



Phone: 0141-287 4551
Fax: 0141-287 4895
Our Ref: MMcK/SLA
Date: December 2019

Dear Parent/Carer

Inspection Report: Notre Dame Primary School

Notre Dame Primary School was inspected by Education Scotland in February 2018 as part of the national inspection programme. Following this visit, a report was published in May 2018.

As a result of the good performance, and the record of improvement Education Scotland advised that they did not intend to make any further visits or reports in relation to this inspection. Therefore, an action plan was prepared by the school, and Glasgow City Council's Education Services was asked to report on progress.

The following provides a summary of the progress made in relation to each recommendation of the action plan.

- *Continue to refresh the school's vision, values and aims involving all stakeholders.*

Effective leadership has enabled the school community to collaborate on refreshing the school's vision, values and aims. Stakeholders have been consulted and their views considered. The principles of Nurture and Gospel Values clearly underpin this work.

The school has further developed its curriculum rationale. Good progress has been made in effectively planning a curriculum which is relevant, meets the needs of learners and has appropriate pace and challenge. As part of this work, Glasgow's Improvement Challenge strategies for literacy and numeracy have been put in place with for example "Glasgow Counts" training; enhancing approaches to teaching numeracy. Pupil Equity Funding has been used to support developments in nurture and in supporting children's health and well-being. Opportunities for wider achievement have also been enhanced through new initiatives and skills clubs.

- *Continue to improve learning, teaching and assessment across the school ensuring an appropriate level of pace and challenge.*

The Headteacher has effectively implemented a strategic overview of approaches to learning, teaching and assessment. Staff have engaged with professional learning opportunities provided within the school. These have included programmes provided by Education Services, which support professional dialogue on key aspects of how teachers best meet children's needs. This is resulting in a more consistent understanding of effective learning and teaching approaches across the school with Assessment is For Learning approaches becoming embedded. As a result children's learning experiences are improving, with almost all reporting that they enjoy their lessons, that they are appropriately challenged and supported and have increased opportunity for personalisation and choice.

A quality assurance calendar supports the sharing of practice in learning, teaching and assessment. The senior leadership team observe learning to provide staff with feedback on strengths and areas for further development. This is further supported by teachers working together to share practice. The professional review and development process is now clearly focused on improving learning and teaching.

Systems for tracking children's progress in literacy and numeracy have been improved and moderation of learning is developing in school, within peer networks, and across the learning community. Participation in moderation activities and engagement with national benchmarking standards is increasing staff confidence in evaluating progress in attainment.

- *Develop a well-planned and progressive programme for health and well-being.*

The school has continued to develop its approaches to health and well-being. The Headteacher and senior staff have a clear focus on improving the health and well-being of all children. Staff know children well and systems are in place to identify and record personalised targets for children. The school engages with a range of partners including Psychological Services, Health Services and Social Work to provide support to children and families.

Child protection and safeguarding is a key focus for the work of the senior leadership team. The school focuses on the principles of nurture and have developed a nurture room to support children. Staff are committed to working to improve outcomes for children and families.

Staff continue to apply the principles of GIRFEC (Getting It Right for Every Child) to provide targeted support to children and families. All teachers use GIRFEC indicators to assess the well-being of children and plan appropriate interventions.

- *Continue to work to raise attainment and achievement further for all children.*

The Headteacher and senior leadership team continue to focus on raising attainment for all children. Almost all children are making appropriate progress in attainment in literacy and numeracy. Attainment in literacy and numeracy at all stages compares favourably with other comparator schools.

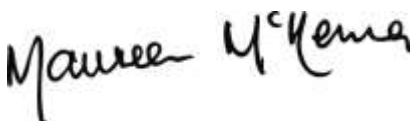
The leadership team analyse data to consider further school initiatives to sustain improvements in attainment and track the progress of children through professional dialogue and planning with staff. This allows a sustained focus on securing further improvement as staff make professional judgements about the next steps in learning for children and targeted groups.

The school have worked hard to maximise attendance which achieved a rate of 95.1% in the current year. This is above the national average. Exclusion rates are zero, which is commendable and reflects the inclusive nature of the school community.

Children have a wide range of opportunities to achieve across the school. Children's achievements are celebrated in class and assemblies and shared with parents.

Overall, Notre Dame Primary school has made very good progress in meeting the main points for action identified. Education Services will therefore not provide any further report in connection with the original report of May 2018 but will continue to monitor and support the establishment as part of our commitment to ensuring the highest quality of education for all.

Yours sincerely



MAUREEN McKENNA
Executive Director of Education

cc Jim Wilson, Head of Service
David Byrne, Quality Improvement Officer
Andrea Reid, Senior Education Officer
Christina MacDonald, Headteacher, Notre Dame Primary School