

Prospects Learning Services Ltd  
132-138 High Street  
Bromley  
Kent  
BR1 1EZ

T 020 8313 7760  
F 020 8464 3393

Ofsted helpline  
08456 404045



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Ms Frances Neligan  
The Headteacher  
Notre Dame Catholic Primary School  
169 Eglinton Road  
London  
SE18 3SJ

Dear Ms Neligan

#### OFSTED MONITORING OF SCHOOLS WITH NOTICE TO IMPROVE

Thank you for the help that you and your staff gave when I inspected your school on 16 November 2006, for the time you gave to our telephone discussions and for the information that you provided before and during my visit.

Please pass on my particular thanks to pupils and Chair of Governors with whom I held discussions, and to your local authority (LA) representative, who made the time to visit me.

As a result of the inspection on 2 and 3 May 2006, the school was asked to:

- raise achievement in English, Mathematics and Science in Years 3-6, 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 of the subject leaders and governors so that they can make a greater contribution to school improvement.

Having considered all the evidence, I am of the opinion that the school is making satisfactory progress in addressing the points for improvement.

Satisfactory progress has been made in raising achievement in Years 3 to 6. Achievement in Years 5 and 6, including that of more able pupils, has improved well because of the quality of teaching. Results at the end of Year 6 in 2006 were better than those of 2005. The results from recent tests indicate that the current Year 6 are likely to exceed their challenging targets. There has been a good improvement in pupils' achievement in writing across the school because of a new initiative aimed at encouraging pupils to write. Although improvements have been made in achievement, in Years 3 and 4 too many pupils, including the more able, are continuing to make less than the expected progress. This is due to the quality of teaching and disruption caused by staff changes. Across the school, pupils' achievement in mathematics has improved due to better planning, but the impact has not been as great as in writing because of the quality of teaching. Good teaching in Year 6, and an increased emphasis on practical activities, have had a positive impact on pupils' achievement in science; it is likely that the science results in 2007 will be higher than those of 2006.

Because of changes in staffing, the school's close monitoring and the local authority's support there has been satisfactory improvement in the quality of teaching. The proportion of good teaching has increased, but inadequate teaching has not been totally eradicated. All teachers in Years 3 to 6 are planning appropriately for pupils of different abilities but in mathematics there remains insufficient challenge for the most able pupils. In Years 3 and 4 the pace of learning is too slow and some tasks also lack challenge.

Overall there has been satisfactory progress in making sure all pupils regularly use information and communications technology (ICT). This is due to the support of the LA in supplying additional staffing, the school's efforts to improve resources and increased staff confidence and expertise in this subject.

As the LA has provided a good level of support to all subject co-ordinators, there has been satisfactory progress in developing their strategic leadership and management. Subject leaders are now increasingly accountable for their subjects and are having an impact on pupils' achievement. As a result of the English co-ordinator's initiatives, pupils' achievement in writing has improved. Subject leadership in mathematics has improved and this has influenced the quality of planning but has yet to have a significant impact on raising pupils' achievement. The new science co-ordinator's effort to increase the amount of investigative work is already raising pupils' achievement, especially in Year 6.

There has been good progress in developing the governing body; it has been strengthened through recent restructuring. The number of governors has increased, as has their willingness to attend meetings and undertake training. Key decisions made by the governors, such as allocating additional resources

to ICT and supporting the headteacher in dealing with staff, are all helping the school to improve.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

David Watson  
Additional Inspector