



# **DENOMINATIONAL INSPECTION REPORT**

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

**URN 141532**

**Our Lady of Hartley Catholic Primary School**

**Stack Lane**

**Hartley**

**Kent**

**DA3 6HN**

**Inspection date: 14<sup>th</sup> November 2018**

**Chair of Governors: Mr Frank Stanley**

**Headteacher: Mrs P Begley**

**(Acting Head Mr J Baker)**

**Inspectors: Mrs A Oddy**

**Mr D Hennessey**

## **EDUCATION COMMISSION**

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**Director of Education: Dr Simon Hughes**



### Key for inspection grades

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

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

Our Lady of Hartley Catholic Primary School is a one form entry voluntary aided school in the Gravesend Deanery of the Archdiocese of Southwark. It is a member of the Kent Catholic Schools Partnership (KCSP). The principal parish which the school serves is St Francis de Sales, Hartley. The proportion of pupils who are baptised Catholics is 64%. The average weekly proportion of curriculum time given to Religious Education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 4 to 11 years. The number of pupils currently on roll is 217. The proportion of pupils for whom pupil premium funding is received is 7%, which is below the national average. 11% of pupils have a special educational need or disability (SEND). One of these pupils has a Statement, or Education and Health Care Plan (EHCP). 5% of pupils speak English as an Additional Language (EAL). The majority of pupils (72%) are of White British heritage.



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Our Lady of Hartley Primary School is an outstanding Catholic school because:

- it offers a high standard of Catholic education. All groups of pupils make good progress and achieve well. The school is a warm, welcoming and inclusive community where the mission statement and the school's Catholic ethos pervade all aspects of school life. School leaders, staff and governors are wholly committed to their vision of excellence in Catholic education and ensuring it is put into practice at Our Lady of Hartley. Pupils are great ambassadors for their school, welcoming visitors and eager to share their experience of school life. Their behaviour is exemplary. Parents are very appreciative of the school and the Catholic education it offers. Governors are conscientious in their role. They fulfil their role of support and challenge and play an active role in the school community.
- the mission statement is known by all and reflects the Church's mission in education. It is at the heart of school life and informs all policies and practice. The school's Catholic life is valued by all members of the school community. It supports pupils academically and spiritually and fosters their sense of vocation. Beautiful displays and religious artefacts reflect the school's Catholic identity and enrich the learning environment. The school's behaviour policy and excellent systems of pastoral support help to promote a harmonious community which is 'Together in faith, love and learning'.
- the school offers a wide range of prayer and worship opportunities. These reflect the traditions of the Catholic Church and encourage pupils to deepen their relationship with God. Pupils are very much involved in the prayer life of the school and are playing an increasing role in preparing and leading worship. They are familiar with a range of prayer forms including the traditional prayers of the Church and are happy to compose and contribute their own prayers. Attractive prayer focus areas in every classroom reflect the Church's liturgical year, themes in Religious Education and pupils' own work and prayers. Links with the parish include a Family Mass once a month in which the pupils play a leading part and to which parents, staff, governors and parishioners are invited.
- the standard of Religious Education offered by the school is outstanding. High quality teaching and learning ensures that all pupils achieve their full potential. Standards of attainment are high. Pupils enjoy their Religious Education lessons. They are interested, attentive and keen to do well. Work in pupils' books is of a very high standard and reflects their considerable pride in their work. Comprehensive systems of assessment in Religious Education ensure pupils make good progress and receive appropriate levels of support and challenge. Leaders and governors provide effective monitoring and evaluation of Religious Education to maintain and develop the school's high standards.



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

- Continue to develop the role of pupils in preparing and leading collective worship and extend this to include and involve pupils across the school.
- Ensure that the school self-evaluation demonstrates a strong evidence base to support judgments made and that it includes the impact of planned actions.

Published 24th January 2019



## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### 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

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

1

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

1

### Collective Worship

1

How well pupils respond to and participate in the schools' Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

1

## CATHOLIC LIFE

1

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

- Pupils are fully involved in the rich Catholic life of the school. They are aware of the school mission statement and know it is at the heart of their school. They know they have a responsibility to live out the school values of Love, Honesty, Kindness, Fairness, Understanding, Respect, Faith, Trust and Forgiveness and can relate these to aspects of school life. A pupil said, 'You can really see the Kingdom of God here. If someone is upset or needs help, others will always help them.'
- Through Pupil Voice they can help to shape the character of their school and events in its Catholic life, providing feedback and suggesting improvements. They know adults at school listen to them and implement their suggestions wherever possible.
- Pupils are kind and considerate to each other. They know that every individual is important and worthy of respect. During this inspection pupil behaviour was excellent, in classrooms and around the school. Pupils appreciate the need for forgiveness, relating this to the school values and to the teachings of Jesus.
- Pupils have a great sense of community and know that all are welcome in their school family. They know that the beliefs and practices of others should be respected and enjoy learning about other faiths, both as part of the Religious Education curriculum and in Other Faiths week. A pupil said, 'Everyone is welcome here. We are all part of God's family.'
- Pupils are aware of the importance of caring for the needs of others, both locally and more widely. They actively support a wide range of charities including CAFOD and the local foodbank.
- The school offers pupils many opportunities to take responsibility. Examples include older pupils helping with younger ones, class monitor roles and organising a Danceathon in aid of the NSPCC. They are conscientious in these roles, seeing them as an opportunity to serve their school community and as part of their sense of vocation. The Assembly Squad take great pride in preparing collective worship to involve and interest the school community.
- Pupils are proud of their school and its Catholic traditions. They enjoy celebrating the Church's feasts and seasons and have a good understanding of the liturgical year.



- The parish priest regularly visits the school and once a month a class takes responsibility for Family Mass; reading, composing bidding prayers and taking the collection. Pupils' work and photographs are displayed in the parish, so that parishioners can experience a link with the school and be included in its Catholic life. Parental questionnaires distributed as part of this inspection indicate that several parents would like to see closer parish/ school links.
- Pupils know they are part of a wider Catholic family. They enjoy taking part in deanery and Kent Catholic Schools Partnership (KCSP) events and also diocesan celebrations such as 'Picnic and Praise'.
- The school's Catholic life provides a wide range of activities to nurture pupils' spiritual growth, particularly the many opportunities available for prayer and reflection.
- The strong, supportive nature of the school community ensures every individual is valued, encouraged and enabled to achieve their full potential both academically and spiritually. All groups of pupils make very good progress and achieve well. Academic standards are high. A parent wrote, 'Our Lady of Hartley is a truly inclusive school.'
- Parents appreciate all that the school does to offer pupils a Catholic education of a high standard. One commented, 'It is a wonderful school in every way and my children are very happy here.' Another said, 'Our Lady of Hartley is an outstanding school where parents and children alike experience the fullness of attending a Catholic school that embraces Gospel values. The school gives pupils a rich and vibrant educational experience, firmly rooted in its Catholic ethos.'

#### **The quality of provision for the Catholic life of the school is outstanding.**

- The school mission statement has been reviewed since the last inspection. Staff, governors and pupils were involved in developing a new shared vision, including a new motto and core values, to ensure that it is central to the school community and reflected in all aspects of school life. This is immediately apparent in the school. Parents said they could see that the school's values were reflected both across the curriculum, children's behaviour and in the teaching.
- There is a great sense of community in the school. Relationships between members of the school community are supportive and caring as they put the school mission, 'Together in faith, love and learning', into practice. Staff are supportive of each other, pupils help each other and know that adults are there to care for them. A Year 6 pupil said, 'A visitor would recognise God in our school from our prayer areas and the way we respect each other, treat each other fairly and show kindness to each other.'
- The attractive and well-kept learning environment reflects the school's Catholic identity. Prayer areas and displays invite prayer and reflection, and celebration of



the liturgical seasons of the Church and themes in Religious Education. For example, an attractive classroom display invites pupils to 'Spread Kindness like Confetti'.

- The school has good systems of pastoral care for pupils and their families, ensuring that vulnerable pupils are supported and nurtured. An example is the Family Liaison Officer, who works with pupils and their families and offers pastoral care to pupils. Pupils put their concerns into a Listening Ear box and know that these will be followed up and addressed. Staff wellbeing is a priority for school leaders. They have an open door policy to help with any concerns and recent developments include positive recommendations to reduce teacher workload. A staff 'Shout Out' board in the staffroom allows staff to recognise and affirm their colleagues' contributions to school life.
- Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) teaching is well established in the school. Teaching is in line with the requirements of the Church. Parents are offered the opportunity to discuss any concerns with the school.
- Staff and governors are committed to the Catholic life of the school. Meetings commence with prayer and all play a full part in events relating to the school's Catholic life.
- The school provides every opportunity for its community to celebrate the liturgical feasts and seasons. These events often include parents, who value these occasions to join the school and to keep the traditions of the Church.
- The school behaviour policy reflects its ethos, promoting a harmonious community of mutual respect and forgiveness. This is also related to the school values.
- The school helps pupils to develop their awareness of moral and ethical issues, to consider social injustice and to reflect on how we can bring about change. An example was the Harvest Assembly, where pupils gave thanks for what they had and collected contributions for the Society of St Vincent de Paul to help those in need. A Year 6 lesson focused upon pupils' evaluation of social justice; pupils also support the Bridge Trust, which works with the homeless. A parent wrote, 'The school ethos encapsulates what it means to be a Christian. My child has expressed the need to be kind and help the less fortunate as a reflection of God's love. This moral perspective is why I sent her to a Catholic school.'





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

- The school's leadership is wholeheartedly committed to the Church's mission in education. Leaders are excellent role models and have created a cohesive staff team with a strong sense of Christian community and the importance of the traditions of the Catholic Church.
- The Catholic life of the school is a high priority for school leaders. The governing body is well informed, with regular reports from the headteacher. Religious Education and the school's Catholic life are a standing agenda item at the School Improvement and Standards Committee meetings.
- Governors play an active part in strengthening links with the parish as members of the parish community. They make a significant contribution to the Catholic life of the school with regular visits and feedback which inform development planning. The designated Religious Education governor liaises with the subject leader to discuss provision, practice and improvement.
- Leaders and governors have a clear understanding of the mission of the Catholic school and its commitment to developing each child as a whole person. This includes academic achievement as well as the child's relationship with God and responsibility to others. The school achieves this very successfully. A parent commented, 'It is clear that the holistic child is developed, not just the academic. The child is central and their wellbeing and spiritual development is clearly at the heart of all the school does.'
- The school includes parents and carers in its Catholic life. They are invited to events and celebrations and to participate in its prayer life, particularly at special times such as Advent and Lent.
- Parents have very positive attitudes towards their children's education at Our Lady of Hartley. A large number of questionnaires were returned as part of this inspection. The great majority were overwhelmingly positive. A parent wrote, 'This is an outstanding school; one that I am proud and grateful to send my son to.'
- Induction of new staff, in service training, KCSP and diocesan courses help staff and governors to strengthen and inspire provision for the school's Catholic life.
- The school's mission extends to supporting other schools in its Catholic family and looks forward to sharing its good practice (for example, Big Books and Collective Worship guidelines) with other schools across the diocese in the coming year.
- Leaders' self-evaluation is informative and includes clear indications of next steps in development planning. School leaders should now ensure that it is also more strongly evidence-based, with examples to illustrate statements made and the impact of planned actions.



## RELIGIOUS EDUCATION

1

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

- Pupils enjoy Religious Education lessons and appreciate its importance to their own lives. They demonstrate excellent knowledge and understanding and a high standard of religious literacy across all age groups.
- Behaviour for learning is excellent. In the lessons observed, pupils were attentive, interested and worked well together. Pupils were keen to do their best. One said, 'I like working in a group with other people and doing fun work. I like Religious Education!'
- Pupil interviews conducted as part of this inspection indicated that pupils enjoy their Religious Education lessons. Pupils commented, 'You can express yourself, give your own opinion' and another said, 'It's a good time to think and learn about God and how He loves us.'
- Pupils make good progress in each Key Stage, with many achieving outstanding progress. All groups of pupils, including those who have SEND, progress and achieve well.
- Pupil attainment is outstanding, with the great majority reaching or exceeding age related expectations at the end of Key Stage 1 and Key Stage 2. This has been sustained over the last two years.
- Parents are encouraged to support their children's learning. An overview of planning for each class is placed on the school website. Parents are informed of pupil progress during parent / teacher consultations and in the mid-year written report. A parent said, 'The high quality Religious Education curriculum nurtures the pupils' spiritual growth and knowledge.'
- Work in pupils' books is of a high standard. Pupils are able to record in a variety of different ways. They are encouraged to become independent learners and conduct their own research. They take a pride in their work and treat their Religious Education books as special books. Big Books give pupils the opportunity to contribute in other ways including orally and in art work.
- Pupils are encouraged to use their knowledge and skills effectively, to reflect spiritually and to think ethically and theologically. This helps them to understand the importance of Religious Education to their own lives and to their experience of the wider world. 'Big Questions' help them to think, reflect and explore their learning. A pupil said, 'There are no wrong answers, you just think really hard and then express your own thoughts.'

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

- High standards in teaching and learning promote the learning, enjoyment, progress and attainment of pupils.
- School monitoring indicates that teaching and learning is frequently outstanding, but never less than good. This is in line with lessons observed as part of this inspection.
- Four lessons, across three Key Stages, were observed as part of this inspection. In addition, brief 'drop ins' sampled Religious Education lessons in other classes across the school. Teaching and learning is of a high standard. Lessons showed careful preparation, good pace and interesting content. A range of teaching strategies and styles were used effectively to enthuse and motivate learners. In one lesson, guided meditation was used most effectively as part of the lesson.
- Lessons built successfully on previous learning, incorporated probing questioning and provided evidence of progress within the lesson. Teachers showed good subject knowledge and had high expectations of their pupils.
- Differentiation is well planned and resourced, with appropriate levels of challenge and support provided for all pupils. Other adults in the classroom provide effective and sensitive support for SEND pupils.
- Marking is developmental and affirmative. It is linked to the learning objective, with feedback to help pupils further their learning. Pupils' books show a dialogue between teacher and pupil. Assessment for learning (AfL) is used effectively to improve learning.
- Lessons are interactive and utilise cross curricular links to interest and motivate pupils. ICT, Music, songs, Drama and Art enrich the teaching of Religious Education.
- Assessment in Religious Education is matched with that in Literacy to ensure that standards in Religious Education compare with those in other core subjects. The current changes to the assessment framework have been introduced and are being embedded. Assessment tasks take place on a regular basis. Moderation at school, deanery and diocesan level validates teachers' judgements. The school is currently working on a new format for assessment designed to include a wider range of assessment activities and evidence.
- Systems of self-assessment and peer assessment are in place and valued by pupils as helping them to participate in their learning and that of others.



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

- The school uses 'The Way, the Truth and the Life' programme of Religious Education enriched by cross curricular links and events such as Other Faiths week. Embedding the programme of 'The Way, the Truth and the Life' was a development priority identified by the last Section 48 Inspection. This has been fully addressed.
- Curriculum time is in line with the requirements of the Bishops' Conference in both Key Stage 1 and Key Stage 2.
- Leaders and governors have ensured that Religious Education is well resourced although this is less than for other core subjects in terms of budget allocation. Staff training has included deanery training on assessment and the school's Catholic life, deanery moderation and a day on evaluation of the mission statement. In addition, two members of staff are following the Catholic Certificate of Religious Studies (CCRS) course as part of their professional development.
- Leadership and management of Religious Education is excellent. High standards of teaching and learning, together with effective systems of assessment and pupil tracking contribute to the high standards of attainment in Religious Education across the school.
- Monitoring, including lesson observations, learning walks, book scrutiny and planning scrutiny is used to raise standards and ensure consistency. The school should now consider putting in place a planned programme of regular monitoring.
- The subject leader has a high level of expertise. There is a clear focus on achieving excellence in teaching and learning for all pupils and across the school. Best practice is shared to create a skilled team. This enthusiasm and energetic drive, supported by senior leaders, energises and enthuses staff.
- Governors have a clear understanding of provision and standards in Religious Education. They take part in monitoring activities and visit the school frequently. They receive regular information from the headteacher, subject leader and link governor and confidently fulfil their role of support and challenge. The School Improvement and Standards Committee played a key role in the adoption of a new format for Religious Education assessments.
- Effective monitoring and evaluation inform well-targeted planning and strategic action. School development planning has clear priorities for improvement and the actions necessary to achieve these, together with appropriate timescales.
- Leaders' evaluation of Religious Education is comprehensive and descriptive and includes clear priorities. It should now be extended to be more evidence based, either giving details of sources of evidence or illustrative examples and should also include the impact of planned actions.

## COLLECTIVE WORSHIP

1

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

- Our Lady of Hartley provides a wide range of collective worship and prayer opportunities. Pupils value these and respond very positively.
- The school's last Section 48 Inspection identified developing more pupil participation in the preparation and leading of Catholic worship as a development priority. The recent diocesan visit (July 2018) indicates that this is still a focus for the school. It remains as an area for development.
- The school has now put in place measures to address this, developing a 'child led' pattern that offers greater opportunity for engagement, participation and leadership. Assemblies use the framework of Gather, Proclaim, Respond and Go Forth.' Year 6 pupils in the Assembly Squad organise these, supported by the subject leader for Religious Education. As this becomes embedded in school practice, pupils will grow in confidence and will be able to take full ownership of this important area. The school is well placed to take this forward.
- The act of collective worship observed as part of this inspection was a Key Stage 2 assembly led by pupils in the Assembly Squad. It was an impressive example of high quality collective worship led by pupils. All pupils present were fully involved, with simple artefacts strategically and effectively used to maximise engagement. Pupils left the assembly with a clear understanding of the theme and a message to take out into their daily lives.
- Pupils enjoy the worship opportunities provided by the school and participate with reverence and respect, knowing that it is an important part of their school life.
- Pupils have a sense of respect for other faiths and know the importance of including all members of their school community.
- Pupils recognise the importance of prayer in their lives. They are familiar with the traditional prayers of the Church and are happy to compose and contribute their own prayers. Class Prayer Books contain a collection of prayers contributed by pupils that can be used for class and personal prayer. Parents commented that their children came home and taught them prayers.
- Pupils know that prayer can help them and others who need our prayers. They appreciate that prayer helps them to deepen their relationship with God.



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

- Prayer and collective worship are central to the life of the school and forms the heart of every school celebration. Praying together is part of the daily experience for all pupils and staff. Pupils and staff start and end the day with prayer, staff and governors' meetings always include prayer and displays and prayer focus areas encourage and enrich reflection and prayer.
- Acts of Collective Worship are carefully planned. Use of the Gather, Proclaim, Respond, Go Forth model helps to promote a meaningful and inspiring spiritual experience for all present.
- Worship themes reflect the liturgical calendar, Religious Education topics and current events and issues. During Lent, pupils have the opportunity to attend a Reconciliation service in school. Assemblies also revisit and explore the previous Sunday's Gospel and parents are encouraged to share this with their children.
- Parents are invited to join the school in worship and enjoy being part of this aspect of school life. A school Parish Mass on the second Sunday of each month is attended by pupils, parents and staff. A parent commented that at a recent Family Mass, 'The children acted with reverence and respect, knowing that these are special times and form part of their relationship with God.'
- The school supports pupils preparing for First Holy Communion by prayer and the recognition that this is a special time for them. It also holds a celebration in school for all parish children following their First Holy Communion.

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

- Leaders and governors are committed to high quality provision for Collective Worship and prayer. Careful planning and good resourcing contribute to making Collective Worship a rich spiritual experience for the pupils.
- School leaders model good practice in Collective Worship and are supporting other staff in delivering prayer and worship opportunities, building a competent and committed team. Leaders have an extensive understanding of the Church's liturgical year, feasts and seasons and are able to make these accessible to all pupils.
- The annual Deanery Mass is well attended by staff and governors and offers the opportunity to reflect on their mission in school and their vision for the coming year.
- The school is committed to continued improvement and is using monitoring, evaluation, sharing best practice and training to achieve this. Development of provision for Collective Worship, in particular the increased role of pupils in preparing and leading worship is an identified focus for the school. Leaders and governors are already putting strategies in place to implement this and early indications are that these are extremely effective.