



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 100722

**Good Shepherd Catholic Primary
School
Moorside Road
Downham
Bromley BR1 5EP**

Inspection date: 25th May 2016

Chair of Governors: Mr Michale Akinrele
Headteacher: Mr Paul Moriarity
Inspectors: Mrs Joan Lenahan
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SECTION 48

Introduction

Description of the school

Good Shepherd is a voluntary aided Catholic Primary School. It is situated in the Lewisham Deanery of the Archdiocese of Southwark. It is maintained by Lewisham Local Authority. The principal parish which the school serves is Good Shepherd, Downham. The proportion of pupils who are baptised Catholic is 94%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and in Key Stage 2.

The school takes pupils from 3 to 11 years. It is one form entry with the exception of a 'bulge' class in Year 4. The number of pupils currently on roll is 267. The attainment of pupils on entering the school is broadly below average. Around 16.5% of pupils receive extra support in class. The proportion of pupils eligible for pupil premium is 22%. The proportion of pupils from ethnic minorities is above average with the largest groups being Black African and Black Caribbean. The proportion of pupils from homes where English is an additional language is above average.

Date of previous inspection: 25th May 2011

Overall Grade: 2

Key for inspection grades

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

Overall effectiveness of the school in providing Catholic Education

GRADE
2

Good Shepherd is a good school with some outstanding aspects. Relationships between pupils and staff are excellent and reflect the Gospel values. Of particular note is the high regard parents have for the quality of care and education given to their children. The school is a closely-knit community, fostering excellent links with the local parish.

Opportunities for pupils' spiritual and moral development are outstanding.

The behaviour of the pupils is outstanding as they live out the tenets of the school's mission of '*Light, Life and Love*.' Pupils are friendly, focused on learning and very proud of their school. The school environment is a haven for learning as a result of thoughtful, child-centred development both externally and internally. As a result, the pupils embrace a sense of ownership of the many opportunities the school provides, including opportunities for them to explore their talents through a wide range of clubs.

Leadership and management of the school's Catholic life is good. The governing body is well informed and committed to raising achievements and standards.

The standards pupils achieve are good as a result of the seamless link between the Catholic life of the school, links with the parish and the teaching of Religious Education. Pupils in the Early Years are given an outstanding foundation.

The Chaplain is very much part of the school community and his supportive role is both recognised and appreciated by staff and parents.

The school's Catholic identity is evident through the rich liturgical displays and icons throughout.

The school has made good progress with the issues raised in the previous inspection. The capacity of the school to improve further is good due to the vision and drive of the newly appointed Religious Education Co-ordinator working in tandem with the leadership team. Together, they recognise the need to focus on supporting colleagues to further develop effective pupil self-assessment and consistent marking as well as upgrading provision. Further development in involving the pupils in preparing acts of Collective Worship and seeking out ways for more independent learning will serve to raise overall provision to the next level.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Review provision for Acts of Collective Worship so that pupils are more engaged in their preparation and participation
- Review provision for the Other Faiths programme so it is in line with Diocesan guidelines
- Ensure that best practice in marking is embedded throughout so that pupils are more involved in self-assessment and are made aware of the next steps in their learning
- Develop opportunities for pupils to become more independent learners in Religious Education

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

Pupils take full advantage of the opportunities the school provides for their personal support and development. They are proud of their backgrounds and beliefs and have a strong sense of personal worth.

The mission statement is fully lived out by the pupils, as they practise its tenets in their daily lives. Pupils treat adults and one another with high levels of respect, have a good understanding of right and wrong and demonstrate that they know what it means to be forgiving. It is laudable that a pupil is awarded a trophy at the end of each year for his/her contribution to the Catholic life of the school as it serves to give pupils the incentive to be role models in living out the school's mission.

Parents cite that their children "love coming to school" and that they "feel secure, loved and happy." Information for parents about the school's Catholic life is very well disseminated through newsletters, the school website, The Wednesday Word and links with the parish. The strong links, which the school fosters with the local parish church, enriches the pupils' understanding of belonging to a broader community.

The school environment is distinctly Catholic. The beautifully designed entrance windows, which depict Jesus and the Children and Jesus the 'Good Shepherd,' together with photographs and displays of pupils' work all reflect how much pupils are valued.

The school's code of behaviour is explicit of child-centred being based on core value and linked to Gospel teaching. The outdoor environment is a haven that serves to promote the pupils' spiritual, moral, social and physical development as pupils benefit from the thoughtfully designed play areas and gardens. The newly established 'Shepherd's Prayer Hut' contributes to the development of the pupils' spiritual experiences, as they are encouraged to use it for quiet reflection and prayer.

Pupils show signs that they understand the need to respond to those people less fortunate in society as the school supports a number of charities locally and globally.

Opportunities for the pupils to take on responsibility and leadership benefit the pupils as witnessed in the Buddy and Peer Mediator system in operation at play times and the wide range of lunch time clubs that are organised and run by pupils. A new initiative this year, where older and younger pupils are partnered when attending Mass, has been very successful, as all the pupils have benefited by being more engaged during the celebration.

How well pupils achieve and enjoy their learning in Religious Education

Standards pupils achieve are high. Attainment of knowledge and understanding of religion and overall performance in Religious Education is in line with attainment in English according to school data.

Progress and enjoyment of learning in the Early Years Foundation Stage is outstanding as pupils are encouraged to relate learning to their lives. In the lessons observed, pupils were keen to do well, were responsive and polite, applied themselves diligently and worked at a good pace. Pupils were exceptionally confident at expressing their ideas using appropriate religious terminology.

'The Way, the Truth and The Life' syllabus is effectively taught in a prescriptive manner in the Key Stage 1 and 2. However, opportunities for independent and creative learning, especially for the more able are limited. An aspiration by leaders to develop a more creative approach will lead to the pupils' greater enjoyment through exploring the subject and its links to the practice of their faith.

Pupils' knowledge of how the life of Christ links to the Liturgical Year is given a great boost by the incorporation of pupils' 'Learning Logs' which serve to enhance the school's link between the Catholic life of the school, Religious Education and parents. A parent commented "I am also developing as a Catholic with my child through the work of the school."

How well pupils respond to and participate in Collective Worship

Evidence of pupils' engagement with prayer is to be found throughout the school in displays and on prayer focal areas in classrooms. When called upon to reflect and engage during liturgies and assemblies, pupils participate with reverence and utmost respect.

Acts of Collective Worship engage the interest of pupils. An outstanding assembly, based on the 'Miracle of the Loaves and Fish' linked to the Gospel story in a meaningful manner and the pupils were given the opportunity to pray and reflect on its message.

Pupils are developing a very good understanding of the power and purpose of prayer. This was seen in Year 5 when pupils composed personal intercessions at the beginning of their lesson. For example, a pupil wrote: "Dear Jesus you have been good to me but I ask you to help children who have wars and lose lives, please make them as happy as you made me."

The pupils' response to formal prayer is powerful. This was evident in the large number of pupils who assembled voluntarily at the beginning of the school day for the weekly liturgy of praying the Rosary.

The Wednesday Word is used effectively to broaden the pupils' understanding of liturgy. Acts of Collective Worship such as Penitential Services, Stations of the Cross, liturgies during Advent and para-liturgies for the younger pupils all give pupils the opportunity to celebrate Church liturgies in a more formal manner. Pupils cite how much they enjoy participating.

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How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

Leaders, governors and managers are deeply committed to the Church's mission in education. They are energised by the task and a source of inspiration for the whole school community. The mission statement is the cornerstone on which relationships and work ethic is based and leaders work hard to ensure that it is fully understood and embraced by staff, pupils and parents. There is explicit evidence in policies and procedures that the Catholic life of the school is a priority along with the pupils' spiritual and moral development. This is reflected in the school's self-evaluation.

The Headteacher has been inspirational in developing the Catholic life of the school and has raised its profile to its current high level. His focus on linking the '5R's learning code,' (readiness, resourcefulness, resilience, responsibility and reflection) with the school's behaviour policy is child-friendly and based on Gospel values. The result of this carefully integrated approach means that the school has a happy, friendly ambiance that is conducive to learning. Every aspect of school improvement has been thoughtfully developed to reflect the school's Catholic ethos.

All staff members have performance related targets, which are based on upholding the school's ethos.

As practitioners of the faith, leaders, managers and governors are excellent role models for staff, pupils and parents.

Leaders and managers are very successful in fostering a close working partnership with the parish. The pupils benefit greatly as a result as they are active participants in Parish liturgical celebrations. The school plays a supportive role in helping the Church prepare pupils for the first Eucharist. Significant events in the school calendar are always celebrated with a special Mass in the Church.

Leaders have a good level of engagement with local schools and schools within the Deanery. Opportunities for pupils to engage with other pupils in sporting, music and artistic events exist due to good links with the local Catholic secondary school. However, there needs to be more input and hands on involvement by pupils in community cohesion, service to others and works of charity to raise their understanding of local and global awareness.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

Leaders, governors and managers undertake a range of strategies to monitor and evaluate provision for Religious Education. Governors are kept well informed of developments. The Link Governor with responsibility for overseeing Religious Education is a regular visitor and plays a supportive role in the on-going development of the subject.

The subject coordinator is a senior leader and was appointed at the beginning of this academic year. She is a very good role model, is committed, enthusiastic and leads the subject very well in tandem with the Headteacher and Deputy Headteacher. She is bringing new vigour and rigour to the role and has a clear understanding of the school's strengths and has identified areas for development. Lesson observations, supporting teachers who are new to teaching the subject, monitoring, assessing and tracking pupil progress are all being managed effectively. The subject leader has plans to compile a portfolio of assessed work to support teachers in the assessment process. She is developing closer working links with Religious Education subject leaders within the Deanery cluster group to share best practise. The Headteacher is currently investigating ways to make the Religious Education curriculum more creative and linked to other aspects of the curriculum.

Procedures to successfully implement the school's '*Sex and Relationships Policy*' have been established this year and its impact has been monitored.

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The quality of teaching and how purposeful learning is in Religious Education

Teaching is good overall with evidence of outstanding practice in the Nursery department. Lessons observed during the inspection were good with pace and tasks, meeting the needs of most ability groups. Learning objectives are clearly outlined and a feature of all lessons. Teaching assistants are effectively deployed so that those pupils requiring special support have full access to the curriculum. However, tasks to challenge the more able are not currently incorporated into plans and this needs to be addressed. Also, given that a high percentage of pupils have English as an additional language, this was not given due consideration in the lessons observed.

Pupils' workbooks show good coverage of the themes studied, with neat presentation and well composed responses demonstrating good engagement and understanding. Marking of pupils' work is affirmative. In some classes there is evidence of self-assessment and dialogue with teachers outlining next steps in learning and this now needs to be embedded throughout the school.

The extent to which the Religious Education curriculum promotes pupils' learning

The content of classroom curriculum education meets the needs of the Bishops' Conference and 10% of curriculum time is devoted to teaching the subject. The timetabling of the subject is not ideal in all classes as lesson provision was too protracted in some and this needs to be reviewed.

The school uses *'The Way, The Truth and the Life'* programme of Religious Education very effectively to teach the pupils about the faith. The aspect of learning from the faith is not as well developed or planned for in lessons and this needs to be addressed. The programme to teach pupils about Other Faiths needs to be updated to bring it into line with Diocesan guidelines.

Curriculum provision is greatly enriched by a wide range of opportunities. For example: learning about Praying the Rosary, Stations of the Cross in the school ground during Lent, attendance at parish Masses, celebration of the Church Feast Days and class Masses. Also, pupils in every year group learn about their class Patron Saint and consequently come to know about role models in the Christian tradition.

'Learning Logs' are outstanding examples of the Catholic life of the school and Religious Education coming together and an asset to provision. The 'log portfolios' are produced by pupils throughout the school as homework over a two-week period and serve to encompass parents with their children's engagement with learning. Overall, these projects are excellent because they challenge the pupils to consolidate their knowledge about aspects of the Liturgical Year. Cross-curricular links, such as the use of information technology,

art, music and literacy are used effectively to promote learning. Resources to support the teaching of the subject are of high quality. The focus of class displays of pupils' work relating to their Religious Education topics on corridors, gives the subject a high profile throughout the school.

The quality of Collective Worship provided by the school

Prayer and worship are set at the heart of the school. Planning is effectively balanced between school based liturgies and assemblies and celebrations in Church. The pupils' experiences of worship and prayer are greatly enhanced by the input of the Parish Priest. Key events in the school calendar are appropriately celebrated with Mass where pupils are involved in their preparation. The instruction of pupils into understanding the different parts of the Mass is very well planned. The 'Mass partners' initiative, whereby older pupils accompany younger pupils at Mass in the parish Church, is laudable. This approach has led to the enrichment of participating in the Mass for both age groups.

The Wednesday Word is very well incorporated into Collective Worship provision as pupils learn about the message of Sunday's Gospel.

The recently established 'Shepherd's Prayer Hut' is an added dimension to provision as its location and structure is conducive to inviting pupils to contemplate and reflect, thereby furthering their pupils' spiritual development.

Acts of Collective Worship are led, in the main, by leaders and teachers. Whilst this is effective, more involvement by pupils in preparing and presenting class assemblies would serve to raise provision.