



St Catherine's Catholic Primary School

URN: 148271

Catholic Schools Inspectorate report on behalf of the Bishop of Hexham and Newcastle

09- 10 October 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

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

2

Compliance statement

- St Catherine's Catholic Primary School is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- St Catherine's Catholic Primary School is fully compliant with the requirements of the diocesan bishop.
- St Catherine's Catholic Primary School is fully compliant as the previous areas for improvement have been addressed.

What the school does well

- Leaders and governors are committed to ensuring that Christ is at the centre of all aspects of school life.
- Pupils fully embrace the Catholic life of the school; they value greatly the opportunities they are given and can confidently discuss why serving others is of great importance.
- School leaders are determined to enable all pupils to live out the Church's mission through close relationships with the parish community.
- There are many rich and varied opportunities for prayer and liturgy prayer across the the school.
- Pupils are enthusiastic and engaged in religious education lessons and can confidently discuss their learning.

What the school needs to improve

- To enable pupils to take a leading role in responding to the demands of Catholic Social teaching so they can clearly articulate the theology underpinning their actions.
- To ensure best practice in the teaching of religious education, is shared and developed further across school.

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



The school's mission statement, 'Let your light shine, set the world on fire,' is known, valued and understood by all stakeholders and permeates all aspects of school life. The school's 'Shine Values' underpin the behaviour and expectations of the school and pupils thrive in the positive learning environment it creates. Relationships between staff, pupils and their families are very positive and are built on mutual respect with Christ at the centre of the whole school. Pupils are very caring towards one another and can talk about how unique and special everyone is. This results in a very inclusive school where everyone is nurtured and loved. One pupil stated, 'We are all important. No one is left out. We are all God's children and we love each other as he loves us.' Pupils regularly get the opportunity to take on leadership roles within prayer and school events, and these include Mini Vinnies, Faith in Action and pupil voice groups. These have been central to the shaping and formation of the Catholic mission of the school. Pupils are developing their understanding of Catholic social teaching and are given opportunities to help others in the local and global communities through initiatives such as food banks and Cafod. However, this is not fully embedded. Pupils are able to discuss the different ways that they support each other and how much they value the different cultures and faiths in their school.

The mission statement is fully embedded and lived by all staff. It is a part of the everyday life of the school. As a result, staff are role models for the pupils. The pastoral care and support provided by the school enable all pupils to thrive in a nurturing and safe environment. Staff show an overwhelming commitment to ensuring that the uniqueness of each child is well supported and developed. Due to this, the school community is one where everyone is welcome and those of different faiths and belief traditions are well supported to share and develop their own faith journeys too. The school environment has been carefully considered so that the school's identity

as a Catholic school is explicit. Through displays, prayer stations, focal points and scripture references around the school, this is a school with Christ at the centre that is constantly using all opportunities it can for positive pupil formation. The provision for relationship, sex and health education is carefully planned so that it fully meets diocesan requirements and is firmly rooted in the teaching of the Church. One parent stated that St. Catherine's is, 'An amazing school where my child is loved and nurtured to become the best they can be.'

Leaders and governors are passionate about the school and their role in leading the mission of the Church. Through close links with the parish priest, the parish and the cathedral communities, pupils access rich opportunities for collaboration. These include working on joint projects with the St Vincent de Paul. Pupils are passionate about these and show their commitment to the Catholic life of the school. They talked in depth about the impact of their work in Faith in Action awards and harvest festival food appeals. Leaders ensure that the most vulnerable pupils are well nurtured and supported. Governors are regular visitors and are actively involved in the Catholic life of the school so that they can accurately monitor the quality of this provision. Leaders have worked tirelessly to develop positive relationships with parents. They discuss the regularity of parental involvement in the Catholic life and mission of the school and the importance of their involvement including them as the first educators of their children.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

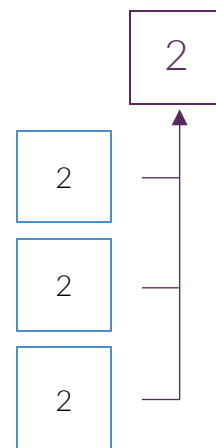
How well pupils achieve and enjoy their learning in religious education

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 make good progress from their starting points and discuss what they have learned in their lessons with great enthusiasm. In discussions with pupils, it is clear most pupils make good progress and are able to know more and remember more. Pupils work well in groups and independently and they demonstrate high levels of concentration and engagement. Behaviour for learning is excellent and the work in pupils' books is generally well-presented and of a good standard. Pupils' religious literacy across all key stages is good and enables them to grow in their understanding of faith and its application to daily life. As a result, pupils achieve at least in line with age-related expectations across the school. They respond well to the structure of their lessons, and the regular opportunities to recall their previous learning helps pupils to embed their knowledge. This approach ensures that pupils know how well they are doing and how they can improve their work. Teaching is stronger in some classes than others and due to this, these pupils make deeper connections to their learning. However, this best practice in the teaching of religious education is not seen in all lessons and currently is not consistently shared across school.

Overall, teachers have good subject knowledge and use questioning well in their lessons. This ensures that they effectively assess pupils and direct their teaching to enable all to make good progress. Staff support pupils well so that they all can access the intended curriculum. Teachers communicate high expectations to pupils about religious education and give them time for reflection and thinking. They create a safe, positive, and respectful environment for learning which allows pupils to feel safe to ask questions and develop their own knowledge further. Through positive reward systems teachers celebrate pupil participation to deeper thinking in their lessons and this leads to pupils being motivated to learn. Teachers know their pupils well; they are aware of their different needs and provide valuable support to individual learners. Key vocabulary to support learning is shared and pupils use this accurately in their work. Teachers

reinforce positive learning behaviour and celebrate pupil contributions through the 'Shine Values'. They recognise the impact religious education has on pupils' moral and spiritual development. As a result of effective marking and feedback, pupils know what their next steps are. Resources are effectively chosen, including the use of other adults in class, to develop and extend learning opportunities for most pupils.

Leaders and governors value and understand the importance of religious education in the spiritual and moral development of pupils and ensure a high status is given to the subject. Leaders ensure that the curriculum meets the requirements of the *Religious Education Curriculum Directory* and use the *Come and See* programme to deliver key learning objectives. Religious education is central to this school's curriculum offer and is given a comparable status to other core subjects in terms of funding and resourcing. The subject leader has a very clear vision for religious education across the school and works hard to ensure that the teaching and learning in this area is consistently good. Leaders are proactive in planning staff professional development. Leaders are fully engaged with the support provided by Bishop Bewick Catholic Education Trust and attend all meetings and training opportunities on offer. Governors are becoming more involved within the monitoring of religious education in partnership with subject leaders. This ensures consistency of expectation, teaching and higher outcomes across school. As a result of their involvement, governors can hold school leaders to account and provide effective challenge to ensure that religious education remains a high priority. This is reflected in the school improvement plan.

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

1

Provision

The quality of collective worship provided by the school

1

Leadership

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

1

1

Prayer and liturgy is evident across school in many different forms and pupils experience a varied and rich prayer life offer. As pupils journey through school, they are given greater responsibility to lead prayer, and they relish these opportunities, participating with enthusiasm, reverence and respect. Pupils take great pride in their celebrations of the word at school or when attending Mass with the school community. They are able to discuss the importance of prayer in their school and home lives. In every class, pupils value their sacred prayer space which they use when engaging in class prayer. Pupils access scripture which is appropriate to the theme and accessible at the appropriate age level throughout the school. There are opportunities during celebrations of the word for silence and reflection. Pupils can discuss and evaluate why they have chosen different forms of prayer and the importance of them. Furthermore, pupils are given the opportunity to participate fully within each class including being able to support and lead prayer and participate within liturgy appropriately. Pupils are highly motivated to undertake ministries in the adult led prayer times which they do with reverence.

Scripture is at the centre of all prayer opportunities and is used appropriately to reflect the liturgical year and is carefully chosen to ensure that it underpins the whole of the celebration. Well-planned opportunities for pupils to pray allows a deeper understanding and scaffolds pupils' thinking on their own faith journey. They can discuss the events in their parish that they have been able to participate in and as a result this enriches their spiritual development. There are many opportunities for pupils to lead prayer and liturgy which incorporate the creative approaches they experience daily in school. In addition, pupils discuss how they value the opportunities that are provided for them, to help them to grow spiritually and morally. All staff take great pride in the provision they offer and are excellent role models. This has ensured a well-embedded and very effective programme that allows all pupils, regardless of ability or

background, to feel included and valued. Prayer spaces in classrooms, hallways and the wider school are seen as an integral part of St Catherine's. The many opportunities offered for creative prayer across school provides a rich and deep development of pupils' own faith.

School leaders are very committed to leading high-quality prayer and liturgy and as a result are excellent role models to all staff. School leaders value deeply the importance of prayer and ensure that all opportunities offered have a clear purpose and message. Leaders have planned the school calendar for the whole academic year that is intrinsically linked to the key times of the Church's liturgical year including seasons and feasts. These opportunities include monthly Masses in school and at church where the Eucharist is shared. School leaders, governors and the parish priest demonstrate the strongest commitment to ensuring that Mass is a regular and prominent aspect of school life. Furthermore, staff receive professional development that is tailored to their needs and level of expertise. Thorough induction processes for teachers new to Catholic education ensure subject knowledge and skills of the newest members of staff are nurtured at the earliest stages. The views of pupils and parents are gathered regularly, and these help the school to know how well it is doing. The local governing committee is active in its commitment to the prayer life of the school. Governors frequently attend worship and as a result, this enables them to participate in high quality prayer opportunities.

Information about the school

Full name of school	St Catherine's Catholic Primary School
School unique reference number (URN)	148271
School DfE Number (LAESTAB)	3913778
Full postal address of the school	Greystoke Gardens, Newcastle-Upon-Tyne, Tyne and Wear, NE2 1PS
School phone number	01912326803
Executive headteacher	Not applicable
Headteacher	Miss Lisa Hoey
Chair of the local governing committee	Mrs Jeanette Hastie
School Website	www.stcatherinesnewcastle.org
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Bewick Catholic Education Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	20 - 21 November 2017
Previous denominational inspection grade	Outstanding

The inspection team

Sonia Fraser
Louise Maitland

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

