

# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 100179**

**Notre Dame Catholic Primary School**

**169 Eglinton Road**

**Woolwich**

**SE18 3SJ**

**Inspection date: 6<sup>th</sup> March 2023**

**Chair of Governors: Mrs Pat Peters**

**Headteacher: Mrs Nicola McNelis**

**Inspectors: Mrs Colette Doran-Hannon**

**Mr Stephen Horsman**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
Tel 01689 829331

**Interim Director of Education: Angela Cox OBE**



### Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

Notre Dame is a one form entry Catholic voluntary aided primary school within the Local Authority of Greenwich and situated within the Greenwich Deanery of the Archdiocese of Southwark. The principal parish which the school serves is St Joseph's. Some pupils attend church elsewhere. The proportion of pupils who are baptised Catholics is 59%. The average weekly proportion of curriculum time given to Religious Education is 10% in all key stages.

The school takes pupils from 4-11 years and the number of pupils currently on roll is 182.

The attainment of pupils on entry to the school is below average. The vast majority of pupils, 90.76% come from minority ethnic backgrounds. The proportion of children who speak English as an additional language is 27.8%. 38% of children are in receipt of free school meals. The proportion of children with SEND is 11% which is slightly below the national average.

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## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Notre Dame is a good Catholic school because:

- Notre Dame is a good school with outstanding provision for Catholic life. It is a warm and welcoming school where pupils are happy and confident. Notre Dame thrives as a Catholic community based on Gospel values. It offers a good standard of Catholic education with strong leadership and clear Catholic vision from the school leaders.
- Good quality teaching and learning in religious education results in good outcomes for most pupils. Pupils are a credit to the school. They share their enthusiasm with all through articulate conversation. They are proud of their school and enjoy being part of this strong community.
- Parents are highly supportive and overwhelmingly positive about their experience with the school, one parent commenting “It has been such a great honour and privilege for my children to be part of the Notre Dame Catholic Primary School. “
- Pupils live joyfully in the service of others and gladly take on leadership roles in the school which enhances their personal and social development.

## WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Further enhance the leadership roles of pupils to enable them to be part of the evaluation of the Catholic life and mission of the school.
- Ensure that pace and feedback in lessons enables all groups of learners to make as much progress as possible within lessons and over time.
- Engage in moderation opportunities with local Catholic schools to promote high standards of education across the deanery.



## Overall Effectiveness

How effective the school is in providing Catholic Education.	2
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### Catholic Life

	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school.	1
How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.	1

### Religious Education

	2
How well pupils achieve and enjoy their learning in Religious Education.	2
The quality of teaching, learning and assessment in Religious Education.	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	2

### Collective Worship

	2
How well pupils respond to and participate in the schools' Collective Worship.	2
The quality of provision for Collective Worship.	2
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	2

## CATHOLIC LIFE

1

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

Notre Dame is a happy and safe school for pupils where everyone strives to do their very best. The pupils and staff all endeavour to live by the gospel values and this is recognised by parents as a strength of the school. These values are lived out every day by everyone and are used to ensure that every pupil achieves their full potential. This mission is supported by all staff. The values have been chosen by the pupils who have contributed to the mission statement which allows them to truly live the mission. The pupils are excellent ambassadors for the school. They tell us that they are happy and they enjoy school. They feel safe, know who to speak if they have concerns, and understand that all staff care about them and their success. As a result they are articulate, confident and very proud to be part of the Notre Dame school community.

Adults are excellent role models, living out the gospel values in school and demonstrating to pupils how these values can be lived out in life.

Pupils are offered the opportunity to apply for leadership roles in the school, such as monitors and Prayer heroes, putting into practise the leadership values they have read and understood in scripture.

Pupil behaviour is exemplary. In lessons and beyond the classroom, pupils demonstrate the school's values and as a result they are respectful to one another and to adults in the school. They have a strong moral compass and clearly understand the principles of Catholic Social Teaching within the context of the school and beyond.

**The quality of provision of the Catholic Life of the school is outstanding.**

Notre Dame school is filled with displays that celebrate its culture and ethos. This has led to pupils being proud of the school, their culturally diverse backgrounds and the faith that draws them together as a community. Prayer heroes are taking a lead in the construction, development and use of the school prayer garden. Classes are named after relevant saints and pupils learn about these special people and their impact on the Catholic faith.

Across the whole curriculum children are taught to recognise and value differences and that God loves everyone. Following the previous inspection, the school has implemented a thorough relationships, sex and health education programme which fully meets the requirements of the Diocese and the needs of the community in an age appropriate manner.



Pupils are given the opportunity to raise funds for those less fortunate than themselves. They recognise the importance of doing this and can link these activities to Catholic Social Teaching principles in an articulate manner. Pupils are committed to the charitable works and are ready and willing to choose the charities for themselves.

There are links with St Joseph's parish church and each class attends St Joseph's each half term to take part in the parish Mass. The parish priest also celebrates the Sacrament of Reconciliation during Lent for the pupils in Years 4, 5 and 6. In addition, he visits to talk to Year 6 about vocations and commitment giving pupils time to reflect on these and ask pertinent questions.

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

The head teacher, leadership team and governors, are deeply committed to the mission of the Church and provide the environment that develops the pupils' spiritual and moral life. Governors alongside senior leaders continually evaluate and improve provision for the Catholic life of the school. The governing body is ambitious for the Catholic life of the school and the Chair of governors is the link governor for Catholic life. She provides both support and challenge for leaders at all levels during governor meetings and visits to the school. Governors have input into the self-evaluation of the Catholic life of the school and work with the diocese to celebrate the work achieved at the school.

Teachers from non-Catholic backgrounds feel supported by leaders through clear lines of communication during induction and beyond. They are fully committed to the Catholic mission of the school. The parental body are overwhelmingly supportive of the school with one parent commenting "It has been such a great honour and a privilege for my children to be part of Notre Dame Catholic Primary school". There is a valued tradition where by parents and staff who were once pupils at the school themselves, send their own children to the school or are employed at the school, and this demonstrates how well the school is valued in the local community. Governors recognise the challenges that the school faces, and as such are supportive of the work that leaders do.

## RELIGIOUS EDUCATION

2

### **How well pupils achieve and enjoy their learning in Religious Education is good.**

Pupils enter the school at a below-average level. Pupils clearly enjoy their religious education lessons and recognise their importance in the school. They engage well and are keen to show what they already know. They have a very good understanding of biblical passages and in some lessons were able to apply this to current learning.

Teachers have high expectations for all pupils and encourage them to do their very best and to take pride in the presentation of work in their religious education books. At times the pace of some lessons does not enable pupils who have greater knowledge to move on in their learning. Whilst using the time to explain to others, who may not be as religiously literate, will have some positive impact on their ability, more able pupils would benefit from starting tasks independently so as to achieve a greater depth of understanding.

Behaviour in lessons observed was remarkable, with the vast majority of pupils on task and motivated by their learning. Pupils are enthusiastic and want to engage in the opportunity for paired and group discussion. Pupils are confident and those who require scaffolding and support are given this in order to succeed.

### **The quality of teaching and assessment in Religious Education is good.**

Teachers at Notre Dame plan well-resourced and effective lessons using the scheme 'Come and See'. The school ensures that all pupils learn about other faiths in a respectful manner. The school uses art to support pupils in interpreting the scripture. Pupils can describe how artists have used creativity to give their perspective. One lesson observation required the pupils to recognise conscience in the artist's portrayal. Well thought out questions enable pupils to recall prior knowledge and biblical passages. In key stage one, role play is used to engage pupils in the learning, making it exciting and memorable for them.

All classrooms had well used and well looked after religious focal points which were used as a part of lessons. Classroom displays were referred to during lesson times and were a good point of information in lessons observed. Good use of quiet music set the tone for lessons enabling pupils to regulate and reflect on learning in a calm environment. All work in books was marked though teacher feedback was not consistent across all books. The school makes good use of verbal feedback to help the children progress further. Leaders recognise the need to develop a consistent and relevant approach to written feedback to move children forward and allow them to respond.



The leader for religious education collects data three times a year and uses the information collected to make plans, alongside teachers, which removes barriers to learning for pupils not making expected progress. This targeted approach was seen in action in lessons observed and had impact on those children, for example a pupil having a question restructured so that they could answer, enabling the pupil to be successful.

Professional development is provided by leaders and the school engages well with the diocese in ensuring that non-Catholic teachers are provided with the support they need to teach religious education successfully.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is good.**

The leadership of religious education is good. Leaders and governors have fully addressed the areas for development from the last inspection. Leaders are clear about their areas of strength and their next steps for further improvement. Religious education has a significantly high profile within the school development plan making it a priority for all staff. Alongside leaders, governors work on the self-evaluation of the school to ensure that religious education is monitored and data analysed and has parity with other core subject areas. Governors are a presence in the school, making regular visits where they have the opportunity to see for themselves what is reported at governor meetings by school leaders.

Date Published: 21st May 2023

## COLLECTIVE WORSHIP

### **How well pupils respond to and participate in the school's Collective Worship and Prayer Life is good.**

Notre Dame school is a prayerful community where pupils and staff regularly engage in various prayers, liturgies and reflection times. Pupils are reverent and attentive, engaging well in the opportunities for worship provided. Class times for prayer, particularly at the start of lessons, allow the pupils to share personal petitions. They do so with confidence because they feel that the school is a safe environment. Collective worship is central to the life of the school, and praying together is part of the daily experience for pupils and staff. Pupils recognise that prayer is a communication with God and use a variety of ways to approach prayer. In times of silence, there is a reverent atmosphere. Staff and pupils pray throughout the day at Notre Dame; the school prayer brings the community together and they recite it harmoniously.

Pupils across the school are keen to use the prayer garden more and this will be planned for and led by the prayer heroes. This group of pupil leaders are well respected by other pupils. Parents acknowledge the honour it is for their children to have their child's application accepted for the role. Prayer heroes record acts of worship that are shared across the school. They plan and deliver these with some support from the religious education leader. Pupils have the opportunity to read at assemblies and are encouraged to volunteer for these roles. Each class has their own prayer book, this strengthens the link between home and school and pupils are encouraged to write, draw and colour in these books independently. The prayers are then shared with others in the class, pupils take care of these books because they recognise them as special.

### **The quality of provision for Collective Worship and Prayer Life is**

Collective worship is central to the life of the school for all pupils and all staff. The school provides a range of formal and informal opportunities to pray and children are confident to develop their own prayers to be shared with others. Opportunities for attending/participating in Mass in the parish are frequent. The Church's liturgical year is followed and plans are made to ensure that all pupils have the opportunity to participate regardless of their faith background. Leaders have identified that they would like to further improve pupil knowledge and accessibility to the Church's liturgical year and feast days. Classes are well resourced for collective worship which ensures that focal areas are beautifully presented and relevant to the pupils. Pupils are encouraged to express their ideas and thoughts and explore various forms of worship. Their reflections are recorded in their big class book, which demonstrates with pride the impact of prayer on the lives of the community.



**How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is good.**

Governors and school leaders work together to ensure that pupils' spiritual development is well developed during the time they spend at Notre Dame. Pupils are given the opportunity to pray across the day and this time is special to them. There is monitoring of collective worship in the school by the religious education leader; promoting how important prayer and liturgy is to the whole school community. This also ensures that the quality of worship remains good and she makes clear it can improve further. Staff are beginning to promote pupils' planning and leading of collective worship across the school and pupils are excited about the opportunities this presents to them.

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