

Notre Dame Catholic Primary School

169 Eglinton Road, London SE18 3SJ

Inspection dates

16–17 May 2017

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- Since her appointment in 2016, the executive headteacher has continued to transform the school. She has high expectations of herself, staff and pupils. Together with other senior leaders, she has secured the necessary improvements to ensure that pupils receive a good education.
- Governors are determined to secure the best education for their pupils. They know the school well and offer valuable support. They effectively hold leaders to account for the performance of pupils.
- Teaching is now good. As a result, all groups of pupils across the school make good progress in a range of subjects. Standards are rising continuously.
- In 2016, attainment in reading, writing and mathematics at the end of key stage 2 was above the national averages. Pupils made better progress in writing than in reading and mathematics. They leave Notre Dame ready for secondary school.
- Pupils display excellent attitudes to learning. They are very well behaved.
- Pupils value their learning and rarely miss school. Attendance is above the national average. This contributes to the good progress they make.
- The vibrant early years environment offers children a wide range of stimulating activities to support their learning and development. They make good progress during their time in the Reception class. As a result, children leave early years well prepared for their learning in Year 1.
- Parents say that their children are well cared for. There are effective systems and support in place to ensure pupils' well-being. Consequently, pupils' personal development and welfare needs are met exceptionally well.
- The pupil premium funding is used wisely for the benefit of disadvantaged pupils. As a result, they make good progress.
- The most able pupils across the school are challenged in their learning. Sometimes, the most able pupils are not challenged sufficiently well in lessons to make the best possible rates of progress.
- Middle leaders have clearly defined roles and responsibilities. They know the strengths and development areas for their subjects. However, they do not analyse and evaluate pupils' progress consistently well in their related subjects.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment further by ensuring that the most able pupils receive appropriate levels of challenge in their learning to achieve highly and make the progress of which they are capable.
- Continue to develop the role of middle leaders so that they evaluate pupils' progress in their respective subjects effectively.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher is an insightful and visionary leader. She has a clear understanding of the direction she and leaders need to take to secure further improvements. She and senior leaders have made a positive difference to improving the quality of education provided. This is evident in the manner in which leaders regularly and robustly monitor the quality of teaching and track all pupils' progress.
- Staff value leaders' work. They share the same high expectations of leaders to ensure that pupils make good progress. Staff feel that they are valued members of the school community. As a result, staff morale is high. Staff say, 'Leaders are strategic, visionary and help staff to develop and are very supportive.'
- Leaders actively look for ways to make learning activities relevant and meaningful for pupils. They make alterations where necessary to ensure that pupils receive a well-rounded, stimulating and exciting curriculum. More recently, leaders have revised the curriculum so that pupils acquire skills across a range of subjects and apply these skills well. For example, pupils' written work from Reception Year through to Year 6, displayed around the school, clearly shows that pupils are developing writing skills expected for their age. The curriculum is adapted well to meet the learning needs of those who have special educational needs and/or disabilities. Consequently, outcomes for pupils have improved.
- Pupils told inspectors that they enjoy the wide range of enrichment activities offered to them. For example, they develop their leadership skills by participating in workshops with other pupils from London schools. This promotes their social development.
- Leaders and teachers promote fundamental British values effectively through Christian values and a range of activities such as the curriculum, assemblies, religious education and personal, social, health and economic (PSHE) education. Pupils wrote, 'We value democracy because we vote for school council leaders. We develop empathy because each of us is special and unique together. At Notre Dame we learn about and respect different faiths and beliefs.' Pupils are prepared well for life in modern Britain.
- Leaders ensure that additional funding is spent effectively to support pupils who have special educational needs and/or disabilities. They have a clear strategy, which is delivered by well-trained staff and through appropriate interventions. Leaders work closely with other professionals to meet these pupils' needs. Consequently, pupils who have special educational needs and/or disabilities make good progress.
- Leaders use the pupil premium funding astutely. They have clear plans to ensure that disadvantaged pupils make good or better progress in their learning and receive a well-rounded education. In 2016, disadvantaged pupils' progress at the end of key stage 2 in reading, writing and mathematics was above average compared with that of other pupils nationally. Money is also well spent to make sure that these pupils are provided with a wide range of enrichment opportunities, such as playing a musical instrument or being a member of the school choir.
- The school makes good use of the physical education (PE) and sport funding. Sports

coaches work with teachers to develop their abilities to teach PE effectively. Additionally, money is used to offer a range of sporting activities to pupils before, after and during the school day. Pupils' increased participation in sporting activities has enabled them to develop leadership skills and a good understanding of physical fitness and emotional well-being.

- Leaders promote equality of opportunity effectively. This is a highly inclusive school. Leaders rigorously check the progress of all groups of pupils to ensure that no pupil is left behind in their learning.
- The newly formed partnership with another local primary school is working well. Teachers and leaders at all levels work together to improve the quality of teaching and outcomes for all pupils.
- Leadership capacity has been built upon since the last inspection. Middle leaders have a good understanding of effective teaching related to their subjects and areas of responsibility. However, they are not yet secure in analysing and evaluating whole-school assessment information for their subjects.

Governance of the school

- Governance of the school is effective. Governors know the school well and are fully committed to achieving the best outcomes for pupils at the school. They ask leaders searching questions about pupils' performance.
- Governors are well trained on safeguarding matters such as safer recruitment practices and the 'Prevent' duty. They regularly visit the school to ensure that safeguarding procedures are robust and effective. Governors check that all adults who work with the pupils in the school are suitable and vetted appropriately.
- Members of the governing body know the impact of additional funding such as the pupil premium and the PE and sport premium funding. They ensure that any pay progression for teachers is related to their performance.

Safeguarding

- The arrangements for safeguarding are effective. Leaders work closely with the community, local authority and police to assess risks within the local area. All visits, including those within the local area, are assessed for any potential risks that may put pupils in danger. Pupils are taught about the risks associated with talking to strangers. They are also taught how to assess the risks themselves, particularly as the older pupils walk home by themselves at the end of the school day.
 - The school works closely with parents to ensure pupils' safety. Leaders work very well with external agencies to ensure that pupils are supported and safe. An overwhelming majority of parents and staff responding to Ofsted's online surveys agree that pupils are well looked after and safe at school.
- All staff have received the statutory training for keeping children safe in school. They

are well trained to protect pupils from the dangers associated with radicalisation and extremism. Staff follow the school's internal procedures for safeguarding pupils well when they need to raise any concerns.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning has improved since the last inspection. Leaders have put into place precise support plans to improve teaching in some year groups.
- Teaching is effective. Class teachers have good subject knowledge and understanding of the year groups they teach. They question pupils effectively to make sure that pupils have understood what is being taught. Teachers use a range of strategies effectively and offer exciting activities to promote learning in their classes.
- Pupils told inspectors that they enjoy learning. They say that teachers help them to understand their work. They say, 'It helps because we know we can do better in the future.' Learning walls in classrooms support and extend pupils' thinking and learning.
- Reading is given a high profile in the school and is taught effectively. Pupils told inspectors that they enjoy reading a range of books and it helps them with their writing. There are vivid and eye-catching reading corners in every class to promote the joy of reading. The school has a wide range of reading materials, including storybooks from different cultures, to encourage pupils to value diversity. One pupil wrote, 'A book is like a dream you hold in your hand.'
- Writing continues to be a strength of the school since the last inspection. Pupils are given a range of opportunities to apply their writing skills in a range of contexts and styles, for example writing a story from a different point of view. Pupils take great pride in presenting their written work neatly.
- Mathematics is taught effectively at key stages 1 and 2. Pupils learn a range of mathematical concepts and skills appropriate to their age, as outlined in the national curriculum. Pupils are given opportunities to apply their mathematics to problem solving, and develop reasoning skills. This is evident in pupils' books. Additionally, the work in pupils' books shows that pupils apply their mathematical skills to other subjects, for example science.
- Pupils talked enthusiastically about the range of subjects they learn, such as music, art, science, religious education and geography. Pupils' books and displays around the school shows that a breadth of subjects is taught.
- Pupils who have special educational needs and/or disabilities are well supported in their learning by teaching assistants. As a result, pupils make good gains in their learning. For example, an inspector observed how well pupils were being supported to answer questions on Tobago.
- During visits to lessons, inspectors noted that the most able group of pupils were challenged. Occasionally, the level of challenge for the most able pupils is not sufficiently effective. Opportunities for these pupils to deepen their knowledge and understanding are not always maximised.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils say that bullying is a rare occurrence at Notre Dame and adults take pupils' worries and concerns seriously. They are knowledgeable about the different types of bullying, such as online bullying. Most parents and staff agree that bullying is dealt with effectively, should it happen.
- Parents' comments received during the inspection show that the school provides excellent support that helps their children to learn better. One parent commented, 'The pupils get help and attention from the leadership and staff to make sure they are coping well and not missing out on learning.' Leaders are visible at the school gates every morning to meet and greet parents and pupils at the start of the school day. This creates a warm and caring ethos towards pupils and their families, which has resulted in a strong sense of community.
- Pupils told inspectors that they are safe at school. They say that adults in the school make them feel safe. Pupils are taught to stay safe on matters such as health and safety and road safety through assemblies, visiting speakers and the curriculum. Pupils are very knowledgeable about how to keep themselves safe when using the internet.
- Pupils who have specific needs are offered counselling to promote their well-being. They can talk to adults in a safe environment. This helps pupils to develop their self-esteem and confidence.

Behaviour

- The behaviour of pupils is outstanding. Pupils take great pride in their learning and achievements. They say that they like wearing their uniform because it gives them a sense of belonging to the school community, and they see themselves as representatives of Notre Dame.
- Pupils are true ambassadors of the school. They are extremely polite, respectful and courteous. During discussions with inspectors, pupils listened attentively to each other and respected their peers' views and experiences of school life. Pupils are confident, articulate and enthusiastic learners.
- Pupils' conduct is exceptional. They understand and follow the school's golden rules of behaviour very well. Pupils are fully conversant with the school's 'red' and 'green' card system for playtime and classroom behaviour. They conduct themselves in an orderly fashion around the school. As a result, the learning environment is calm and purposeful.
- Inspection evidence confirms that pupils display excellent habits of learning during lessons. In the words of one pupil, 'We enjoy learning because even when we make mistakes we learn from it.' This makes a positive difference to their progress.
- In 2016, attendance for all pupils was above the national average, particularly for pupils eligible for free school meals. Persistent absence was below the national average for all pupils. Since the beginning of this academic year, 2016/17, attendance has been

97.6%, which is above the national average. Pupils' regular attendance at school means that they value and capitalise on learning time that contributes to the good progress they make.

Outcomes for pupils

Good

- Improvements in the quality of teaching and learning since the previous inspection have resulted in better outcomes for all groups of pupils. As a result, the vast majority of pupils are making good progress in a range of subjects across the curriculum.
- Leaders have a rigorous assessment system to track pupils' progress in reading, writing and mathematics. It is based on national age-related expectations, pupils' starting points and progress of key groups of pupils. Leaders regularly identify the strengths and next steps, which informs teachers on how best to improve outcomes for targeted groups of pupils. This ensures that no pupil is falling behind in his or her learning.
- In 2016, attainment at the end of key stage 1 was above the national average in writing and mathematics. However, boys' attainment in reading was below the national average. Leaders have identified the reasons behind this and have put interventions and support in place to address this. Inspectors listened to boys reading in Year 2. They are confident readers who read fluently and enjoy reading. The school's assessment information shows that boys are now making good progress in their reading.
- Last year, attainment at the end of key stage 2 was above the national average in science. However, attainment at key stage 1 was below the national average in science for all groups of pupils except girls. The work in pupils' science books shows that pupils are developing scientific knowledge and skills according to the standard expected for their age. Furthermore, the work in pupils' books shows that they are working at the expected standards for their age in other subjects. Leaders monitor the pupils' progress in subjects such as geography through a range of activities, such as talking to pupils and scrutinising their books. Consequently, all pupils make good progress across a range of subjects.
- In 2016, overall attainment at the end of key stages 1 and 2 was above the national average in writing. During visits to lessons, inspectors noted how well pupils are developing their writing skills. The school's assessment information, displays around the school and the work in pupils' books show that pupils in all year groups currently in school make good progress in their writing.
- Phonics continues to be a strength of the school. In 2016, the proportion of pupils who met the expected standard in the phonics check was well above the national average. Disadvantaged pupils performed better than other pupils nationally. Pupils apply their phonics knowledge well to reading and spelling unfamiliar words.
- Pupils who have special educational needs and/or disabilities make good progress because of the well-targeted support and interventions that are put in place to meet their needs. This is evident in their exercise books.
- Disadvantaged pupils make good progress in reading, writing and mathematics. They benefit from a range of teaching and learning opportunities that are made available through the additional funding. Leaders carefully monitor their progress to ensure that

they make good or better progress. Teachers have a good understanding of how best they can support pupils who are falling behind to diminish the differences between them and other pupils.

- Most-able pupils across the school, including those who are disadvantaged, make progress in a range of subjects. However, the work in pupils' books shows that the most able pupils do not always make the progress of which they are capable. Sometimes, the level of challenge in lessons for these pupils is not sufficiently strong.

Early years provision

Good

- Leaders have maintained a good standard of education in the early years since the last inspection. They have accurately identified the strengths and weaknesses and put in place an action plan to secure further improvements.
- Children enter the early years with knowledge, skills and understanding that are below those typical for their age. This is particularly the case in communication and language, literacy and mathematics. Teaching in the early years is effective. As a result, children leave the early years well prepared for their learning in Year 1. In 2016, the proportion of children who achieved a good level of development was above the national average. The school's assessment information shows that the proportion of children currently on track to reach a good level of development in 2017 is above the national average.
- Phonics is taught effectively in the early years. During visits to the Reception class, inspectors observed how well children are applying their phonics knowledge and skills to read and write. This is apparent in the poems children wrote about farms, which are displayed in the classroom.
- The early years provision is bright and stimulating, which makes learning fun. Adults offer children exciting and meaningful activities that encourage children to think and promote their learning and development. For example, children are offered the challenge of working out the route a robot is going to take through a map of the jungle. This supports children's development in mathematics, language and fine motor skills.
- The outdoor area is small, but adults use it effectively to provide interesting opportunities for children to learn and develop. For example, they can construct models from plastic bricks, explore and learn about insects, and investigate numbers.
- There are clear structures and well-established routines in place. Children interact well with each other and adults. They are very well behaved.
- There are strong links with parents. There are plenty of opportunities for parents to get involved in their children's learning and development through a range of activities, such as workshops and book clubs. They contribute to their children's learning journals by writing their observations and their child's achievements on 'wow' cards. This provides good continuity for children's learning.
- Inspection evidence shows that the most able children in the Reception class are not sufficiently challenged in their learning. Occasionally, children in the early years, especially the most able, are ready for stronger levels of challenge in their learning to

make even better progress. Consequently, they do not make the progress of which they are capable.

School details

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| Unique reference number | 100179 |
| Local authority | Greenwich |
| Inspection number | 10031710 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 199 |
| Appropriate authority | The governing body |
| Chair | Susan Peach |
| Executive headteacher | Lisa Lazell |
| Telephone number | 020 8854 0585 |
| Website | www.notredame.greenwich.sch.uk |
| Email address | headteacher@notredame.greenwich.sch.uk |
| Date of previous inspection | 23–24 April 2015 |

Information about this school

- The school meets requirements on the publication of specified information on its website.
- There is a new partnership between Notre Dame Catholic Primary School and Cardwell Primary School. The executive headteacher was appointed in September 2016. She worked closely with the previous executive headteacher and deputy headteacher to ensure a smooth handover of responsibilities.
- This school is smaller than the average-sized primary school. The proportion of girls is well above the national average. The proportion of pupils supported by the pupil premium funding is above average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well above average. The largest minority ethnic group of the school population is of Black African heritage.
- The proportion of pupils who have special educational needs and/or disabilities and

receive support is well above average. The proportion of pupils who have education, health and care plans is well below the national average.

- The school meets the government current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- Inspected visited 17 lessons to observe pupils' learning. Some visits were conducted jointly with senior leaders. Additionally, inspectors scrutinised pupils' books both during the visits to lessons and independently.
- Inspectors spoke with pupils within lessons, and during playtime and lunchtime. The lead inspector met formally with two groups of pupils. One group was composed of the most able pupils at key stage 2. Four pupils accompanied the lead inspector on a tour around the school. They expressed their views and experiences of the school and learning.
- Inspectors listened to pupils read in Years 2 and 6.
- Inspectors held meetings with the executive headteacher, deputy headteacher and other senior leaders, including the special educational needs coordinator. In addition, inspectors met with a group of staff.
- Inspectors met with members of the governing body. A meeting was also held with a representative from the local authority.
- An inspector attended an assembly on the second day of the inspection.
- Inspectors analysed 22 responses to Parent View, Ofsted's online questionnaire, and 10 free-text responses. Inspectors talked to parents informally in the playground at the start of the school day on both days of the inspection.
- The 19 responses to Ofsted's staff questionnaire were also analysed.
- Inspectors scrutinised a range of school documentation, including: the school's self-evaluation; action plans for improvement; documentation related to safeguarding; assessment information on pupils' progress; information on behaviour and attendance; and minutes of governing body meetings.

Inspection team

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Ofsted Inspector

Ogugua Okolo-Angus

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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