

Inspection of Notre Dame du Rosaire Catholic Primary School

Burnt Lane, St Peter Port, Guernsey GY1 1HL

Inspection dates: 18 and 19 March 2026

The quality of education	Good
Behaviour and attitudes	Good
Personal development and welfare	Excellent
Leadership and management	Good
Early years provision	Good

What is it like to attend this school?

Pupils are rightly proud of this school as a unique and special place to learn. They value their school's inclusive and welcoming ethos that helps them to feel safe. Pupils who join the school, other than at the usual transition points, feel well looked after from the moment they begin. One pupil reflected the view of many saying, 'Everyone is kind and loving and we are never left out.' Pupils have no concerns about bullying.

The school has high expectations of what pupils can achieve. Pupils live up to these and learn the curriculum well. They show positive attitudes to their learning. Pupils have a deep knowledge of the school's 'Golden Values,' knowing how these help them to be successful. This includes pupils with additional learning needs (ALN), who are fully included in all aspects of school life.

Pupils are confident and self-aware individuals. They engage respectfully in discussions about learning. Their academic success is securely underpinned by the school's impressive personal development and welfare offer. Pupils benefit greatly from rich and varied opportunities. They know they make a tangible difference to their school through a variety of leadership roles, such as eco warriors, prayer leaders and play leaders. These roles demonstrate the caring and community-focused ethos of the school where each pupil matters.

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

The school has identified the knowledge and vocabulary that pupils will learn through its ambitious curriculum. It takes into account pupils' diverse backgrounds and the local area, preparing them for their next stage of learning. This ensures that pupils achieve well. For example, in geography, pupils gain a deep understanding of Guernsey's different geographical features, as well as how to keep safe when enjoying coastal locations.

Leaders have a clear vision that unites staff in providing a high-quality education for pupils. Staff appreciate training to support the teaching of the curriculum, including through the States of Guernsey's High Quality Inclusive Practice (HQIP) approach. As a result, teachers use a range of effective strategies to help pupils learn. For example, teachers use questioning effectively to deepen pupils' understanding, particularly around new vocabulary. However, some checks on how well pupils are learning lack precision. At times, the curriculum is not adapted well enough to address misconceptions or gaps in knowledge. This slows the progress some pupils make.

The school has effective systems in place to identify pupils with ALN. Staff provide suitable adaptations to help these pupils to succeed. Those with high levels of need, such as social, emotional and mental health, benefit from

bespoke support in school and from other wider professionals. For example, pupils value the 'Nest' as a place they can go, to gain help in managing their emotions.

Leaders are supporting a change of staff in the early years. They have been swift in providing training to support the teaching of the ambitious early years curriculum. This ensures that children generally benefit from learning activities that match this intent. Children are given opportunities to practise and apply what they know and remember, including when learning to read. Well-trained staff in the teaching of phonics ensure children learn to read well. However, the impact of some training is in its infancy. For example, sometimes, children are not supported to deepen their understanding or to develop their vocabulary well enough. As a result, some children do not learn the curriculum as well as they could.

The school has clear routines and expectations to help pupils learn. Pupils know these well and value the recognition they gain when they follow these successfully. Pupils have a strong moral code, which is supported by the school's 'mindful attributes.' For example, pupils talk with integrity about learning from their mistakes. The school works closely with families to understand any barriers to pupils' attendance. They use this information to put into place appropriate support. Consequently, pupils' overall attendance is improving.

The school's work to promote pupils' wider development is at the heart of the school. Pupils become caring, reflective and independent citizens who have developed a strong sense of character. The school embraces its diverse community, such as through 'Pentecost day' where pupils celebrate their family heritage. Pupils understand and respect different faiths, cultures and each other's ranging needs, preparing them exceptionally well for life in the Bailiwick and the wider world. The school provides an extensive offer to develop pupils' talents and interests, including music, drama and sports. Pupils value highly the many opportunities to enhance the curriculum, such as museum trips to learn about Guernsey's heritage, as well as regular residentials to build their confidence and resilience when staying away from home.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- Some staff in the early years lack the expertise to teach some of the curriculum effectively. As a result, some children do not deepen their understanding across the areas of learning as well as they could. The school should ensure that staff receive the training and support they need so that all children get the best possible start to their education.

- The school does not check precisely enough what pupils know and can do, or how well they are learning new concepts. Consequently, learning is not always adapted well enough to build on pupils' prior knowledge and address misconceptions. This prevents pupils from learning as much as they could. The school should strengthen staff expertise in identifying and supporting knowledge gaps so that pupils learn the curriculum securely in all subjects.

School details

Inspection number	10433450
Type of school	Primary School
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The States of Guernsey
Headteacher	Mary Robertshaw
Website	www.notredame.sch.gg
Date of previous Ofsted inspection	15 and 16 March 2023

Information about this school

- Notre Dame du Rosaire Catholic Primary school is a primary school providing education to Roman Catholic children. The school is a mix of single-aged and mixed-age classes. The school operates on 2 sites, which are around one third of a mile apart.
- The headteacher is an executive headteacher of Notre Dame du Rosaire Catholic Primary School and another local primary school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 35 of the Guernsey Education Law 1970.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors met with the executive headteacher, deputy headteacher, other school staff and representatives of the Education Office.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors 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 discussed the curriculum, spoke to pupils and looked at samples of work in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered responses to the pupil and staff questionnaires, as well as the Guernsey Parent Survey.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Leanne Thirlby

His Majesty's Inspector

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