



The Good Shepherd Catholic Primary School

URN: 100354

Catholic Schools Inspectorate report on behalf of the Archbishop of Westminster

05–06 December 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

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

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The Good Shepherd Catholic Primary School is fully compliant with the general norms for religious education laid down by the Bishops' conference.
- The Good Shepherd Catholic Primary School is fully compliant in relation to any additional requirements of the diocesan bishop.
- The Good Shepherd Catholic Primary School has responded fully to the areas for improvement from the last inspection.

What the school does well

- Leaders' genuine commitment to their Catholic life and mission, and their authentic leadership of an inclusive community rooted in Christ, is recognised by all stakeholders.
- Leaders ensure pupils, including the most vulnerable, have opportunities to experience high-quality enrichment activities, enabling them to flourish and develop their God given talents.
- High-quality professional development training leads to excellent teacher subject knowledge.
- Pupils demonstrate enthusiasm for learning and an active curiosity as they wholeheartedly participate in school life.
- Prayer and liturgy is central to The Good Shepherd Primary School and is planned in an exceptional way.

What the school needs to improve

- Continue to develop pupils' knowledge and deeper understanding in religious education by further adapting tasks and activities in lessons

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

1

Provision

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

1

Leadership

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

1

1

Pupils not only understand their mission statement, they actively engage with it in their everyday lives. They are rightly proud of their school and express great joy and happiness to be part of The Good Shepherd community. Pupils are articulate and can express what it means to be part of God's family. They gladly embrace their personal responsibility to pursue the common good and can give many examples of how this leads to action. Pupils support the local foodbank, Aid to the Church in Need and Mary's Meals. They are proud of the work they do for their chosen charities and can link this work to Catholic social teaching – they are clear about why this action is important. Pupils understand the theology underpinning their actions and can quote scripture to make links. Pupils demonstrate a deep respect for those from other faiths and enjoy learning about other faiths represented in the community, Behaviour is exemplary in lessons and throughout the school. Pupils are very proud to be part of the chaplaincy team and can give many examples of the impact of their work across the school.

The mission statement is lived by everyone in this school community - action is deeply rooted in the word of Christ. Staff explained that they recognise Jesus, the Good Shepherd, as their guiding light. Pupils readily identify virtues and explain they try to develop the associated good habits to live like Jesus. This is a joyful community where everyone goes that extra mile to care for one another. Vulnerable families are sensitively supported so that pupils flourish in an exceptional way. The Good Shepherd school provides enrichment experiences for all and supports the most vulnerable. Examples of these are LAMDA classes and art workshops in Kite Studios. There is an embedded culture of welcome which is palpable in everyday interactions. Everyone feels empowered and enabled in this supportive community. The school environment reflects in a strong way, its Catholic identity. Its charm and history are celebrated in engaging displays that

reinforce its ethos and identity. Relationships, sex and health education (RSHE) is carefully planned and thoughtfully delivered. It is clearly rooted in the teachings of the church. The leader of RSHE has ensured that the curriculum celebrates a holistic vision of the human person.

Leaders are constantly evaluating their response to Catholic life and mission. They are a source of inspiration for the whole school community as reflected in parent and staff surveys. One parent commented, 'I believe this is such a joyful community because they put God, love and respect at the centre of everything they do. It is a very special place'. A staff member commented, 'Catholic life and mission at our school is truly inspiring. It fosters a strong sense of faith, community, and service'. Leaders work in a highly collaborative way with other Catholic schools to avail of professional development and share best practice. The highest priority is given to develop Catholic leaders of the future. This outward thinking school fosters an enthusiasm to share its Catholic life and mission in the wider community. Leaders and governors work in an exceptional way with parents. They ensure school places are provided for vulnerable families every year. They truly recognise that parents are the first educators of the children and have worked in partnership with parents to ensure high quality enrichment opportunities are offered to all pupils. Parents are overwhelmingly supportive of the school.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

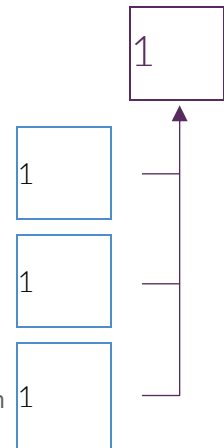
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils are developing excellent knowledge understanding and skills in religious education. Leaders have implemented the new *Religious Education Directory* in every year group and have carefully considered this implementation, ensuring that any knowledge gaps are addressed. As a consequence, pupils have the necessary skills needed to access learning at this higher level. Pupils are highly articulate and have exceptional religious literacy. They make good progress by knowing more, remembering more and doing more when measured against the religious education curriculum for each year. Pupils are given many opportunities to discuss learning in religious education and they demonstrate notable independence. They have developed good metacognition skills that they use effortlessly to retrieve prior learning and make links with new topics. They ask incisive questions of adults and peers and have a strong sense of curiosity and interest. Pupils are highly motivated to learn, produce excellent work and have a clear understanding of what they need to do to improve. They are actively engaged in lessons and enjoy the new curriculum; as a result, behaviour is exemplary.

Teachers have secure subject knowledge because of the high level of support provided. The local parish priest's deep commitment to the school is evidenced in the work he does with staff on planning the curriculum. Teachers value his expertise and input. Lessons are well planned, consolidating and extending pupil learning in class. In a Key Stage 2 lesson, pupils demonstrated their prior knowledge of the council of Ephesus. The teacher's incisive questioning probed for full and deep responses. Key terms were constantly reinforced and understood. In an Early Years lesson, activities were thoughtfully planned to consolidate learning about Advent. Resources were used effectively to link prior learning. Adopting the new curriculum across the school has demonstrated teachers' commitment and high expectations. Teachers use questioning very skilfully in class to maximise learning experiences for pupils. They now need to adapt tasks in

books to match the high-level discussion taking place in class. Teachers provide pupils with a variety of ways to present their learning. The double page spread at the end of a topic celebrates this in an imaginative way.

Leaders have ensured that staff have high quality professional development with a focus on metacognition. The strategies used by teachers to link prior learning have resulted in pupils making exceptional progress in religious education. The theological support from the parish priest has been instrumental in the creation of an inspiring curriculum. His work empowers staff and has created a sustainable culture of continuous development and improvement. Religious education has full parity with other core subjects in terms of budget, staffing and accommodation. The subject leader has an inspiring vision for religious education and a high level of expertise to secure this vision. Many examples of creativity abound in every key stage. In a Key Stage 1 lesson, pupils linked what they had learned about virtues to the Advent wreath. This lesson had background music to help pupils reflect in silence. Leaders have planned the implementation of the new Directory to ensure that any gaps in learning are addressed as pupils follow a higher-level sequential curriculum. Leaders are focusing on this initial implementation stage in a strategic way and have plans to further develop opportunities for pupils to deepen learning. The religious education leader has ensured that exceptional enrichment activities are planned, and pupils are entered for various awards, such as the Young London Print Prize, to enhance learning. Leaders and governors' self-evaluation is accurate resulting in strategic well targeted action.

Collective worship

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

Collective worship key judgement grade

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

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1

Pupils sing joyfully, demonstrate a full and conscious participation in prayer and use silence well. They understand the different ways of praying that are part of the Catholic tradition and can express themselves easily through spontaneous prayer. In a Key Stage 1 liturgy, pupils engaged deeply and prayed the Examen. Scripture is used as a foundation for prayer, pupils pray Gregorian chants and offer prayers in many languages. Pupils are fully aware of the liturgical calendar. They undertake ministries with confidence and evaluate their prayer and liturgy for constant improvement. Pupils carefully plan liturgies considering elements of awe and wonder that enhance liturgies for all. Year 6 pupils explained they pray and play together. They linked the mission statement to Catholic social teaching by explaining that this showed solidarity and participation. A Year 5 liturgy was enhanced with a carefully chosen hymn that reflected pupils' learning about Christ the King. Pupils responded to scripture by writing reflections about the international day of serving and Advent. They then created a collage and revealed Jesus at its centre in a moment of awe and wonder.

Staff pray together regularly, and a wide range of significant moments are celebrated in prayer. Staff prayer is meaningful and sacred - there is a naturally embedded daily pattern of prayer that is the foundation for daily routines. Pupils and families pray the rosary in May and October. Pupils pray the Examen and Tantum Ergo, and in Lent, the stations of the cross. They are exposed to, and pray, many different forms of prayer. Staff including senior leaders are inspirational role models for pupils. Talents are celebrated and the creative and artistic skills of staff and pupils are used to enhance prayer and liturgy. Staff work with parents to engage with them through prayer. One staff member commented that 'prayer is a meaningful part of daily life. It's a blessing to be part of such a faith-filled environment'. A parent commented, 'As parents we are invited to take part in prayer, and the children have grown to love prayer'.

The school's policy on prayer and liturgy is carefully planned and regularly reviewed. Leaders have ensured there is a clear plan of progression as pupils move through school. There is a timetable for pupils to attend Mass on a regular basis. The Sacrament of Reconciliation is offered during Advent and Lent. Staff receive regular high quality professional development on prayer and liturgy. Leaders monitor regularly for impact. As a result of leaders' work the experiences of prayer and liturgy offered in school are exceptional. Leaders promote a wide range of praying that is part of the Catholic tradition, ensuring that pupils engage deeply with spontaneous prayer, traditional prayer and meditation as well as sacramental prayer. Leaders ensure that pupils are offered many ways to think deeply about God. Leaders and governors ensure that prayer and liturgy is considered in the budget and plan accordingly. There are many artifacts, Bibles and icons for pupils to use during prayer. A prayer garden outside is a sacred space used by all the school community.

Information about the school

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| Full name of school | The Good Shepherd Catholic Primary School |
| School unique reference number (URN) | 100354 |
| School DfE Number (LAESTAB) | 2053602 |
| Full postal address of the school | The Good Shepherd Catholic Primary School, 35 Gayford Road, London, W12 9BY |
| School phone number | 02087435060 |
| Headteacher | Imogen Lavelle |
| Chair of governors | Catherine Goacher |
| School Website | www.goodshepherdrc.lbhf.sch.uk/ |
| Trusteeship | Diocesan |
| Multi-academy trust or company (if applicable) | N/A |
| Phase | Primary |
| Type of school | Voluntary Aided School |
| Admissions policy | Non-selective |
| Age-range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Date of last denominational inspection | October 2018 |
| Previous denominational inspection grade | Good |

The inspection team

Evelyn Ward

Dermot O'Neill

Lead

Team

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 |