



St George's Catholic Primary School

URN: 148444

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

10 June 2026 – 10 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

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Yes

Yes

Fully

What the school does well

- St George's Catholic Primary School is a welcoming and inclusive community rooted in Gospel values. A strong culture of love and respect ensures that pupils feel safe, valued and confident.
- Leaders provide inspirational and purposeful direction. Their unwavering commitment to dignity and aspiration ensures that the needs and potential of every pupil are central to decision-making.
- Pupils' behaviour is exemplary and reflects their strong moral development. Highly positive relationships between staff and pupils create a calm, respectful environment that supports effective learning.
- The school environment is thoughtfully developed to support its prayer life. It provides meaningful opportunities for pupils and staff to engage in worship and to grow in their relationship with Christ.
- Pupils value religious education and engage with it positively. Their learning contributes to a secure moral foundation and prepares them well for the next stages of their education and personal development.

What the school needs to improve

- Enable pupils to articulate clearly the reasons underpinning their actions, rooted in scripture, Church teaching and Catholic social teaching.
- Strengthen teachers' subject knowledge in religious education. Ensure that all staff have the confidence and expertise to deliver consistently high-quality teaching that deepens pupils' learning.
- Enhance pupils' leadership of prayer and liturgy. Provide structured opportunities for pupils to develop the knowledge and skills required to plan and lead worship with increasing independence and confidence.

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

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Pupils at St George's Catholic Primary School demonstrate a strong sense of belonging and speak confidently about feeling known, valued and cared for. They recognise that they are loved by God and others, for example, pupils in the Year 1/2 class joyfully declare that 'We are God's treasure'. Pupils are developing their understanding of the theology that underpins the school's virtues. They can identify aspects of Catholic social teaching and are beginning to explain why they are called to support those in need and to care for creation. However, this understanding is not consistently secure across all year groups. Pupils show respect for their own dignity and that of others, recognising that all people are made in the image and likeness of God. They demonstrate positive attitudes towards those of different faiths, religions and none, reflecting an inclusive and respectful culture. Behaviour is exemplary both in lessons and around the school. This is underpinned by strong, mutually respectful relationships between staff and pupils. As a result, the school community is characterised by a calm, purposeful atmosphere in which love and respect are evident.

Pupils at St George's demonstrate a strong sense of identity and belonging within their school community. Although the mission statement is not consistently known or understood by all, pupils embody the virtues that underpin it, growing in faith, love and joy. Staff are deeply committed to the pupils and families they serve. They actively contribute to the Catholic life and mission of the school and provide strong role models. This is reflected in the high regard in which all school staff are held by the community. Christ's presence is evident throughout the school. Pupils, staff and families support one another, creating a welcoming and cohesive community. The school celebrates its diversity well, ensuring that all feel included, valued and

listened to. Pupils explain, 'At St George's we have freedom to speak and to say things without judgement'. Pastoral care is a strength. In this small school, every pupil is known and loved, with a clear and practical commitment to supporting the most vulnerable. The learning environment reflects high ambition, with recent improvements enhancing the school's capacity for continued development. Provision for relationships and health education meets diocesan expectations and is enriched through links with external organisations.

Leaders at St George's are committed and purposeful in their ambition for all pupils and staff. They ensure that pupils are increasingly equipped with the skills and confidence to flourish, developing a growing sense of dignity that supports them to engage positively with others beyond their immediate community. Leaders and governors place appropriate emphasis on the Catholic life and mission of the school and recognise that they are at an early stage in fully embedding this aspect of school life. They value partnership and are committed to engaging effectively with others to strengthen provision. This is evident in the collaboration with St Cuthbert's Kenton, alongside links with the diocese and the local parish, which are becoming more purposeful. Parents speak positively about the school and its leadership, recognising the impact of high aspirations. Parents comment that the executive headteacher is, 'all for the children to reach their full potential... a ray of sunshine to the school'. Self-evaluation is generally accurate and supports leaders in identifying priorities and driving ongoing improvement. Staff well-being is considered in decision-making. Governors are committed and increasingly knowledgeable; they are developing their understanding of the school's priorities and provide appropriate support and challenge. Staff appreciate the professional development opportunities available, particularly those at an early stage in their career.

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

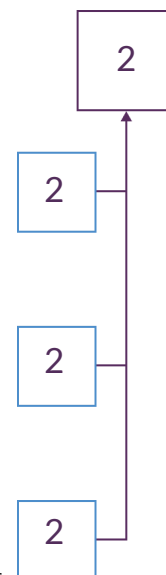
How well pupils achieve and enjoy their learning in religious education

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 at St George's make good progress in religious education from their starting points, developing increasingly secure knowledge and understanding over time. Their growing confidence in using religious vocabulary enables them to express ideas with precision in both written work and discussion, strengthening the quality of their responses. Structured approaches, including talk partner activities, support pupils in sharing ideas effectively, deepening their understanding of key themes, and developing collaboration and respectful listening skills. Pupils' positive attitudes to learning contribute strongly to their outcomes. They engage well in lessons, sustain concentration and contribute thoughtfully to discussions, enhancing the depth of their learning. The high standard of presentation in pupils' work reflects pride and care, reinforcing expectations and supporting consistent outcomes across year groups. Creative strategies and resources enable pupils to engage deeply with their learning and produce imaginative, high-quality work. Clear feedback helps pupils refine their thinking, improve their work and extend their responses. Consequently, pupils develop a secure understanding of how to improve and become increasingly independent and confident learners. Their enjoyment of religious education supports sustained engagement and progress, while opportunities for spiritual reflection deepen thinking and promote thoughtful responses to questions about meaning and purpose.

Staff at St George's are receptive to feedback and training, which has strengthened their confidence and effectiveness in teaching religious education. They are open to developing their practice and engage positively with professional development opportunities. They draw

on pupils' prior learning when planning; however, strategies to support the retrieval and reinforcement of key knowledge are not consistently or systematically embedded to improve learning over time across all classes. Teachers use questioning effectively to assess understanding and to adapt learning in response to pupils' needs. Despite this, leaders are aware that some teachers' subject knowledge lacks the depth required to enable deeper exploration of topics. There is a clear and constructive dialogue between teachers and pupils, evident in pupils' books. Feedback is both affirming and developmental, celebrating pupils' achievements while identifying next steps to support further progress and deepen understanding. Teachers recognise the significant contribution that religious education makes to pupils' moral and spiritual development. As a result, they provide pupils with regular opportunities for reflection and thoughtful engagement within lessons. Pupils explain that, 'RE helps us learn how people before us respected God'. This reflects pupils' growing awareness of the relevance of religious education to their lives and to the wider world.

Religious education at St George's is a faithful expression of the *Religious Education Curriculum Directory* and is effectively delivered through the *Come and See* programme. Expectations in religious education are in line with those in other core subjects, ensuring consistency in pupils' learning experience and supporting a coherent approach across the curriculum. The subject leader has a clear understanding of the school's continuing development and has played a significant role in its recent improvement, including supporting colleagues and refining provision over time. Leaders have an accurate view of standards in religious education, and monitoring identifies key priorities effectively, supporting ongoing development and helping to secure a shared understanding of expectations. Leaders have worked carefully to ensure that provision meets the needs of all pupils. The personalised support offered to individuals and families is a notable strength and is valued by parents and carers, contributing positively to pupils' engagement, confidence and well-being. Teaching and learning are enriched through a range of additional opportunities both within and beyond the classroom. For example, a visit to Rome, undertaken by Year 6 pupils alongside those from a partner school, enhances pupils' understanding of their faith and deepens their appreciation of the Church's heritage. These experiences contribute meaningfully to pupils' spiritual and personal development.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

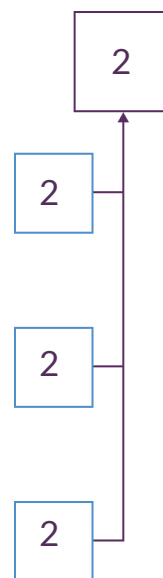
How well pupils participate in and respond to the school's collective worship

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 at St George's participate enthusiastically and reverently in acts of prayer and liturgy. When given the opportunity, they sing with joy and confidence, contributing positively to the school's worshipping community. Pupils, including those who take on roles such as lay chaplains, demonstrate a secure understanding of the liturgical year and are familiar with the significance of its seasons and associated colours. This supports their active engagement in the Church's cycle of worship. Opportunities for pupils to plan and lead prayer and liturgy independently are currently limited. As a result, many pupils are at an early stage in developing the skills needed to prepare and deliver these experiences with confidence and understanding. Pupils recognise the importance of prayer in their lives. They understand that it offers them a way to deepen their relationship with God and to reflect on their faith. Pupils share that they feel more connected to God through prayers. Older pupils articulate thoughtfully the impact of prayer and liturgy on their daily lives. They speak about how scripture guides their actions, helping them to make positive choices and to live out their faith as good and caring individuals each day.

There is a clear and established rhythm to the prayer life of pupils and staff at St George's. Pupils speak confidently about how and when they pray, demonstrating that prayer and worship are central to daily school life. Pupils show a developing familiarity with scripture and engage with it respectfully. They are provided with regular opportunities to encounter scripture both within religious education lessons and through class and whole-school acts of prayer and liturgy, supporting their spiritual growth. Opportunities for reflection are well embedded. Pupils respond thoughtfully to prayer and liturgy, with their ideas recorded

creatively in well-presented floor books, demonstrating care and pride in their work. Staff are strong role models, participating fully in prayer and liturgy and showing a clear commitment to their own faith development. This contributes positively to the prayerful ethos of the school. Pupils are encouraged to contribute creatively to prayer and liturgy, with music used effectively to enhance these experiences. The environment is thoughtfully utilised to support both communal worship and opportunities for individual reflection. The school also provides meaningful opportunities for families to engage in its prayer life, for example through regularly attended initiatives such as 'Tuesday Choice'.

Leaders at St George's have worked diligently to establish an effective plan for prayer and liturgy, which is implemented consistently across the school. There is a clear strategy in place to develop pupils' skills in planning and leading prayer and liturgy. Leaders recognise that this work is still developing and demonstrate a strong commitment to its continued implementation and refinement. Key points within the liturgical year are carefully planned through the school's annual programme of provision. This includes holy days of obligation and other significant celebrations, such as the feast of St George. Opportunities to participate in the sacraments are readily available to pupils and staff, supported by the regular presence of the parish priest, which enriches the spiritual life of the community. Staff, particularly those new to Catholic education, are well supported through appropriate training and formation. This enables them to fulfil their roles confidently as contributors to the school's faith life. The executive headteacher provides strong and authentic leadership. Her personal witness to gospel values inspires others and is highly regarded by staff and governors, many of whom recognise the positive impact she has had on their own faith development.

Information about the school

Full name of school	St George's Catholic Primary School
School unique reference number (URN)	148444
School DfE Number (LAESTAB)	3913475
Full postal address of the school	Bells Close, Newcastle upon Tyne, NE15 6XX
School phone number	0191 2675677
Executive Headteacher	Mrs Anne Bullerwell
Chair of Governors	Mr David Hastie
School Website	www.stgcps.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	08 March 2019
Previous denominational inspection grade	Good

The Inspection Team

Martin Gray Lead

Paul Craig

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