

Good Shepherd Catholic Primary School

Gayford Rd, Shepherds Bush, W12 9BY

Date of inspection by Westminster Diocese: 12 October 2018



Summary of key findings for parents and pupils

A. Classroom religious education is good

- There is strong evidence of a clear vision and commitment to the school's role in the educational mission of the Church and religious education influences all aspects of the school.
- The Religious Education Curriculum Directory forms the basis for the content for religious education and the school provides a structured curriculum in religious education that includes teaching about other faiths.
- Pupils have excellent attitudes towards learning and developing their Catholic faith.
- Children get a very good start to their religious education in the Early Years Foundation Stage, where there is a secure and nurturing learning environment.
- The learning environment across the school underpins and enhances pupils' learning experiences.
- Homework is used well to develop knowledge and understanding in religious education.
- Effective teaching strategies engage pupils in their own learning so that pupils generally learn well in lessons.

Classroom religious education is not yet outstanding because

- Recent initiatives are not yet embedded to enable leaders to accurately monitor, track and ensure pupil progress is rapid and sustained.
- Pupils are not able to fully articulate how to improve their work.
- Planning and assessment does not always challenge pupils to improve their work and to work at a greater depth.

B. The Catholic life of the school is outstanding

- The school's newly launched mission statement dynamically expresses the school's understanding of itself as a Catholic school.
- Good Shepherd excels at being a community based on Catholic tradition and practice.
- Religious education is well resourced and allocated its full 10% of teaching time as required by the Bishops' Conference of England and Wales.
- It is evident to all that religious education is at the heart of this school.
- Worship and prayer are central to school life.
- The leadership team and governors are the driving force in the school's commitment to the education of young people with a vision of discipleship for life.
- Pupils' spiritual development is enabled through the excellent opportunities they have for reflection, quiet, sharing and discussion.
- Pupils' liturgical formation is well planned to ensure the widest possible experiences of the breadth and richness of the Catholic tradition of prayer and worship.
- The Catholic identity of the school is evident in the high number and quality of artefacts and displays around the school.
- The school has strong and productive relationships with the parish, deanery and diocese.
- The link governor for religious education has been instrumental in supporting the school on its journey to move forward.
- The school has maximised the opportunities of 'Laudato Si' to deepen its understanding of its call to be stewards of our common home.

A. Classroom Religious Education

What has improved since the last inspection?

The previous inspection highlighted the need to develop marking and feedback to identify and support progress through the school. This continues to be an on-going target for the school; they are continually striving for improvement in classroom teaching.

The content of classroom religious education is good

The content of the religious education curriculum of this school fully meets the requirements of the *Religious Education Curriculum Directory* (RECD). Content is mapped to pupils' own individual needs and extra support is identified for those who may need it. The wide range of initiatives and resources are not yet tracked comprehensively, woven into the religious education (RE) curriculum and applied consistently in all classes across the school. The school engages in research and seeks external guidance and advice to ensure that pupils and staff receive appropriate training and support. Pupils are encouraged to wonder and question and are supported by their parish priest (who is also the RE link governor) with regular 'Ask Fr Mark' sessions for staff and pupils. There was evidence of 'The Big Questions' on display and these are being used effectively in every class. The school is currently carrying out extensive work around the Eucharistic Congress theme of Adoremus.

Pupil achievement in religious education is good

Pupils' attitudes to learning, including individual, group and whole-class work, are consistently positive and so have a positive impact on the progress they make. Generally pupils are keen to share their work and discuss what they know about RE, though find it more difficult to explain what they need to do next in order to move on. Where next steps guidance is used effectively, this contributes well to pupils' effective progress. Pupils' religious literacy is good and most pupils are confident in their use of religious language. Good achievement is evident where pupils are challenged to think deeply and to reason through a range of strategies. Progress and attainment are measured against the diocesan levels of attainment and 'I can statements' in the early years. In the Early Years children have been quickly introduced to a wide and appropriate range of religious language and activities which help them to make rapid improvements in their learning. Children in the Nursery are able to talk about the Bible and events such as the Creation story in Genesis and are supported by a range of visual signs and stimuli. Those in Reception are able to think about and wonder how special they are and how God 'knows every hair on their head.' These young children receive a good start to their school life in a secure, nurturing and well set out environment. There are good opportunities to learn both indoors and out and all staff in these areas are effective in helping the young children to quickly learn.

The quality of teaching is good

In the strongest lessons, pupils are given work well matched to their ability, taking their knowledge and extending it through careful questioning. In some classes, pupils are not always clear about what they need to do next to improve their work. There are some opportunities to show creativity in the teaching and learning of RE – most evident in the cookery groups offered on a termly basis which linked scripture to the preparation of food and significant events in biblical times. However, this needs to be more securely embedded in the RE curriculum. There are very good relationships among pupils and adults and these are used positively by teachers to create an atmosphere that promotes learning. Pupil behaviour in lessons was excellent and there was a good quantity of work seen in most pupil workbooks. There is evidence in planning and books that learning tasks and resources are differentiated. There is evidence of targeted support for some groups of learners by pre-teaching key vocabulary and concepts. Differentiated teaching and tasks were seen to be used

effectively and supported by concrete materials and use of visual signs and cues. In some classes pupils are given clear help and guidance in how to improve their work by teachers' use of 'Wow and Now' next step marking. In other classes, however, this application of marking and aiding pupils' further understanding is not so clear and needs to be applied consistently right across the school.

The effectiveness of leadership and management in promoting religious education is good

The leaders of the school have a clear vision for the delivery of classroom religious education. Teaching is monitored and evaluated regularly and guidance given to staff on how to improve. While inspectors agreed with the school's judgements in this section of the SEF, the leadership team have recognised the need for it to be more evaluative and to ensure that it is known and owned by all stakeholders. Religious education targets are part of staff performance management and reflect the current priorities in the school action plan. The school accesses the support on offer from both the diocese and deanery. In addition, the leadership team, alongside the parish priest, provide in-house support for staff. There is a strong governing body who support the school and provide a good balance of challenge to leadership. The RE curriculum receives a budget allocation in line with other core subjects, reflecting its importance to the school. The school recognises its areas for development and is committed to moving the school further forward.

What should the school do to develop further in classroom religious education?

- To clarify end of topic outcomes for both staff and pupils when planning and provide opportunities for challenge for all groups of learners.
- Ensure that the primary emphasis of monitoring is the evaluation of impact and outcomes of all pupils.
- Develop the consistency of teacher feedback to enable pupils to improve their work and to know how to progress to the next level.

B. The Catholic life of the school

What has improved since the last inspection?

The school has introduced meditation twice a week based on scriptures with the skills being introduced in the Early Years Foundation Stage and children from Year 2 up to Year 6 fully participating in meditation. Children expressed how much they enjoy these moments in the week. The leadership team have identified that children should now have more ownership of the planning and delivery of different acts of worship.

The place of religious education as the core of the curriculum

is outstanding

Religious education receives the 10% of curriculum time at Key Stages 1 and 2 as required by the Bishops' Conference. Religious education has a high status within the school. The leadership team, supported by the parish priest, work very hard to ensure that the pupils are provided with the best opportunities possible and that staff are supported in their professional development. The school is a vibrant and well-maintained learning environment with high quality displays. The school has a small, well-utilised chapel within the Early Years Foundation Stage outdoor area and a prayer garden that is undergoing work and will become a focus of their Laudato Si' project. An appropriate budget is allocated to RE and the school ensures that money is well spent and that RE is well resourced.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

Prayer and worship are at the heart of all the school does and during this inspection it was evident that all pupils act with reverence and are keen to participate and respond. Assemblies are used to enhance pupils' understanding of Catholic life and responsibility including themes such as Adoremus, School Mission and Laudato Si'. Pupils sing enthusiastically in assemblies and during times of worship. There are many opportunities for classes to celebrate Mass and to take part in a wide range of liturgies both in school and in the parish church to which families are welcomed. The school marks events in the liturgical calendar as a community through attendance at Mass, assemblies and takes other opportunities for collective worship including Corpus Christi, May Processions and more recently, taking part in Benediction on a regular basis. The parish priest is a frequent and much valued visitor to the school. The pupils also often visit the nearby church of the Holy Ghost and St Stephen and there were many comments from children, staff, parents and governors referring to how 'at home' the children were in their parish church. Classrooms have appropriate and engaging focus areas reflecting the liturgical year.

The contribution to the Common Good – service and social justice –

is outstanding

The pupils at Good Shepherd respect and value one another and have a strong sense of their Catholic identity. The presence of Christ is seen in the school by the mutual respect at all levels which is very evident and this clearly also comes through in the good relationships within class and the high standards of behaviour. There are planned opportunities within the curriculum where pupils learn about other cultures and faiths and celebrate the difference including International Week and in the teaching of other faiths. The school is actively engaged in activities that help others by raising money or providing resources for those who are less fortunate. The range of charities supported is wide, including Cafod, The Passage, Mary's Meals and The Catholic Children's Society as well as supporting international charities in Malawi, Syria and Iraq. Pupils are articulate and are rightly proud of their support for such a range of charities. Pupils can clearly explain why they are taking part in

these fundraising activities but the theology underpinning the Common Good is not yet embedded. The school has been inspired by Pope Francis' encyclical, 'Laudato Si' and has responded beautifully by creating 'Good Shepherd Laudato Si' manifesto' which is evident in all areas of school and home life. Parents have commented that their children are dedicated to recycling and reusing and inspectors saw plans for the proposed redevelopment 'Laudato Si' garden which have been developed by the pupils themselves. The headteacher and governors were inspired by the Preferential Option for the Poor to insert an additional clause in to the school's admission policy which will secure six places in Reception class for pupils in receipt of Pupil Premium funding. The school council have been installed as 'Mini Vinnie' leaders and are starting to promote and respond to the call of putting their faith into action.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

Partnerships at all levels are outstanding and the school should be proud of its work in this area. Parents feel very secure in supporting the school and its core Catholic purpose and think that their children receive a very good start in life. Parents are welcomed in to the school for assemblies, Masses and liturgies. In the school's own recent survey comments include 'I'm so impressed with the quality of Catholic education at Good Shepherd' and 'Christ is at the centre of everything the school does'. Newsletters and communication home regarding religious education and the Catholic life of the school are regular and parents are kept well informed through an up-to-date and engaging website. Links with the parish are strong and the parish priest was highly praising of the school and its relationship with the parish and the wider community describing it as 'authentic' and 'with a clear commitment and desire to live their faith daily'. Governors are well informed, visit the school regularly and are justifiably proud of the work in this area. The school participates fully in all diocesan activities and regularly attends both deanery and diocesan moderation of pupils' work. Parental comments in the questionnaire and in the playground were overwhelmingly positive and the school acts swiftly to address any issues that arise. The excellent relationship with the parish priest, additionally supported by the parish catechist, ensure that pupils have outstanding and effective links between school and parish.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The headteacher and deputy headteacher are excellent role models, leading by example. They have a strong commitment and determination to demonstrate excellence in all aspects of the day-to-day life of the school. All staff participate fully in the religious life of the school; they have access to school and diocesan development opportunities. New staff are well supported. The whole school reflects the vision of the leadership team in the relationships displayed and in the care and respect they show each other. The governors and leadership team of the school have a shared vision of where they want the school to be and are united in this common purpose. Governors are very well informed, knowledgeable and are determined to ensure that the school thrives in the years to come. The school knows its strengths and are now more aware of the areas of development to ensure outstanding provision is maintained.

What should the school do to develop further the Catholic life of the school?

- Pupils need to fully articulate the theology that underpins their actions for social justice.
- Pupils should have more opportunities and increased ownership of planning, preparing and delivering their own acts of worship.

Information about this school

- The school is a one-form entry Catholic Primary school in the locality of Hammersmith and Fulham
- The school serves the parish of Holy Ghost and St Stephen, Shepherds Bush
- The proportion of pupils who are baptised Catholic is 100%.
- The percentage of Catholic teachers in the school is 90%.
- The number of teachers with a Catholic qualification is 6
- There are 19% of pupils in the school with special educational needs or disabilities of whom 2 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is above average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is a below average rate of families claiming free school meals.
- 10% of pupils receive the Pupil Premium
- 10% of children receive Free School Meals

Department for Education Number	205/3602
Unique Reference Number	100354
Local Authority	Hammersmith and Fulham

Type of school	Primary
School category	Voluntary Aided Academy
Age range of pupils	3 - 11
Gender of pupils	Mixed
Number of pupils on roll	249
The appropriate authority	The governing body
Chair	Cllr Wesley Harcourt
Headteacher	Mrs Imogen Lavelle
Telephone number	020 8743 5060
Website	www.goodshepherdrc.lbhf.sch.uk
Email address	head@goodshepherdrc.lbhf.sch.uk
Date of previous inspection	12 February 2014
Grades from previous inspection:	
Classroom religious education	Very Good
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection, 7 lessons or part lessons were observed.
- The inspectors attended 1 assembly and 2 acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

Inspection Team

The inspectors are appointed by the Archbishop.

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