



Good Shepherd Catholic Primary School

URN: 100772

Catholic Schools Inspectorate report on behalf of the Most Rev. John Wilson, the Archbishop of Southwark on:

Date: 17 and 18 November 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- Effective pastoral care of pupils and staff is at the heart of the school's Catholic life and mission.
- Behaviour is excellent. Pupils show respect for each other and staff.
- Leaders and governors are dedicated to developing an authentic Catholic school.
- Prayer and Liturgy are established as part of the daily routine of school life.

What the school needs to improve:

- Improve the outcomes in religious education for all pupils by providing feedback to enable pupils to make further progress.
- Establish rigorous assessment procedures in religious education that allow for accurate monitoring and tracking of pupils' progress.
- Create procedures for evaluating the quality of prayer and liturgy.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

Pupil outcomes

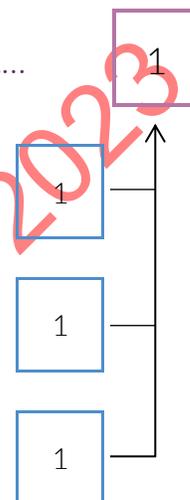
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



It is evident from their words and actions that pupils embrace the Catholic mission of the school to serve. They genuinely care for each other and speak warmly of the way teachers look after them. One pupil said, 'Every teacher is approachable.' Effective pastoral care is a significant strength. Pupils are very happy in school because they know they are important and respected as individuals. They behave in an exemplary manner in lessons and around the school, including when at play. Pupils willingly take on leadership roles to help and serve others, for example, through the school council, being a faith ambassador or a playground buddy. By raising money, for example, for Cafod and Missio, pupils demonstrate a well-developed understanding of Catholic Social Teaching. They know responding to those less fortunate is their responsibility. They have confidence to make suggestions for other causes knowing they will be listened to. Pupils have an excellent understanding why fundraising for others is important in a Catholic school. Parents and carers are overwhelmingly grateful for the school's care for their children. They recognise the value of the school's inclusive approach and know children are flourishing morally and spiritually. A parent said: 'Absolutely amazing teachers! Wonderful supportive community, teaching my children respect, love and kindness.'

The mission statement, 'Light, Life, Love, the glue that holds us all together', is central to the life of the school and is fully embraced by pupils and staff. It is a living reality. It has a visibly positive impact on the lives and relationships throughout the school. It is a genuinely happy school. Its effect is evident in the manner in which all pupils, regardless of faith and background, recognise they are unique, cared for and part of God's creation. A teacher said, 'no matter what happens, the school wraps them in a blanket'. By their relationships with each other and pupils, it is evident that staff enhance the caring and deeply spiritual ethos. The school is distinctly Catholic. From the moment

pupils and visitors enter the school, they are welcomed into a community that proudly proclaims its Catholic identity through images and displays, including pupils' work. The provision for relationships, sex and health education, R(S)HE, ensures pupils develop an understanding of how they keep themselves and others safe while recognising and marvelling at the wonder of God's creation. Parents and carers confirm they are consulted and are satisfied it is appropriate for their children.

Leadership is highly effective at all levels. Governors and the head teacher are a strong team of experienced and deeply spiritual leaders. They are driven by a passion for the welfare and formation of each person within the school community. As a consequence, the dignity of each individual as a child of God is realised in all aspects of school life. Governors know the school very well. They understand the areas for development and have plans to address these. Some governors and teachers are parishioners ensuring the school and the church form one cohesive family. The head teacher has a clear vision of what a Catholic school should provide for pupils. This is shared and fully supported by teachers who care deeply about the pupils and feels passionately that they provide the highest quality Catholic education. Governors provide a powerful blend of challenge and support. The head teacher puts living the school's mission at the forefront of everything she does. She is supported by all staff who put the pupil at the heart of their work. Parents also confirm and appreciate the impact of the school on their children.

Date Published: 8th December 2023

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....	2
Pupil outcomes How well pupils achieve and enjoy their learning in religious education.....	2
Provision The quality of teaching, learning, and assessment in religious education.....	2
Leadership How well leaders and governors promote, monitor, and evaluate the provision for religious education.....	2

Pupils enjoy religious education lessons and are happy, engaged learners. Pupils in all key stages display a good level of motivation to learn as a result of the praise and encouragement they receive for their work and attitude. Consequently, behaviour in lessons is excellent. It shows pupils are engaged with teachers and each other in a respectful way. They appreciate the different ways in which they can learn, for example through working with other pupils or on their own. Pupils understand religious education is an important part of learning about their faith. The presentation of written work in exercise books and contributions to the class 'Big Book', is of a high standard and shows pupils are proud of their work. School data shows that by the end of key stage 2 most pupils, including pupils with special educational needs and disabilities, make at least their expected level of progress. Outcomes are good and in line with other core subjects. Pupils throughout the school can use subject specific vocabulary in age-appropriate ways. For example, a pupil in key stage 1, was able to relate the story of the Annunciation using names and key terms accurately.

Teachers are dedicated practitioners. They know that effective teaching is important to the moral and spiritual development of pupils. Teachers ensure a positive learning climate in their lessons. Relationships with pupils are excellent and contribute to high levels of engagement. Pupils understand teachers' well-established expectations and routines and quickly settle and begin learning. There is consistent use of shared resources that help teachers plan effectively, although the school acknowledges that written tasks do not always help pupils achieve the learning objective effectively. There is challenge and support for pupils in lessons. Although teachers challenge pupils to think independently and, consequently, deepen their understanding, they do not provide sufficient feedback to help pupils know how to improve their learning. There are half-termly assessments. The school must develop more rigorous and regular tracking and monitoring of

pupils' progress. Teachers are increasingly confident in their subject knowledge. This is due to regular support provided by the subject lead and the parish priest. Each term there is a multi-faith week when pupils focus on different elements of other faiths.

Leaders and governors have a clear understanding of the importance of religious education in nurturing the faith of young people. They share a coherent vision for Catholic education across the whole school and are ambitious for improving standards of teaching and learning in religious education. Governors and the head teacher form a strong partnership and demonstrate total commitment to providing high quality teaching and resources to ensure pupils continually make progress in their knowledge and understanding of the faith. The religious education link governor meets with the head teacher to evaluate the quality of teaching and learning and to review steps to improve it further. The school development plan sets out the school's plans for improving outcomes, but this must now include a coherent response to the lack of rigour with tracking and assessment. Management of religious education is strong and has a positive impact on the life of the school. Plans show the school knows what needs to be done and how to ensure that lesson plans include activities that lead to higher order thinking. The subject lead works with the diocese to provide training for all staff, including new and non-Catholic staff.

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Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....	2
Pupil outcomes How well pupils participate in and respond to the school's collective worship	1
Provision The quality of collective worship provided by the school	2
Leadership How well leaders and governors promote, monitor and evaluate the provision for collective worship	2

Pupils' attitudes toward prayer and liturgy are outstanding. The way all pupils participate fully and respond meaningfully to prayer and liturgy is profound. They participate with great reverence and are clearly at ease when praying together or when offering their own private intentions. Across all key stages, pupils create a prayerful atmosphere from the moment they enter the room. For example, a key stage 1 act of worship clearly showed how pupils pray sincerely and offer their intentions without prompting. The parish priest confirmed that pupils pray and worship with sincerity and integrity. Prayer and liturgy are highly inclusive. Pupils, irrespective of their faith background, participated with respect for each other. Pupils know the value of prayer and why it is important in their lives. They understand that there are many ways of praying and different prayers they can say. For example, in a key stage 2 assembly, pupils signed the Our Father, recognising the challenges some pupils might be facing. Pupils enthusiastically prepare and lead acts of worship. They confirm that they plan prayer and liturgy occasions. Pupils select themes, music and write scripts. They pray sincerely, particularly with the pupil-inspired reflections.

Prayer is central to the life of the school. There is a range of religious experiences for the whole community. Pupils confirm that prayer is not always at set times of the day. It is a way of life. There is a planned programme of assemblies, religious celebrations and liturgies that put prayer and liturgy at the heart of school life. Pupils articulate a good understanding of why they pray. They are confident participating as a group and individually. Moments of prayer and liturgy provide pupils with prayerful experiences. The direct impact of this provision is that the pupils are helped to develop their own personal prayer life and relationship with God. The outside prayer hut is a well-used space. It offers pupils a space to pray quietly or a place where they go when upset. They appreciate this. The local priest is integral to the provision for prayer and liturgy. The developing links with the parish enhance the provision for pupils, including nursery and reception children. Pupils attend a parish mass each week or an appropriate liturgy and celebrate the major feasts of the year.

Leaders and governors embrace their responsibilities in developing the spiritual life of the school. They are dedicated to enhancing the quality and provision of prayer opportunities. They bring their personal faith to leadership and are effective role models for the school community. The school is a prayerful, worshipping community. The head teacher's vision for embedding spirituality in the lives of staff and pupils is understood and shared by the whole community. The head teacher and senior leaders provide good leadership of prayer and liturgy. Staff model best practice when leading and supporting pupils when praying. Induction for new teachers and training opportunities for all staff are in place. Most teachers confirm that they are provided with training opportunities that help them further understand the value of prayer and liturgy. Governors ensure planning and resources contribute to quality prayer and liturgy experiences for pupils. However, they know they do not yet evaluate the effectiveness of this provision to ensure pupils have consistently high-quality opportunities to pray.

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Information about the school

Full name of school	Good Shepherd Catholic Primary School
School unique reference number (URN)	100772
Full postal address of the school	Moorside Road, Downham, Kent BR1 5EP
School phone number	0208 698 4173
Name of head teacher or principal	Lisa De Souza
Chair of governing board	George Odeleye
School Website	www.goodshepherd.lewisham.sch.uk
Multi-academy trust or company (if applicable)	NA
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11
Trustees	NA
Gender of pupils	Mixed
Date of last denominational inspection	25 th May 2016
Previous denominational inspection grade	Good

The inspection team

Damian G Fox	Lead inspector
Rachael Shields	Team inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement