



St Bede's Catholic Primary School

URN: 148446

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

29 April 2026 – 30 April 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

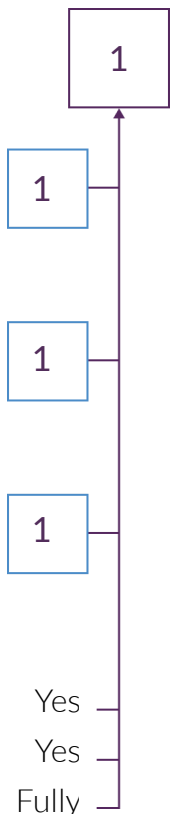
Collective worship (p.7)

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

- The head teacher is exceptional in the support and dedication she gives to the pupils, families and staff in her care. She inspires others to have the highest expectations, aspirations and love for all pupils.
- The pastoral care shown to all pupils and their families by all staff is exemplary. Pupils know that they are deeply loved and valued because staff ensure that the mission statement is a lived expression of the culture of the school.
- Pupils are respectful of one another and behave very well in lessons. They display great pride in their work and value the support of their teachers.
- Staff provide well-sequenced religious education lessons that promote religious literacy and secure the knowledge of all learners. The passionate deputy head teacher ensures that the needs of the most vulnerable are clearly identified so that their entitlement to meaningful religious education is fulfilled.
- As a result of high-quality training, the prayer life of the school impacts positively on the spiritual development of all.

What the school needs to improve

- Ensure that pupils can articulate the theology that underpins Catholic social teaching.
- Ensure that staff accurately assess pupils in relation to expected outcomes.
- Provide opportunities for pupils to systematically contribute to the planning of future developments of the Catholic life and mission of the 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

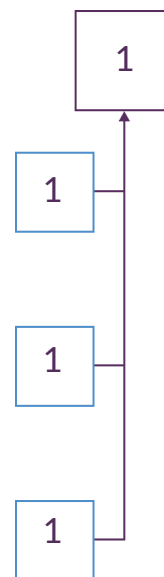
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 Catholic life and mission of St Bede's Catholic Primary School is deeply embedded in all aspects of school life. A strong, welcoming and inclusive Catholic culture is at the heart, described by one member of staff as 'a community that lives out its faith.' The school mission statement and motto, 'As one, we learn together, play together, pray together, as one,' is very well known and understood. Consequently, pupils can clearly articulate how the mission is lived out by the whole school community. Pupils confidently make links between their actions and those of Christ, with one pupil commenting, 'When we grow up we won't be afraid to stand up for others and do good, because we follow Jesus.' Because pupils are encouraged to take responsibility for their actions and to take care of one another, they act with compassion and kindness. They highly respect those of other faiths and cultures. They are rightly proud of their charitable acts; however, they cannot fully articulate the theology which underpins Catholic social teaching. Pupils know that they are genuinely valued and that their contributions are welcomed. As a result, they confidently take up leadership responsibilities, including as Mini-Vinnies, buddies, playground leaders and prayer leaders.

Staff are exemplary role models and provide the highest quality pastoral care. They generously attend to the needs of all members of the community, and, as a result, pupils know that they are made in the image of God and that they are valued. All staff embrace their responsibility for chaplaincy, fully recognising the need to ensure that, 'The Catholic ethos is at the heart of school.' Consequently, pupils feel confident and reassured as they develop spiritually. One parent reflected, '[staff] have very well understood and delivered their responsibilities for the formation... of pupils.' They create a rich environment which

exemplifies the Catholic character of the school, providing many opportunities for pupils to grow in faith. Thought provoking displays celebrate the school's Catholic identity and inspire pupils. Careful attention is given to ensuring that all are warmly welcomed, and staff generously provide many opportunities for pupils to live and pray in their own faith traditions. Staff willingly give their time to help pupils to grow in virtue and therefore every member of the school family is supported to flourish. Staff ensure that they facilitate opportunities for pupils to actively serve others, modelling exceptional relationships rooted in Christian love.

Leaders are inspirational in the way they preserve Christ at the heart of school life and have a deep commitment to care for the vulnerable. They therefore successfully support the Church's mission. They are authentic witnesses of the Gospel and are highly dedicated to ensuring that pupils experience an enriching Catholic education that provides excellent formation. Leaders ensure that staff are treated with respect and dignity, and this results in a highly motivated and committed team. One member of staff reported, 'Our headteacher leads by example; her faith and spirituality shine through her decisions as a leader and through her care shown to every child and staff member.' Leaders share their vision with passion and, as a result, all staff are highly committed to contributing to and benefitting from the Catholic ethos. Governors are involved in monitoring and reviewing the Catholic character of the school, however, pupils are not given the opportunity to contribute to the evaluation of school life and to planning future developments. Leaders ensure that there are strong partnerships with the local parish, diocese and Bishop Bewick Catholic Education Trust. They maintain the school mission at the root of all strategic decisions and consequently, there is a lived sense of justice and respect which is reflected in school policies and procedures.

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

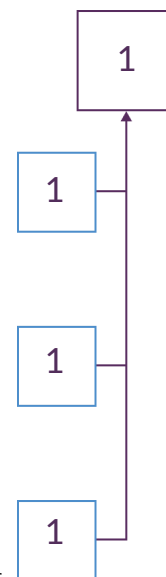
How well pupils achieve and enjoy their learning in religious education

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



Expectations in religious education lessons are high and little learning time is lost because behaviour is excellent in classes. Lessons are interesting and therefore pupils engage well and enjoy learning. One pupil reported, 'Lessons are fun. We learn lots of new things.' Pupils reflect thoughtfully on challenging questions and make insightful comments. They have an excellent knowledge of religious beliefs and traditions because lessons are well-planned and progressive. Pupils are eager to learn and deepen their understanding, making links and reflecting on the actions of believers, as is appropriate to their age. They use religious vocabulary confidently because this is taught explicitly and because there are opportunities to use subject-specific words in context. Pupils are able to analyse scripture passages and apply them to their own lives with an awareness of religious commitment. Lessons are consistently well structured enabling pupils to build effectively on prior learning and make sustained progress within the taught curriculum from their varied starting points. Pupils produce work of a high standard with increasing independence and respond well to feedback to ensure that concepts are securely understood. Their learning is well-embedded so they can retrieve knowledge over time. They demonstrate pride in their work and present it very well.

Teachers have a strong subject knowledge as a consequence of relevant induction and ongoing professional development. They are therefore confident and competent in delivering ambitious lessons. They plan progressive learning opportunities, adapting tasks and teaching to support inclusion. All pupils are therefore helped to know and remember more. Teachers provide opportunities for pupils to learn about other faiths and cultures, so that pupils are

prepared for life in a diverse world. Staff include opportunities for deep thinking and discussions which encourage pupils to express personal opinion. Teachers are skillful in asking carefully constructed questions that provoke new learning and they give clear explanations and feedback to promote progress. Planned tasks are varied and therefore pupils are able to capture their learning in different ways. Pupils are given encouragement that motivates them to work well, and additional adults are skilled and deployed effectively to ensure pupils keep up with the curriculum. Teachers integrate opportunities for pupils to reflect on what they have learned so that pupils build a personal sense of morality based on what they have learned. Staff systematically assess pupils, however, there are some inconsistencies in interpreting expected outcomes across the school which has resulted in some inaccuracies in assessments.

Leaders have empowered staff through a shared vision and strategic direction which is inspiring. They involve staff and governors in evaluating the impact of religious education lessons and they have implemented lesson structures which help pupils to know and remember more. The knowledgeable subject leader provides staff with the relevant support to ensure that teaching is effective and learning is embedded. Staff acknowledge that her generous guidance is 'passionate and focused.' Systematic monitoring by leaders is underpinned by their precise knowledge of the needs of their pupils and leads to inclusive lessons. Leaders are diligent in ensuring that pupils who have special educational needs are offered their full entitlement to the curriculum by providing bespoke and imaginative learning opportunities. They regularly review the provision for religious education and monitor the impact of their actions. Leaders have embedded clear policies to ensure that teaching is inspiring and supports the development of all pupils. Governors are regular visitors and they are therefore well informed when making decisions. They invest in meaningful professional development and resources so that staff have the knowledge and skills to provide high quality learning opportunities. This is highly valued by staff, who feel well supported by relevant, bespoke training.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

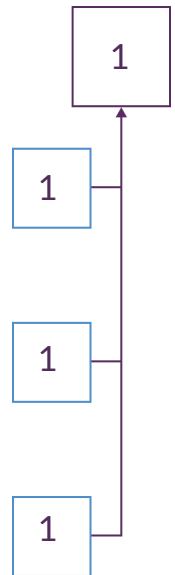
How well pupils participate in and respond to the school's collective worship

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 is central to the life of the school and pupils participate with eagerness and deep reverence. They sing enthusiastically and join in well with communal prayers, and as a result, prayer and liturgy is joyous. Pupils undertake ministries confidently and, appropriate to their age, they plan and lead a range of prayer experiences competently because they are given appropriate support. They demonstrate a secure understanding of the liturgical year and are therefore able to draw effectively on what they have learned in lessons. They are encouraged to reflect thoughtfully on the impact that prayer has on them. Furthermore, pupils respond positively to the range of varied prayer opportunities offered to them and can articulate how the experiences uplift them. Mini-Vinnies and prayer leaders play an active role in supporting the spiritual development of others, sensitively engaging others in celebrations. Creative approaches, including bubble prayers, dough prayers and transient art prayers, enable pupils to explore a range of prayer experiences. Consequently, they are able to find ways to pray that are personally meaningful. This is highly valued by parents who report the positive impact the prayer life of the school has on their child.

Staff create prayerful spaces in classrooms and across the school, including the prayer room and prayer garden, that signify the centrality of prayer. These enable pupils to respond and reflect, and consequently feel confident and reassured to communicate with God. Thoughtful and well-constructed prayer and liturgy is at the heart of school life, and well-chosen scripture passages enhance celebrations. Staff are inspiring role models because they have an understanding of the liturgical norms of the Church. This is as a result of meaningful professional development. Staff ensure that a sense of reverence pervades, with a range of

traditional, spontaneous and contemporary prayers offered to support the spiritual development of all pupils. Staff encourage pupils to be creative when leading prayer and, as a result, pupils are enthusiastic and uplifted by the experiences. Pupils join the parish community for Mass regularly, and the support of the parish priest is highly valued by staff. Consequently, there is a flourishing partnership with the parish. Staff generously involve families in the prayer life of the school, including through stay, play and pray sessions, and parents eagerly articulate the positive impact this has. One parent commented, '[There are] many opportunities provided for children to constantly engage in practices of the faith.'

Because leaders regularly review the provision for prayer and liturgy, they ensure that pupils have rich and varied opportunities to pray and develop spiritually. Leaders place the highest priority on prayer and they ensure that the school's prayer and liturgy policy is relevant and applied well. One member of staff remarked, 'Prayer and liturgy are a meaningful part of our daily life.' Leaders prioritise professional development to ensure that staff are able to provide prayer experiences that are reflective and engaging. Leaders act as strong role models and therefore staff are supported and encouraged to lead prayer celebrations for both colleagues and pupils. Their support for staff is highly valued, and as a result, all are confident in their role as leaders of faith and are proud to contribute. Leaders have a secure understanding of the capacity of pupils and have therefore developed a progressive strategy to support the participation and leadership of pupils as they develop. The breadth of prayer experiences and liturgical celebrations is rich. Consequently, the school community is inspired to celebrate with joy and enthusiasm. Leaders, including governors, understand the families they serve, and consequently, they reflect the needs of the community when preparing the school's annual prayer and liturgy plan.

Information about the school

Full name of school	St Bede's Catholic Primary School
School unique reference number (URN)	148446
School DfE Number (LAESTAB)	3913762
Full postal address of the school	Whickham View, Denton Burn, Newcastle upon Tyne, NE15 7HP
School phone number	0191 274 3430
Headteacher or Head of School	Ms Leigh-anne Young
Chair of Governors	Clare Casson
School Website	www.stbcps.co.uk
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	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	31 January 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Barbara Reilly-O'Donnell Lead

Lianne Peart

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