



Good Shepherd Catholic Primary School

URN: 142587

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

26–27 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

Religious education (p.5)

The quality of curriculum religious education

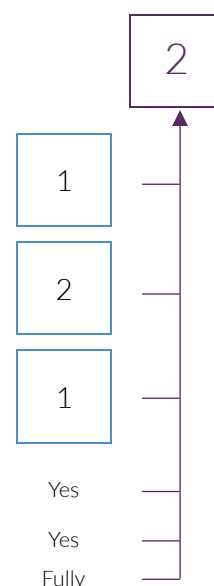
Collective worship (p.7)

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

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

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

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



Compliance statement

- Good Shepherd is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- Good Shepherd is fully compliant with any additional requirements of the diocesan bishop.
- Good Shepherd has fully responded to the areas for development from the last inspection.

What the school does well

- Faith is at the heart of the school; everyone is committed to the vision and ethos of the school and this is lived out every day.
- Pupils have a strong understanding of Catholic social teaching and why this is important to put into action in their daily lives; there are plentiful opportunities to do this.
- Relationships are strong; all members of the school are happy and feel valued.
- Behaviour for learning is excellent; the children are engaged, enthusiastic and quick to get to task and volunteer their ideas.
- The relationship with the parish is extremely strong with regular, purposeful visits from the priest which enriches the Catholic life of the school and prayer and liturgy.

What the school needs to improve

- Develop the system of assessment so that it aligns with the end of year progress descriptors and accurately identifies who are working at and above age-related expectations.
- Provide regular opportunities to stretch and challenge more able learners in religious education lessons.
- Ensure that governors challenge and support the information presented by school leaders in formal meetings.

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

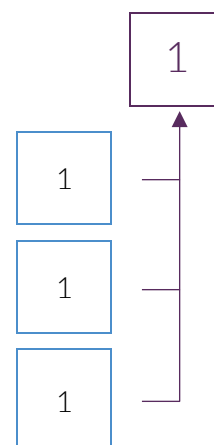
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



The Catholic life and mission of Good Shepherd is outstanding. Everyone in the community embraces the Catholic ethos. There is a clear understanding of the school mission statement and how this is put into action. This was illustrated best when a child talked about how they should respect people with disabilities as they should be made to feel special too. The word 'FAITH' (Follow, Appreciate, Inspire, Treat Others Well and Help) tells each person how to live out this mission and this is clearly understood by everybody. Pupils know they are loved and valued and feel they have a say in things that affect them. One child said, "Everyone is kind and I feel I belong." Pupils talk with confidence and pride about their understanding of Catholic social teaching and how they live this out. A child said, "It is not fair how some have things and others don't, that's why I donate to other countries," in reference to the school's extensive charity work. Behaviour in the school is exemplary with pupils saying everyone tries to be more like Jesus. The pupil chaplains from Years 5 and 6 are actively involved in the Catholic life of the school, understanding it is their role to set an example to others.

Staff are committed to, and have a strong understanding of, the ethos and values of Good Shepherd and this shapes conversations with pupils. Staff are keen to support the community, leading pupils in visits, such as to the Croydon VE Day memorial event, where they were the only school to attend, and the annual memorial event to remember victims of the 2016 New Addington tram crash. Christ is at the heart of everything staff do. Examples of this are the Good Shepherd Supermarket, which provides fresh food for a donation every Friday, and free breakfast club provision for those who need it. There are clear trusting relationships between adults and children, seen most acutely in the special needs provision where the needs of each individual child is considered. There are a vast range of activities provided to the children which celebrate the diversity of society and enhance the school experience, for example the annual neurodiversity week. Everything shows the importance of faith in this community from the plentiful, high-quality displays to the newsletter and website. Relationship, sex and health education is taught in line with Catholic teaching, following an approved scheme.

Leaders and governors are fiercely committed to the vision and ethos of Good Shepherd and can clearly talk about how this is lived out in the community. They have a tireless pursuit in helping the most vulnerable in society, from initiatives in the school to acts of charity such as collecting money for Starfish Malawi. They have a clear understanding of their expectations for the school to live out Catholic social teaching, ensuring this is cascaded down clearly to staff and pupils. Leaders work hard to engage and support parents, going the 'extra mile' to support those they know need it. There are many events parents can attend and opportunities for them to be quietly supported, for example through giving out uniform and food vouchers. Staff report that everyone looks after each other. They feel supported, not only as an employee but also in their family life, believing leaders care. There is a range of provision to support staff wellbeing which leads to them feeling valued. This is taken seriously by governors with one saying it is something they discuss regularly: "Support is always quietly there; this is what Good Shepherd is about."

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

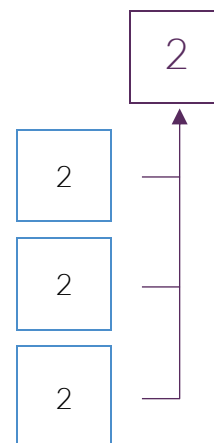
How well pupils achieve and enjoy their learning in religious education

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



Religious Education at Good Shepherd is good. Pupils have good recall of learning, which results in them developing secure knowledge and making good progress over time. Pupils show good understanding of scripture, relating it to their own lives. Children with special educational needs (SEN) are supported by adults in the class with children working significantly lower than age-related expectations having a curriculum adapted to their level. Pupils use the bible with skill and this is something they are proud of. Pupils love RE! Tasks are planned to motivate and engage them. As a result, they are quick to get started on learning tasks and are keen to do well. Behaviour for learning is excellent, with many children taking an active part in class discussion and paired work. Assessment 'I can' statements can be highlighted by children at the end of each topic to help them know how they are doing; however, this is inconsistently applied and many children cannot say what they need to do to make further progress. The majority of children are achieving at the expected level. However, higher ability children are doing less well from their starting points, with few children achieving greater depth.

Teachers have a high level of confidence in teaching religious education. They are happy to teach, and talk with passion about, religious education, seeing the value it has for pupils. They show great commitment and have clear expectations for the pupils. They find the scheme of work they are following, 'Come and See', accessible and know where they can go to seek advice and support if they are unsure. Teachers provide a variety of tasks, for example role play, artwork and practical activities, resulting in engagement. However, most children are given the same task, with some subtle measures for adaptation, resulting in some pupils not being sufficiently challenged. Questioning is good, allowing pupils to explore concepts and relate their learning to their own lives, particularly through the lens of Catholic social teaching. Lessons are largely positive with praise being used to make pupils feel good about their contributions. Books are marked following the school policy, with next step questions given at the end of written work. However, this information does not always give specific

feedback. Assessment sheets are used to ascertain learning over a topic. These are consistently filled in by teachers and informs leaders of who is working at the age-expected level or below.

Religious education at Good Shepherd is clearly comparable to other subjects. Leaders use 'Come and See' to inform planning which follows the Religious Education Curriculum. The RE leader ensures staff meeting time is given to continuing professional development which has resulted in confident and knowledgeable staff, particularly given the low percentage of Catholic teachers. Induction for new staff is comprehensive, using an induction booklet written by the subject leader, which details core expectations and useful information. The subject leader has a clear vision for RE and knows what needs to be done to improve further. This is based on regular self-evaluation, monitoring and data analysis. There is evidence of monitoring through learning walks, book sampling and pupil voice. There are planned activities to enhance the curriculum further, including a visit to Westminster cathedral and Reception class litter picking as part of their topic on showing care to God's creation. The RE leader gives a lot of information to inform governors about what is happening in religious education and they visit regularly, having the opportunity to see in real time, what is being reported to them. However, there is little evidence of governors asking challenging questions to ensure they are sufficiently informed.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

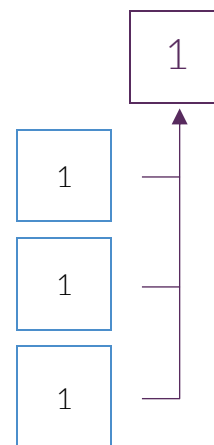
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Prayer and liturgy at Good Shepherd is outstanding. Pupils engage fully and actively participate in all prayer and liturgy opportunities as appropriate for the situation. They listen well and respond enthusiastically. Pupils confidently plan and lead celebrations of the word. As part of this they choose scripture passages, music and write prayers. They are conscious to expose their peers to a range of stories, this leads to a wide experience of scripture for the children. They evaluate these with the religious education leader as well as evaluating adult led celebrations of the word. Pupils know how prayer and their faith shape them. One pupil talked about how Maximillian Kolbe touched their heart, where another said that St Paul 'turned good' and he found it inspiring. Pupils have a good relationship with the parish priest and a significant number of children in Key Stage 2 chose to receive the sacrament of reconciliation when it was offered to them in Advent and Lent. The liturgical year sits beneath all prayer and liturgy, with three dedicated reflection days a year, where pupils come off timetable to engage in prayer and reflection activities resulting in a deeper relationship with God.

Prayer forms an integral part of the school day at Good Shepherd and there is a clear rhythm and routine to prayer, which is followed by all staff. There are a wide range of worship opportunities across the week. This includes The Wednesday Word which is used in Key Stage 2 to underpin pupil-led prayer. In Key Stage 1, teachers use the Mark 10 resource for class-based prayer. Weekly Picture News is provided by teachers to give children further opportunities to reflect on their faith. This results in rich and meaningful experiences for all. Teachers are mindful of allowing creative opportunities for reflection. An example of this was when Year 2 thought about God's creation, they went outside to feel the wind on their faces and hear the sounds of nature. High quality prayer spaces are evident around the school and are used well, including prayer areas in classrooms and a garden dedicated to Our Lady. There is a strong relationship with the parish. Once a week, the parish priest leads the celebration of the Word. He finds it 'uplifting' that the children 'engage and listen well.' He also leads masses on Holy Days and key parts of the school year, as well as reconciliation in Advent and Lent.

There is a clear, planned schedule of prayer, liturgy and celebration of the Word at Good Shepherd, which follows the liturgical year and recognises the key events in the church. This results in a wide and varied experience of prayer, balancing pupil-led with adult-led. Leaders have a strong understanding of the Catholic faith and ensure this is shared with staff in a variety of ways. Leaders support staff to deliver high quality prayer opportunities for the school community through prioritising continued professional development. Resources are plentiful and of high quality, for example, every class has a full set of bibles. Governors regularly attend whole school prayer and liturgy. They make a record of this identifying what they have enjoyed and any questions they have about it. The RE leader also reports to governors in details about prayer and liturgy opportunities in place at the school, ensuring they are kept informed. There is a program of monitoring which ensures the quality of celebrations of the word remain strong. This includes taking the views of staff and children about what they feel works well and what needs improving.

Information about the school

Full name of school	Good Shepherd Catholic Primary School
School unique reference number (URN)	142587
School DfE Number (LAESTAB)	3063400
Full postal address of the school	Good Shepherd Catholic Primary School, Dunley Drive, New Addington, Croydon, CR0 0RG
School phone number	001689841771
Headteacher	Jane Day
Chair of local governing body	Carol Kellas
School Website	www.goodshepherdprimaryschool.co.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Good Shepherd Catholic Primary & Nursery School
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	1 st May 2018
Previous denominational inspection grade	Outstanding

The inspection team

Samantha Gower
Ciara Caden

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