

Inspection of a good school: Notre Dame Catholic Primary School

169 Eglinton Road, London SE18 3SJ

Inspection dates:

2 and 3 February 2023

Outcome

Notre Dame Catholic Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. In lessons, they are enthusiastic learners and work hard. Pupils enjoy working with other pupils and also work well on their own.

Pupils feel safe at school and trust staff to look after them. They know that if they have any concerns, they can talk to an adult at school, who will help them. Pupils comment that it is easy to make new friends here. Parents and carers value the community spirit that leaders have created. Bullying is not a problem at the school. If any issues arise, adults deal with them quickly.

Adults have high expectations of pupils' behaviour. Pupils behave in a calm and safe way throughout the school. They are polite to staff and each other. Pupils enjoy receiving 'gold cards' for positive behaviour, and they demonstrate the school's values of friendship and honesty.

Leaders offer lots of opportunities for pupils to develop their interests and talents. For example, pupils can join the school band or train with a local professional football team. Pupils enjoy learning through trips to local museums and hearing about different professions and interests from visitors.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum that helps pupils to build their learning in a wide range of subjects over time. They have thought carefully about pupils' interests and how they like to learn. In the early years, staff prepare children well for future learning. For example, in mathematics, children learn about using the terms 'more' and 'less'. This helps then when they learn about addition and subtraction in Year 1.

Leaders are reviewing the curriculum. In some subjects, leaders have not yet identified the most important content pupils need to learn. In these subjects, not all pupils build knowledge securely.

Staff provide opportunities for pupils to practise their speaking and listening skills, learn new vocabulary and apply what they have learned in different subjects. In English, for example, pupils read novels that link to their history and geography learning. Teachers check carefully how well pupils are learning and adapt lessons as necessary. They revisit previous learning and help pupils to connect this with new learning. In mathematics, for example, pupils in Year 6 used what they already knew about multiplication and division to help them simplify fractions. Pupils spoke about how useful the classroom displays are in helping them with their current learning.

Leaders have prioritised the teaching of early reading. All staff receive training in early reading, and they deliver the phonics programme consistently. This helps pupils to learn new sounds securely. Staff support those who have fallen behind in their reading, helping them to catch up quickly. Leaders have invested in a wide range of books, and each class has an inviting book corner. Pupils use this to make suggestions of books they would like to read. Younger pupils enjoy listening to different stories each day.

Leaders ensure that all pupils have opportunities to deepen their thinking. In history, pupils learn about different time periods and how historians analyse these. Pupils in Year 3 used a range of sources to talk confidently about the differences between life in the Bronze Age and Iron Age. Leaders identify pupils with special educational needs and/or disabilities promptly. They work closely with staff to understand pupils' individual needs and the best way to support them. Teachers adapt learning effectively so that all pupils achieve well.

Pupils are keen to take part in lessons. The youngest pupils benefit from clear routines. Pupils know how to organise themselves, and they can use different learning resources independently. Behaviour does not get in the way of pupils' learning.

Leaders ensure that the curriculum prepares pupils for life beyond school. For example, pupils have opportunities to learn about first aid, resilience and mental health. Older pupils visit the Houses of Parliament to help them learn about democracy. Leaders offer activities such as horse riding to help pupils build their confidence.

Staff spoke highly of the support they receive from leaders and of the professional development opportunities on offer. They are proud of their school and the achievements their pupils make.

Safeguarding

The arrangements for safeguarding are effective.

Comprehensive training for all staff helps them to identify pupils at risk early. Leaders keep staff up to date regarding statutory guidance. Staff know and follow the school's procedures to keep pupils safe.

Leaders work with a range of partners, such as the local authority, to ensure that pupils and families receive the help they need. Governors attend regular training and use their knowledge to support leaders effectively. For example, they ensure the safe recruitment of staff. In lessons and assemblies, pupils learn how to keep themselves safe. This includes online safety and learning about local risks such as road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not yet identified what is the most important content pupils need to learn. As a result, not all pupils build secure knowledge in these subjects over time. Leaders should continue their review of the curriculum to identify the specific knowledge and skills that pupils need to know in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	100179
Local authority	Greenwich
Inspection number	10241955
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair of governing body	Pat Peters
Headteacher	Nicola McNelis
Website	www.notredame.greenwich.sch.uk
Date of previous inspection	16 and 17 May 2017

Information about this school

- The school is a Roman Catholic faith school. The last section 48 inspection under the Education Act for schools of a religious character took place in October 2015.
- A separately registered provider runs an after-school club on site.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation of the school.
- Meetings were held with governors, the headteacher, senior leaders, a representative from the local authority and a range of staff and pupils.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- The inspector looked at a number of documents, including leaders' evaluation of the school and priorities for improvement. The inspector scrutinised the school's single central record of pre-employment checks and other records and spoke to the school's designated safeguarding lead.
- The inspector considered the views of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

Inspector

Nick Flesher, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023