



# Good Shepherd Catholic Primary School

Gayford Road, Shepherd's Bush, London

Date of inspection: 12 February 2014

## A. Classroom Religious Education

**What is the overall effectiveness of classroom religious education in developing pupils' religious literacy?**

**Overall Grade I**

Pupils are offered a rich curriculum which includes delivery of the Curriculum Directory resulting in very good progress in religious literacy across the phases. Achievement is very good with evidence of above average progress across year groups and from transition across the phases. Attainment, while good overall, is outstanding for those pupils who gain level 5's in religious education. The typicality of teaching is very good overall. It is delivered through high expectations of all staff both teaching and non-teaching. The leadership and management are very good in particular their thorough and regular systems of monitoring. The self-evaluation awareness is accurate and reflects how religious education is making very good contribution to all aspects of the learning environment of the school and its provision.

## B. The Catholic life of the school

**What is the overall effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing?**

**Overall Grade I\***

Pupils are offered a high quality and rich range of experiences. The vibrant and stimulating environment provides excellent opportunities for pupils and staff to grow spiritually. The prayer and worship of the community is central, including the celebrations within the catholic tradition and other sacramental celebrations and events. Pupils are excellent ambassadors and have a deep rooted understanding of social justice, enabling them to flourish whilst acting on behalf of those in need. Religious education, as the core curriculum, fully meets the requirements of the Bishops' Conference of England and Wales. The Governing Body, Head and Deputy offer excellent models of good practice.

## Introduction

The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection. The inspectors spent one day in school, visited four lessons and a Collective Worship, and carried out six interviews with school staff, pupils and governors. Other evidence was gathered from contacts with parents through a questionnaire, discussion with local clergy, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

The Inspection of Good Shepherd School in Hammersmith and Fulham, was carried out under the requirements of the Canon 806 and Education Act 2005, and in accordance with the Framework for Section 48 Inspections approved by the Archbishop of Westminster. The inspectors are appointed by the Archbishop. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation.

## Inspection Team

Mrs Tina Cleugh  
Mrs Liz Doonan

Lead Inspector  
Associate Inspector

## Description of School

The school is a one form entry in the LA of Hammersmith and Fulham and the locality of West Hammersmith. The school serves the parish of Holy Ghost and St. Stephen. The proportion of pupils who are baptised Catholic is 98%. The proportion of pupils who are from other Christian denominations is 2%. The percentage of Catholic teachers in the school is 73%.

There are 255 pupils on roll, with two pupils with statements of Special Educational Need. The proportion of pupils from ethnic minority groups is well 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. 30% of pupils receive the Pupil Premium.

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Headteacher: Ms Catherine Doogan  
Chair of Governors: Cllr Wesley Harcourt

Date of previous inspection: 12 February 2014

## Key for inspection grades:

<i>Grade 1*</i>	<i>Outstanding</i>
<i>Grade 1</i>	<i>Very Good</i>
<i>Grade 2</i>	<i>Good</i>
<i>Grade 3</i>	<i>Requires improvement</i>
<i>Grade 4</i>	<i>Causing Concern</i>

## **A. Classroom Religious Education**

*How religiously literate are pupils in the teachings and traditions of the Catholic faith and how well do they know, understand and appreciate the importance of religious faith and practice in everyday life?*

### **What has improved in classroom religious education since the last inspection?**

The school has met the areas for action from the previous inspection. The quality of teaching and its impact on learning is very good. The systematic formative assessments are now embedded, including the summative electronic Target Tracker system. Marking is linked to the whole school “response marking” process. This encourages the pupils to reflect on their learning and respond to the “missed opportunity,” for further extension of their learning, identified by the teacher.

### **How well does the content of classroom religious education meet the requirements of the Curriculum Directory?**

**Grade 1**

The school has developed their curriculum mapping to ensure the appropriate links to the Religious Education Curriculum Directory, (RECD) are fully covered across the phases. These are delivered through the Way, the Truth and the Life programme. This is supported by planned lessons including aspects of the IREP units, for example, The Beatitudes, and their work on the parables from Matthew and Luke’s Gospels.

Through regular CPD and staff meetings, the Leader of Religious Education ensures and monitors the mapped links. The Handbook for Religious Education, which has recently been updated, reflects the content and detail of the curriculum, with clear examples of the coverage. The medium term planning grids also include sections covering the four key areas of Revelation, Church, Celebration and Life in Christ. This planning format includes the links to the levels of attainment for the weekly planning and delivery.

### **Pupil achievement (as well as attainment and progress) in religious education**

**Grade 1**

There is evidence of very good progress from EYFS to the end of Key Stage Two. The moderated examples, including those shared with the recent Deanery network group, validate the school’s assessment and match to the levels of attainment in the Agreed Understandings. The portfolio of moderated samples and the scrutiny of the work in the books confirmed the progress since September. This was further affirmed through the interrogation of the data since 2012, to track the progress of groups across the transitional phases. The inspectors were able to track and analyse the development of the skills and knowledge of the pupils, including for those pupils with additional needs, and of those pupils identified for Pupil Premium, which is a significant number. This progress is also in line with the robust tracking for other core areas. There is evidence of how planned units are differentiated and questions are scaffolded to enable teachers to access the deeper levels of knowledge and understanding of the pupils. From the scrutiny of the work in the books and within portfolios across the phases, there is evidence of how the school ensures that levels of learning and attainment are matched to the needs and abilities of all. This identified, in particular, the levels achieved over time which support the very good progress of the pupils, from their starting points, year on year. Some pupils’ attainment is outstanding in achieving level 5.

## **The quality of teaching**

### **Grade I**

The clear commitment of the leader of religious education supports the educational mission of the Church. She co-ordinates the monitoring cycle, including planning, marking, progress and discussions with pupils. The outcome is then shared with the Headteacher and reported to the designated link governor. The inspectors examined the records of this process, including discussion with the leader regarding follow-up support, through coaching and mentoring as appropriate. There was evidence of very good practice and robust school self-evaluation.

The lessons observed during the inspection provided evidence of how the teachers are ensuring that reference is constantly made to the four areas of the Curriculum Directory. The quality of teaching, which is evaluated through the termly Performance Management programme, includes evidence that religious education performance management targets are set, in line with other core subjects.

The monitoring also refers to the quality of the activities planned. This includes creative opportunities for use of mime, drama and ICT, which was reflected in the lessons observed. The high levels of expertise and the various ways the teachers use these strategies, including their strong subject knowledge, enables them to ensure links are made to the theology underpinning the lesson being taught. The development of religious literacy, through the typicality of teaching across the phases, is very good. The lessons observed provided very good examples of how the pupils are reminded about the influence of the parables as sources of revelation to develop their understanding of being a "people of faith and what God is saying to them in their lives today".

The pupils were encouraged to analyse the teachings of Jesus, through the study of the parables. An example of this was the parable of The Sower, to relate its message to the here and now, within their lives today. The use of Scripture is widely developed, with pupils readily able, from lower key stage two, to extract text, use references; compare different versions between, for example the Gospel of St. Matthew and St. Luke. All lessons observed included recap on prior knowledge and indicated the pupils' high levels of knowledge and understanding, including the youngest pupils in EYFS. Their portfolios and class photographic records indicate the wide range of practical activities which supports the work and progress of the pupils in religious education. All pupils were on task in the lessons observed, were eager to contribute and demonstrated a "thirst for knowledge." There was also evidence of how their work in religious education is linked to cross-curricular work, for example, on the plight and persecution of the Jewish nation during World War Two and how the Church became divided during the reign of Henry VIII in Tudor times.

## **The effectiveness of the leadership and management of religious education**

### **Grade I**

The leader of religious education holds a Masters in Catholic School Leadership. The school has committed, through its partnership with the West London Teaching Alliance, for colleagues to gain the CCRS qualification. The Headteacher and the Deputy Head, as leader in religious education, outlined to the inspectors their commitment to empowering their teachers to develop their individual levels of knowledge and understanding of the Catholic Faith and its rituals and traditions. The regular and systematic monitoring programme ensures high expectations are sustained and embedded into the learning, which informs teaching for the higher levels of attainment. The continuing professional development, (CPD) programme, is spread across the needs of all staff. This includes Diocesan and Deanery planned training, advisory guidance and support throughout the year. The school has hosted the pan deanery network, in particular their work on moderation of levels of attainment. The Governor who met the inspectors spoke of how the committee system reflects the key areas of improvement, which keeps them up to date and fully informed. The named governors for the statutory areas are supported by the other governors in their annual reviews. The very good practices and procedures, which influence the high levels of progress across the school, reflect the

second part of the mission statement of how the school, “provide an excellent education, within a nurturing and challenging environment that enables each individual to develop their full potential.”

### **What should the school do to improve further in classroom religious education?**

- Further embed the “response marking” process in all classes, to enable pupils to demonstrate a fuller level of knowledge and understanding
- Comments in the books to be matched to areas of learning, which empower the pupils to move towards the next levels of learning
- Ensure tracking consistently identifies progress through each term to evaluate the pace of progress for all pupils

## **B. The Catholic life of the school**

*How well do pupils experience the richness of a Catholic way of living and believing through all areas of school life?*

### **What has improved since the last inspection?**

The school has fully met the actions recommended from the previous inspection, to improve the spiritual development opportunities for the pupils. This is now fully in place. The EYFS provision includes their "Prayer Chapel", in the outdoor learning garden. There is a planned programme for including an outdoor prayer area within the building development, due to start during spring half-term. This will be accessible to the key stage one and two pupils. The pupils are leading the class collective worship using a model recommended by their diocesan adviser, and this was observed during the inspection. The range of year group assemblies, planned and developed with the pupils, is recorded through photographic records, including the planned outlines, providing evidence of pupil participation.

### **The place of religious education as the core of the curriculum – time, staffing, accommodation, resources, budget**

**Grade 1\***

The school timetables indicate the full 10% allocation to religious education, as required by the Bishops' Conference of England and Wales. The school is also very well resourced, with generous budgeting which has increased over time for religious education and the catholic life of the school. This is higher than that for other core subject areas at this time. The staffing includes non teaching support staff across each year group, many of whom are very talented. An example of this are the beautiful banners of the parables and miracles of Jesus, hung in the hall. They are also a focus for how Jesus is the "Good Shepherd" to them all in their lives. The painting of the "Good Shepherd" in the entrance, complemented by the scroll of the school mission statement identifies this catholic school to all on entry. The Governing Body and the school leadership team offer excellent models of good practice. The range of expertise on the governing body ensures its influence on the continued development of the place of religious education in the school. This was acknowledged by the governor and the Parish Priest who met the inspectors.

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

**Grade 1\***

The range of worship is outstanding. It is planned and delivered across the liturgical cycle, including the themes and topics being delivered. The pupil led worship is growing and their confidence to plan, prepare and lead class worship is evident from that observed during the inspection. The pupils use a model recommended by the diocesan adviser and this supports their engagement in linking scripture and ritual through traditional prayers to the 'mission.' The pupils are encouraged to take this "mission task" with them during that day and week. The pupils interviewed by the inspectors were articulate in describing their involvement in these acts of worship and how of their school "is a praying community". This was borne out through the responses from pupils and the parents who

met with the inspectors. The parents described how “the catholic ethos runs through every fibre of the school.” The EYFS “chapel” has been blessed formally by the Parish Priest. The banners have also been given due status in the Hall and blessed formally with the pupils. The feast days are celebrated, with the pupils leading the Masses, and this is evident in the portfolios. There are rich opportunities for pupils to experience traditional prayers and to improve their spiritual development. Pupils are invited to participate in the weekly Rosary Club. The cycle of prayer includes celebrating Our Blessed Lady in October and May, the Sacred Heart in June, the preparation and celebration of annual Mass for the year six leavers and more recently the feast of Candelmas. The “prayer trees” in the classrooms, offer opportunities for pupils to record their spontaneous prayers on the leaves provided.

The Sacraments of Reconciliation, including First Confession and preparation for First Holy Communion are supported through the school. The parish catechists, as members of staff, support the pupils in school. The Parish Priest is proud of the depth of knowledge and understanding displayed by the pupils during parish and school attendance at Mass.

## **The commitment and contribution to the Common Good – service and social justice.**

### **Grade I\***

Pupils are pro-actively planning and delivering a range of fund raising activities. They carry out responsibility roles across the school and are clear in their understanding of how “God loves everyone and we want to follow Him.”. They support the high number of agencies, including, Children in Need, CAFOD, The Catholic Children’s Society, The Upper Room, the plight of the people in the Philippines. These opportunities are planned and managed by the pupils. The exemplary behaviour and attitudes of the pupils across the school is worthy of note. They are excellent ambassadors for their school. The commitment of the school to supporting social justice is cascaded to the pupils at their age appropriate levels. The school actively encourages the pupils to support and collaborate with the parish fund raising events, including their own school based fetes and fairs.

The dynamic approach to developing the call to “human flourishing” in the pupils, is woven through the secular and sacramental life of the school. The confidence and creative ways the pupils plan and discuss how they can act responsibly on behalf of others less well off than themselves, are clear. The pupils from the school council demonstrated their mature levels of understanding and in particular the older pupils showed how they are acting “on behalf of Jesus as his followers.” This clearly demonstrated how they understand the theology which underpins their actions. The evidence in the portfolios, and the planning of the themes and topics, depict the progression in levels of understanding about the moral issues in our society, locally, nationally and globally. These are explored in the light of our Catholic social teaching. This is excellently summed up in the words of one of the pupils during the inspection where, “by having our faith, we can practice it by doing what Jesus wants us to do in our lives and for others.”

## **Enabling the authentic partnership between parents, school and parish as an integral part of the Diocese, particularly through its relationship with the Diocesan Bishop and those acting on his behalf;**

### **Grade I\***

Parents were most appreciative of the rich range of extra-curricular activities, in particular, the music and how the spiritual development of the pupils gives it, “such a family feeling.” The parents particularly acknowledged how the school creates the ethos where the pupils understand that, “God loves the children as individuals.” The parental responses from the questionnaire, (45% return, of which 82% agree or strongly agree), portray a very strong agreement with the school and its provision in religious education and the catholic life.

The school actively participates in deanery networks, more recently hosting the pan deanery moderation meeting. They attend a range of Diocesan training and seek guidance and advice, as necessary. The Parish Priest described the integral partnership between the school and the parish. He also welcomes the high rate of attendance of the pupils and members of the school community in Church as, “very pleasing occasions.” He fully appreciates the excellent relationship established with the school. He particularly appreciated the way the year six pupils are encouraged to develop their entrepreneur skills through the “Come dine with me” activity and presentation evening. This is where year six pupils prepared, cooked and served the meal, with the support and guidance of a group of parents, at the end of the summer term. The school’s partnership with the Diocesan Bishop is experienced through the school’s active participation and service to the diocese. The Headteacher is an Associate Diocesan Inspector for Diocese.

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

### **Grade I\***

The school’s mission statement is woven through every aspects of its outstanding provision as a Catholic school. The creative and dynamic leadership of the Headteacher, with her Deputy and her committed and experienced governing body, is outstanding. The excellent systems and procedures, ensuring full statutory compliance, are supported through the strategic role of the governing body and make this an excellent Diocesan Catholic school. The self-evaluation of the catholic life, does not give due credit to the overwhelming range of contribution by all members of the school community in their various roles. This is encompassed in the way newly qualified and inexperienced teachers are supported through a range of professional guidance and support. The parental contributions, participation in school life and the thriving triple partnership between school, home and parish, is a hallmark of the school. This is embodied in its mission statement of, “a strong, caring, catholic community, where all are equally valued and respected.”

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

- Continue to embed the pupil led weekly collective worship, including where appropriate, the effective links to the liturgical cycle or topic being explored