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28 June 2013

Mrs F Neligan  
Notre Dame Catholic Primary School  
169 Eglinton Road  
London  
SE18 3SJ

Dear Mrs Neligan

### **Requires improvement: monitoring inspection visit to Notre Dame Catholic Primary School**

Following my visit to your school on 28 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, I held meetings with you, other senior leaders, teachers, the Chair of the Governing Body and a representative from the diocese. Informal discussions were held with pupils and work books were scrutinised. The school improvement plan was evaluated.

#### **Context**

A class teacher will leave at the end of July 2013. A replacement has been made for September 2013. At the beginning of June, the school entered into a partnership with a local school.

## **Main findings**

The inspection outcome has made leaders more aware of the need to secure better pupil achievement. The revised development plan addresses the main areas needing improvement. Each development point has relevant identified actions, success criteria and milestones. However, milestones are not always specific enough or dates of completion are too vague or not urgent enough. In addition to this, success criteria are not always detailed or linked closely enough to actions.

Recent actions taken have resulted in a predicted rise in standards for most years. The results predicted for Year 2 and Year 6 at the end of July, if realised, will reflect improvement on the previous year. Weaknesses in teaching are being tackled more rigorously, as targeted professional development activities are addressing key points. For example, support has been given to improve marking, pupil assessment and writing. Work seen in books shows an improved level of marking since this support started. There are increased examples of pupils responding to questions written in their books. The training given to develop teacher's ability to more accurately assess pupils, has given them a realistic understanding of pupils' achievement against National Curriculum levels. Team meetings, and opportunities to observe teachers in other schools, enable them to discuss and understand good practice. The partnership is currently helping to secure more good teaching. Better training for teaching assistants is strengthening their contribution in lessons. Teachers say that they are planning more effectively with teaching assistants. Senior leaders have revised the lesson observation scheme to ensure there is a stronger focus on pupils' progress.

Work on improving behaviour is starting to have a positive impact. More effective rewards and sanctions are being used. For example, pupils say that receiving 'golden tickets' motivates them to behave well at all times. The behaviour policy has been revised and shared with parents. A meeting has been held with parents to reinforce the school's expected standard of behaviour and to gain support. Staff, including midday supervisors, have received training to improve their level of vigilance, and to ensure that they take a consistent line with any poor behaviour. School displays are beginning to celebrate pupils' good behaviour. The result of these recent measures has seen the number of lunchtime detentions significantly fall during June.

Members of the governing body have a good understanding of how well the school is improving. The new monitoring committee has begun to take an in-depth look at each aspect of the school's action plan. This is starting to provide good checks on the school's performance.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- sharpen the improvement plan so that the impact of actions, relevant milestones and success criteria can be fully measured. More precise time frames and outcomes are required that reflect a sense of urgency.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has provided effective support and scrutiny to ensure that school leaders maintain a realistic view of the progress they are making. There is planned support to improve teaching. The diocese is soundly reviewing the work of the school. The relatively new partnership is starting to build the confidence of teachers, and enable them to assess their practice more effectively.

I am copying this letter to the Chair of the Governing Body, the Southwark Diocese and the Director of Children's Services for Greenwich. This letter will be published on the Ofsted website.

Yours sincerely

Samantha Morgan-Price  
**Her Majesty's Inspector**