



## St Oswald's Catholic Primary School

URN: 148409

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

10 June 2026 – 11 June 2026

### 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 RE

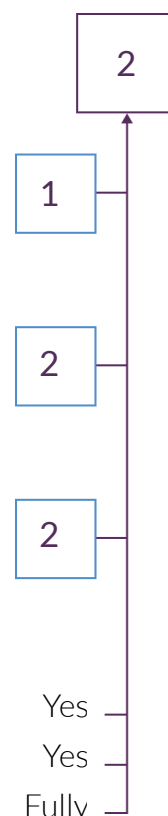
##### Collective worship (p.7)

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



## What the school does well

- Pastoral care is a strength of the school. This is recognised and felt by all stakeholders. There is a genuine sense of nurture and care which permeates the whole school community.
- The quality of relationships is very strong. This is evident within the school building but also prevails through the community.
- Behaviour and attitude of pupils throughout school are good. Pupils approach school life enthusiastically and with interest.
- Use of recall within religious education lessons is well established, and supports pupils in knowing and remembering more, embedding their subject knowledge.
- Leaders are good role models for staff and pupils in planning and delivering prayerful opportunities, leading with a knowledgeable and authentic approach.

## What the school needs to improve

- Provide opportunities for pupils to learn about Catholic social teaching, so that they are able to articulate the theology behind the principles.
- Formalise monitoring and evaluation processes to enable school leaders to evaluate more carefully and accurately track the impact of their strategic actions.
- Ensure that the richness of prayer is embedded throughout school, enabling greater variety, pupil participation, and leadership.

## 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

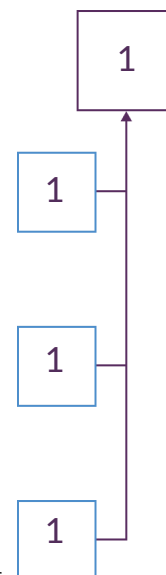
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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 mission statement, 'We see Christ in everyone', is known and understood by the pupils at St Oswald's Catholic Primary School. They understand that by following this mission, it 'helps them to become better people', and they feel 'closer to Jesus; walking in God's footsteps'. Through their interactions, relationships, and responses, pupils demonstrate confidence in the knowledge that they are known and loved by God. They clearly value the distinctive nature of their school and can talk about what makes St Oswald's special. Pupils show a deep sense of respect for those of other faith backgrounds; this is evidenced through interactions and through their understanding of other faiths. Pupils embrace the school's offer in relation to Catholic social teaching and, as a result, are keen to take a leading role in proactively responding to local, national, and global issues. They speak about 'putting their faith in action', reciting examples of supporting charities such as Cafod and Macmillan, alongside projects linked to their local community such as the Gateshead Spring Clean, singing and craft activities in the local care home, and delivering harvest festival parcels to neighbouring residents. However, pupils do not use the terminology linked to Catholic social teaching or articulate the theology behind the principles.

The mission statement is a clear expression of its distinctive nature and is visible throughout school. The mission statement is accompanied by an image of Jesus on the tube; this piece of artwork signifies that Jesus is within everyone. Staff and pupils explain this as recognising that 'everyone has a bit of God in them', and because of this, 'we must be like Jesus to others'. High-quality relationships demonstrate that the school community recognises that they are each made in the image and likeness of God and are known and loved. School staff know their

community well and work joyously to build and strengthen relationships. All stakeholders describe the 'family feel', and the whole community is confident that staff do 'see Christ in everyone'. Staff are excellent role models; through their care and relationships with pupils, families, and each other, they show the school's Catholic values in action. The school environment reflects its Catholic identity through visible signs such as statues and imagery, and a variety of displays demonstrating the priority placed on Catholic social teaching, such as Cafod and diversity. Pastoral displays also celebrate the community. The relationship, sex and health education programme is carefully planned to meet diocesan requirements and Church teaching and is delivered through the use of diocesan-approved resources.

The Church's educational mission is clearly understood and lived by leaders and governors. They place high regard on the quality of relationships and, because of this, describe the Catholic life and mission of the school as 'starting at the school gate'. Their high regard for inclusivity, along with their focus on keeping Christ at the heart of this community, is seen as a core leadership responsibility. Leaders are passionate and inspirational in their duty and see this as the highest priority. Parents value the high levels of pastoral care, secure in the knowledge that they could reach out to the school for support, including relating to more personal circumstances. Leaders actively support the bishop's vision for the diocese, responding positively to policies and initiatives. Leaders and governors recognise that Catholic schools serve the local Church and, as a result, promote strong partnerships with the parish. They recognise that parents and carers are the first educators of their children and have effective ways of working alongside them. Parents value the educational offer and relationships within school and acknowledge how it impacts their children and families. The school is committed to providing strong pastoral support during periods of significant challenge. This is recognised and valued by all stakeholders, who recognise the support provided at these times. Leaders and governors live out the gospel and Catholic social teaching in their decisions.

## Religious education

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 key judgement grade

#### Pupil outcomes

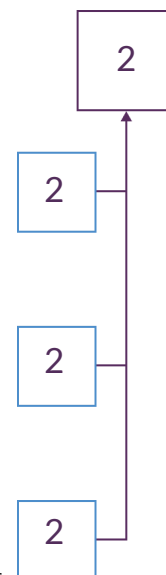
How well pupils achieve and enjoy their learning in religious education

#### 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 are developing secure knowledge, understanding, and skills in religious education based upon the *Religious Education Curriculum Directory*. They make good progress in learning, remembering, and applying new knowledge; this was evident throughout all age phases. Within the review element of the lessons, pupils recall a growing confidence in the accurate use of subject specific vocabulary. Pupils speak confidently about their learning and enjoy religious education lessons, showing an awareness of how the teaching within lessons impacts on their daily lives. From their teaching, they recognise that Jesus always forgives them and understand how this is important in their own relationships. Pupils actively take part in religious education lessons, approaching learning with interest and enthusiasm, which supports good behaviour in classrooms, evidenced throughout the whole school. Their work is generally well presented and shows signs of emerging creativity and individuality. Furthermore, pupils understand how well they are doing and respond to the feedback and marking within their books. Pupils achieve at least average attainment in religious education, and this is evident over the last three years. Standards in religious education are in line with other core curriculum areas.

Teachers have good subject knowledge and understand how pupils learn at the stage they are teaching. In some year groups, there was evidence of high levels of authentic subject knowledge and expertise. Less experienced teachers have been well supported through a structured programme of peer support, alongside diocesan and Bishop Wilkinson Catholic Education Trust (BWCET) development opportunities. Staff value religious education and

communicate its importance clearly to pupils, and, as a result, lessons are carefully planned, and incorporate recent assessment, so that pupils can learn effectively. Teachers use questioning during lessons to consolidate and deepen pupils' understanding. They adjust explanations and activities when needed to help pupils learn better. Task design is varied; this is in response to school self-assessment. Teaching includes activities such as drama, debating, and writing in various forms, such as letter writing and diary responses, to creatively deliver the curriculum. Teachers plan tasks which do not restrict pupil response, assessing work based on pupil outcomes rather than using simplified tasks. Use of word banks, teacher modelling, and sentence stems allow all pupils to access learning, helping meet the needs of different learners. Resources and additional adults are used effectively to support learning.

Leaders and governors ensure that the curriculum follows the Directory. The programmes and resources used are chosen to support its aims. Leaders ensure that religious education is treated as an important core subject; this includes when considering resourcing, teaching time, staffing, and learning spaces. Priority is also given to providing appropriate training: diocesan, BWCET, and in-house, particularly to support staff new to working in a Catholic school. Leaders and governors ensure professional development opportunities focus upon subject knowledge and teaching skills, as a result staff are supported well. The religious education subject leader has a clear vision for teaching and learning, and strong expertise in the subject. There is clear direction for curriculum development. This leadership helps ensure that teaching in religious education is consistently good. Leaders plan the curriculum so pupils can build their knowledge step by step, ensuring that religious education meets the needs of different groups of pupils and supports smooth progression between year groups and key stages. Leaders and governors self-evaluation of religious education is informed through various monitoring activities and analysis of findings. Leaders are aware that this process requires more rigour in relation to the recording element to enable them to more carefully and accurately track the impact of their strategic actions.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

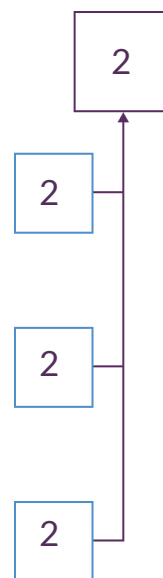
How well pupils participate in and respond to the school's collective worship

#### 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



Pupils engage respectfully in the various prayerful opportunities provided by the school. They respond appropriately through silence, communal prayer, and joyful singing. Scripture is central to prayer opportunities, and because of this being modelled by staff, pupils are confident in proclaiming from the Bible. Pupils know and use traditional prayers such as the Hail Mary and the Our Father. They are also confident and comfortable in suggesting their own personal intentions for prayers, including prayer intentions which link closely to the school community. Pupils see prayer as a medium to communicate with God and are able to articulate how and why they pray; 'you can talk to God in your head ...it brings you closer to God'. Pupil-led liturgy is an embedded part of the prayer life of the school. This also forms part of the planned Stay and Pray sessions, where parents are invited to pray alongside their children. Pupils embrace the opportunities to work alongside staff and other pupils to plan and lead prayer for their peers. They undertake liturgical ministries confidently and take time to evaluate their prayer times, considering how the opportunities made them feel and how to enhance future experiences.

Prayer and liturgy are central to life at St Oswald's and form a natural part of gatherings of the whole school community at staff, pupil, and governor level. Staff are confident in leading and sharing prayers and regularly pray together, taking turns to lead prayer during staff briefings. Prayer opportunities link to the liturgical calendar and follow the Church's norms. The school day is punctuated by a daily pattern of school prayers, which are displayed in all classrooms and known by the pupils. Scripture is central to prayerful experiences, with appropriate passages chosen to link to the theme or time of year. Staff, including senior leaders and

governors, lead by example, providing clear and authentic guidance for colleagues and pupils. Dedicated prayer areas within each classroom are used by the pupils, forming a focus for prayer. Prayer spaces have also been created around the school environment, including a prayer garden dedicated to Our Lady and a central prayer space linked to the school community. Staff work with families to include them in the prayer life of the school. Parents are invited to opportunities such as Stay and Pray, May procession, and school Masses, which they embrace and enjoy.

Leaders make use of the diocesan policy for prayer and liturgy and have developed the annual plan of provision to reflect the school's offer. The BWCET skills progression matrix has been introduced to ensure progress in levels of expectation and skill in relation to pupils taking responsibility for planning and leading prayerful experiences. Leaders acknowledge that this is not consistent, and it is an ongoing piece of work to embed this. Leaders recognise that further work is required to map out the wider prayerful opportunities to ensure that the richness of prayer is embedded throughout school, enabling greater variety, pupil participation, and leadership. Opportunities have been incorporated to allow the school community to celebrate significant feast days alongside regular opportunities to attend Mass. Leaders work closely with parish catechists to support sacramental preparations. They recognise the importance of continued professional development and work alongside the diocese and the BWCET. Leaders have developed an in-house peer support programme, particularly to support new staff. Leaders confidently cultivate and lead prayerful moments within their community. This multi-levelled approach has ensured that all staff understand the importance of prayer and are confident in delivering, and leading pupils to plan and deliver, celebrations of the word.

## Information about the school

|                                                |                                                                            |
|------------------------------------------------|----------------------------------------------------------------------------|
| Full name of school                            | St Oswald's Catholic Primary School                                        |
| School unique reference number (URN)           | 148409                                                                     |
| School DfE Number (LAESTAB)                    | 3903318                                                                    |
| Full postal address of the school              | Easington Avenue, Wrekenton, Gateshead, NE9 7LH                            |
| School phone number                            | 0191 4878641                                                               |
| Headteacher or Head of School                  | Mrs Tracy Musgrove                                                         |
| Chair of Governors                             | Rob Appleby                                                                |
| School Website                                 | <a href="http://www.stoswaldsrcprimary.org">www.stoswaldsrcprimary.org</a> |
| Trusteeship                                    | Diocesan                                                                   |
| Multi-academy trust or company (if applicable) | Bishop Wilkinson 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         | 11 July 2019                                                               |
| Previous denominational inspection grade       | Outstanding                                                                |

## The Inspection Team

Leigh-Anne Young Lead

Colette Teresa Barrett

## 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 |