

# Notre Dame Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	100179
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	276268
<b>Inspection dates</b>	2–3 May 2006
<b>Reporting inspector</b>	Glynis Bradley-Peat

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bill Laws Ms Frances Neligan
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	169 Eglinton Road London SE18 3SJ
<b>Telephone number</b>	020 8854 0585
<b>Fax number</b>	020 8317 9948

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Notre Dame Catholic Primary School is smaller than average. It serves an area of mixed housing in Plumstead and Greenwich. Over a third of the pupils are entitled to free school meals. A large majority of pupils are from minority ethnic groups. More pupils than in most schools are in the early stages of learning English. The number of pupils with learning difficulties or disabilities is above average but the number with a statement of educational need is below average. The profile of the school has changed in recent years, with a reducing number of Vietnamese and a growing number of families from African backgrounds. The school has received the 'Healthy Schools Award'.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade:**

### What the school should do to improve further

- Raise achievement and standards in English, mathematics and science in Years 3 to 6, especially for higher attaining pupils.
- Eradicate inadequate teaching, ensuring that a higher proportion is of good quality and that work set in lessons is well matched to pupils' needs.
- Ensure that all aspects of the planned curriculum are delivered effectively in every class.
- Develop the strategic leadership and management skills of the subject leaders and governors so that they can make a greater contribution to school improvement.

## Achievement and standards

**Grade:**

### Personal development and well-being

**Grade:**

### Quality of provision

#### Teaching and learning

**Grade:**

The quality of teaching and learning is inadequate and has declined since the last inspection. As a result pupils make unsatisfactory progress and do not achieve as well as expected. Teaching is good in the Foundation Stage and satisfactory in Years 1 and 2. Teaching in Years 3 to 6 is inadequate.

The main weakness is in providing challenge to the pupils who are more able. Work is often poorly matched to pupils' needs and fails to take account of what they already know. In one lesson, more able pupils completed the second part of a mathematics task before being told to, because they knew how to do it. Expectations were low and the pace of learning was too slow, resulting in restricted progress. The subject knowledge of some teachers affects the delivery of some areas of the curriculum, notably information and communication technology (ICT).

Assessment systems are in place but are not used consistently. Each teacher has clear information about National Curriculum levels, but they do not use this effectively to inform their planning. Pupils are set targets in literacy and numeracy, but they are not always clear about how to achieve them.

Teaching assistants provide good support for individuals and groups who have been identified as needing extra support to 'catch up' or who have learning difficulties.

### Curriculum and other activities

**Grade:**

The curriculum is inadequate. Pupils do not always have equal access to all aspects of the curriculum. Although there is a helpful overall curriculum plan, in practice in some classes, some subjects, including information communication technology (ICT), are not given enough

prominence if the teacher is not confident in those areas. This is a key weakness. Another is the lack of after school clubs offered to younger pupils. This affects their enjoyment.

The Foundation Stage curriculum is well planned. However, in Years 1 to 6, there are too few links made in lessons between subjects and the lack of planning for pupils to use literacy in other subjects slows their progress.

There are after school clubs for pupils in Years 3 to 6 which are well attended by boys and girls and extend sports opportunities. There is also a choir and pupils have the opportunity to learn the guitar, violin or recorder. Visits and visitors to school enhance pupils' knowledge and enrich their experiences.

## **Care, guidance and support**

### **Grade:**

The quality of care, guidance and support is satisfactory. The school has undertaken checks to ensure that all the staff are suitable to work with children. Child protection procedures and risk assessments are in place. Vulnerable pupils are supported well and pupils know where they can find a trusted adult.

Healthy lifestyles are promoted and the school has gained a 'Healthy School' award. Pupils are involved in many community events and their participation in the Safe Travel Plan encourages them to think about local issues and personal safety.

The academic guidance and support given to pupils is satisfactory. Pupils' progress is regularly tracked and targets are set. However, when asked, pupils are not clearly able to explain how they can reach their learning targets. Marking of pupils' work is usually thorough and encouraging but does not tell pupils often enough how they can do better.

Support for pupils with learning difficulties and those whose first language is not English is well managed and effectively delivered.

## **Leadership and management**

### **Grade:**

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## **Text from letter to pupils explaining the findings of the inspection**

Children

As you know, I visited your school recently with another inspector and I am writing to you to let you know what we found out about your school. I would like to thank you all for being so kind and helpful during our visit. We enjoyed the time we spent with you all.

Even though Notre Dame is a happy school which most of you enjoy, there are some important things which the school needs to do as quickly as it can to make it better. Your head teacher knows what these things are. Your teachers need to help you to learn better in English, mathematics and science in Years 3 to 5 particularly. We feel that many of you are not doing as well as you could be because some of you told us you find your work too easy and that you sometimes learn about things you already know. We agree with you, so we have asked your teachers to make sure that your work is just right for you. The teaching needs to be better so that it is good in all classes. More of the school's governors should visit the school so that they get to know you better. You can help too by always doing your best work.

Thank you again. We both wish you all a happy and successful time at Notre Dame.

Kind regards

Glyn Bradley-Peat

Lead Inspector