



Our Lady's Catholic Primary School

URN: 118768

Catholic Schools Inspectorate report on behalf of the Archbishop of Southwark

08–09 May 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

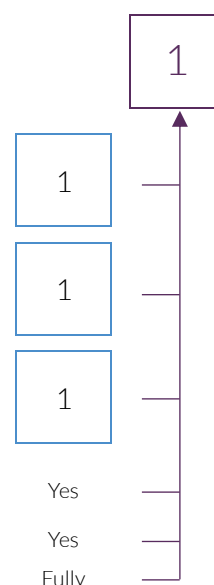
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- Religious education is taught for a specified portion each week and constitutes at least 10% of the taught curriculum time.
- The school is fully compliant with the requirements of the Archbishop.
- The areas for improvement from the previous denominational inspection have been addressed fully.

What the school does well

- Pupil involvement in school life at every level is exceptional. They are the heartbeat of the school.
- There is an enriched Catholic curriculum that centres on the teaching of Christ.
- Our Lady's is a very inclusive community that welcomes all, especially the most vulnerable.
- There are very high expectations of behaviour and attitudes to learning.
- Prayer is central to the life of the school permeating all areas and impacting upon the home.

What the school needs to improve

- Develop the peace garden in the outside space to create a dedicated area for reflection, contemplation and spiritual nourishment thereby enhancing the pupils' experience of the natural world.
- Achieve the Oscar Romero award thus impacting upon the pupils' experience of Catholic social teaching in action.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

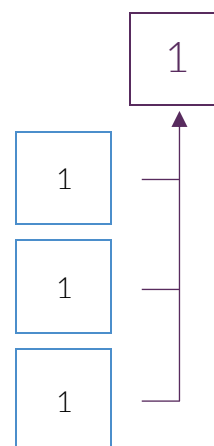
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Our Lady's is, as a parent stated, 'An amazing school.' Pupils fully embrace and live its Catholic identity; they can tell its story. They also tell the story of Our Lady, describing her as 'Queen of Heaven,' and 'Star of the Sea.' They are very clear of her status as Mother of God and our Mother. Pupils can tell the stories of each of the house saints and recognise the example they give. For example a pupil stated, 'They showed devotion to God'. Pupils have a clear understanding of Catholic social teaching and know its theological underpinning. For example a pupil stated, 'We help others to follow Jesus' example.' In addition, pupils gave examples showing how the school helps them in response to the needs of others. A pupil stated, 'if someone is isolated, embrace them and help them join in.' Pupils fully engage in charity work including supporting Cafod, the local foodbank, visiting the local care home and supporting a school in Nigeria. They feel safe, cared for and know with whom to speak should a concern arise, stating, 'Our Lady's is one big community.' Pupils highly value the input of the parish priest describing him as, 'the best.'

Christ is clearly at the heart of the community. All stakeholders have ownership of the regularly reviewed mission statement 'founded on faith in Jesus Christ and the life of the school community is centred in his presence.' Pupils develop their own class mission statement based upon this. Staff are role models of strong pastoral care. A parent of a pupil with special needs stated, 'It was heartwarming to see her son take the initiative to raise money for cash for children. He felt concerned that children did not have food.' Staff feel very valued. They said, 'It is like having a big warm group hug working here.' Support for pupils with special educational needs and/or disabilities is very strong. For example a sensory room has been created for pupils who need to regulate their behaviours and the whole community have learnt Makaton helping pupils with communication challenges to be included. The parish priest is a very welcome member of the community, visiting the school in various capacities thereby enhancing opportunities for the spiritual development of all. Relationships, sex and health

education (RSHE) using the Ten:Ten resource, is taught across the curriculum and demonstrates strong links with Catholic social teaching.

Through inspiring dedicated leadership, Our Lady's stands out as a beacon, where Catholic life and mission are a high priority in the school strategic plan. A parent stated, 'The church, school and home...work well in proper partnership for the spiritual welfare and wellbeing of our children.' showing most parents value the flourishing partnership with the parish. Parents are consulted on sensitive matters such as the teaching of RSHE and greatly value the school newsletters. Religious education is the core of the curriculum. Connections between curriculum areas and desire to achieve the Oscar Romero award enhance pupil experiences. Governors' passion for the school is obvious. Leaders, governors and staff engage with diocesan training. Self-evaluation, monitoring and detailed analysis, including significant input from staff and pupils who produce their own action plan for governors, is forensic, impacting upon future planning. Staff stated, 'All are valued for their suggestions.' Pupils stated, 'we are always listened to.' Staff describe Our Lady's as 'A place of nurturing.' A parent stated, "The children are empowered and encouraged to be independent, and the school are doing a great job creating young people that will be future leaders with strong religious beliefs and a great understanding of the world around them."

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

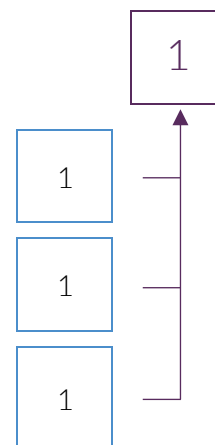
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils really enjoy their learning at Our Lady's. They are engaged and explained that the variety of activities used, such as drama, cooking and liturgical dance make learning fun. As a result behaviour in lessons is exemplary. A pupil said, 'using multiple intelligences and using creativity shows religious education you can believe in.' Over time pupils develop excellent knowledge and understanding and can speak confidently and fluently about what they have learnt. For example pupils can use key terms such as 'yad' and 'Torah', when referring to Judaism. Pupils engage with their learning and know how to improve. They said, 'You know where you are at, and the teacher responds to show how to get better.' Work shows pupils consistently produce high quality work using a variety of tasks including art and drama. This is very evident in books across all classes. Data over the last three years shows that attainment in religious education is in line with or better than other core subjects with high outcomes for pupils across all groups including those with special educational needs and/or disabilities (SEND). A parent stated, 'My child enjoys school and loves sharing what she's learnt, especially in RE.'

The quality of teaching is never less than good with some outstanding and teachers demonstrate a high level of confidence in subject knowledge. Using skilful questioning, adaptive teaching and building on prior knowledge, teachers enable pupils to explore concepts at a greater depth. In response to the question, asking about witness, a Year 6 pupil stated, 'someone to say, "Love God" and show it in their lives.' Another pupil responded, "Use the Word of God, not be ashamed of witnessing it.' Planning is informed by pupils' assessment leading to consolidation of learning and constantly improving outcomes. Teachers demonstrate a deep commitment to and have high expectations for religious education and know the impact it has on the moral and spiritual development of the pupils. Marking celebrates effort and gives pupils the opportunity to deepen their learning. All pupils, especially those with SEND are supported to participate in lessons. For example, when learning about Pentecost, a pupil was supported by painting an image of Pentecost. Good

quality resources enhance the learning experience. The use of an image about Pentecost encouraged a pupil to comment, 'The curves give the feeling the whole picture is of the Holy Spirit.'

Our Lady's uses *Come and See* for religious education. Whilst this is linked to the *Religious Education Curriculum Directory*, the subject leader also engages with diocesan training on the *Religious Education Directory*. This training, coupled with a dynamic and inspiring vision for teaching and learning which is inclusive of all, especially the most vulnerable, is cascaded to staff. The effectively planned curriculum leads to greater depth of learning meeting the needs of all pupils. Extensive links with outside agencies such as the speakers from other faiths, the Knights of St Columba, and international organisations, enhance pupils' learning. Leaders and governors rigorously monitor and evaluate religious education through learning walks, lesson observation, interrogation of data and pupil voice. Outcomes of this are fed into well-targeted planning, leading to further improve the quality of teaching and learning. Religious education has parity with other core subjects in terms of budget, staffing and curriculum time, lessons are well-resourced with very good use of support staff, resulting in high quality learning for all pupils. Staff have access to high quality training from, for example, the diocese. Parents welcome religious education at Our Lady's, one stated, 'I love the special Christian theme-based projects/homework my children do in class/home'.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

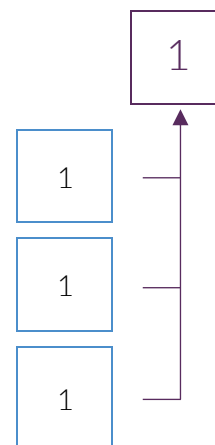
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Prayer and liturgy at Our Lady's are, as a member of staff stated, 'very powerful, spiritually uplifting and make a difference in their lives.' Pupils have a very positive and enthusiastic response to prayer and liturgy. They work collaboratively with others to prepare and lead engaging and moving acts of worship. Pupils engaged with moments of deep quiet reflection and wonderful communal singing. In a Key Stage 1 gathering, pupils prepared the prayer focus, and another replicated a reading on the white board, enabling all to participate. Prayer stones were shared by pupils who reflected on 'God's plan for us.' Pupils have opportunities to share their own prayers in class and acts of worship and have a broad experience of prayer for example, using the acronym TAPS: thanksgiving, adoration, petition and sorrow and the five finger prayer of Pope Francis for extempore prayer. Pupils create prayer bags which are taken home for families to share. A parent stated, 'My child loves.....sharing her prayers.' Pupils can sign prayers using Makaton which ensures all are included and this impacts upon homelife. A parent stated, 'My son is able to sign the Hail Mary and Our Father.'

Prayer and liturgy are living in Our Lady's and this impacts beyond the school. A parent stated, 'As a direct impact of the prayer life, my son now prays before we travel in the car and every night before bed.' Another parent stated, 'Prayer happens before we travel, and thanks when we arrive safely.' The parish priest described pupils response to prayer and liturgy as, 'Very positive.' Prayer and liturgy reflect the liturgical year with seasonally appropriate scripture being used. In a class collective worship, the Magnificat was used to show the month of Mary with the hymn 'Mary Most Holy' being sung and signed. Prayer spaces in classrooms are well cared for although colours need to reflect the liturgical season. Pupils' well-designed and reflective prayer stations adorn the school providing places for private prayer. Parents are invited to attend prayer and liturgy. For example, the Crowning of Our Lady, on the school's patronal feast. A non-Catholic parent stated, 'It is exactly what a faith school should be.' Sharing that they had attended school masses which 'are well done, the children participate.' There is a flourishing partnership with the parish. The parish priest stated it is, 'as good as it can be.'

The school's policy on prayer and liturgy is carefully formulated and regularly reviewed. Most staff agreed it is useful and used as a reference. The school calendar details the major feasts of the Church's year and its patronal feast, that of Our Lady Queen of Heaven. Liturgical formation of staff is part of the school's professional development which, coupled with high quality resourcing, leads to creating wonderful and engaging liturgical experiences for pupils. Budgeting and resourcing ensure high quality prayer and liturgy is experienced. In addition, pupils can explain the purpose of the lectionary and the importance of bowing before the altar before approaching the lectern. Parents are very happy with the prayer life and its impact commenting positively on, for example, the inclusion of, 'visual/Makaton signs for prayer.' Prayer and liturgy are the beating heart of Our Lady's and there is a constant drive to improve further such as plans to develop a peace garden. To that end, governors do paired observations with pupils and then discuss how they can be improved. In one evaluation a pupil had written, 'We could, in the middle, show Jesus giving the fish and bread to the 5,000 and the text that comes with it.' Outcomes to this feed into future planning.

Information about the school

Full name of school	Our Lady's Catholic Primary School
School unique reference number (URN)	118768
School DfE Number (LAESTAB)	8863733
Full postal address of the school	Our Lady's Catholic Primary School, King Edward Avenue, Dartford, DA1 2HX
School phone number	01322222759
Headteacher	Isabel Quinn
Chair of governors	Margaret McAleese
School Website	http://www.our-ladys.kent.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	21 st June 2017
Previous denominational inspection grade	1

The inspection team

Stephen C Horsman
Helen Frostick

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement