outstanding**

- Acts of worship provided by Good Shepherd reflect the Catholic character of the school in their depth and variety. The school takes into account the variety of faith and cultural backgrounds of the community, everyone feels included.
- Collective Worship is planned, led and evaluated by knowledgeable staff with a clear message and purpose. They actively teach, encourage and support their pupils to take an active role in planning and delivering quality worship for individuals and in class or whole school settings.
- The whole school attends Mass in the Good Shepherd Church several times a year, Years 4, 5 and 6 have class Masses, as will Year 3 pupils after they have made their First Holy Communion. Feast days, Holy Days of Obligation, a special Mass for school leavers, Stations of the Cross and the Advent service also take place in the Church. Pupils also attend Aylesford for the Good Shepherd Mass. The Parish Priest explains Baptism through role play in Church.
- Daily Collective Worship takes place with the whole school reflecting on Sunday's Gospel, themes which focus on global and social issues, the Wednesday Word and the Come and See scheme; effort and achievement are offered as prayers to God. Worship is either led by staff, the Parish Priest or pupil teams.
- Good Shepherd organises other events to enrich pupils' experiences, such as, a teacher-led assembly on Diwali, and a pupil-led Stranger Danger assembly.
- The Parish Priest is integral to the community and is always sensitive to its needs. He leads weekly assemblies, Masses and Reconciliation.
- Good Shepherd provides attractive areas in school for prayer and reflection, like the prayer corner near the library. Outside, there is a garden where the pupils say the Rosary.
- Parents are welcomed to Masses and liturgies, like the Stations of the Cross. They said they feel included, particularly enjoying music in the liturgy and the involvement of their children in the Masses.

### **How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding**

- The provision for Collective Worship is a very high priority for Leaders and Governors. Their keen understanding of the Church's liturgical year, seasons and feasts enables them to promote and lead high quality liturgy and worship for everyone at Good



Shepherd. Throughout the school there is a strong sense of the traditions of the Catholic Church.

- Their expertise enables them to accurately self-evaluate its delivery and effect and to plan for its improvement, such as the need to emphasise and update class focal prayer areas.
- Leaders provide professional development opportunities, advice and assistance for staff and governors on planning and delivering Collective Worship. Staff have been trained on, for example, pupil-led liturgies.
- Leaders and Governors, by their behaviour, attitude and practice, are very effective and inspiring role models for pupils and staff. They work hard to provide thought-provoking, age-appropriate and accessible Collective Worship for all pupils, irrespective of ability, faith or culture. They are committed to releasing the potential of their pupils to lead and facilitate the faith journey of themselves and their peers.