



Ss Peter and Paul's Catholic Primary Academy

URN: 141832

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

22 January 2026 – 23 January 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

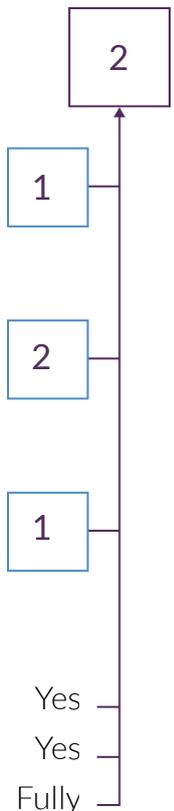
Collective worship (p.7)

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



Yes

Yes

Fully

What the school does well

- The executive head teacher is exceptional in the support and dedication she gives to the pupils, families and staff in her care. Supported by a highly committed local governing committee, she has an ambitious drive for improvement which inspires those around her.
- The head of school is held in high regard by members of the community because he authentically cares for others and has the highest expectations and aspirations for 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 lived out in their actions. Consequently, pupils are deeply respectful of one another. They are kind and generous because they recognise the unique qualities of others, following the example of staff who are excellent role models.
- Staff provide enjoyable and well-sequenced religious education lessons that promote religious literacy and help pupils to know and remember their learning over time.
- The prayer life of the school impacts significantly on the spiritual development of all. Pupils feel enthused by the opportunities provided to them to pray and celebrate.

What the school needs to improve

- Ensure that pupils can articulate the principles and theology of Catholic social teaching.
- Develop the subject knowledge of staff so that this consistently underpins precision in the learning intentions and outcomes of all lessons.
- Provide opportunities for pupils to develop their understanding of varied ways to pray which reflect the liturgical year.

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

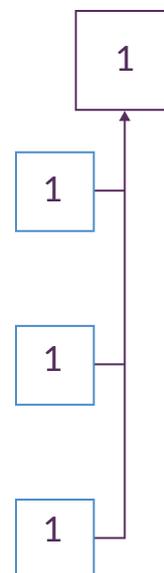
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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 Ss Peter and Paul Primary is deeply embedded in all aspects of school life. A strong, welcoming and inclusive Catholic culture is at the heart. The school mission statement, 'Learning to value, learning to give, learning to achieve, growing in the peace of Christ,' is very well known and understood by all, and consequently, pupils can clearly articulate how it is lived out by the whole school community. They confidently make links between their actions and the school values. The behaviour of pupils is exemplary because they are encouraged to take responsibility and to take care of one another. They have a generous regard for others, with one pupil commenting, 'We want to make a difference.' They are rightly proud of their charitable acts; however, they cannot fully articulate the theology which underpins Catholic social teaching. Pupils highly respect those of other faiths and cultures because the uniqueness of all is celebrated, including through 'language of the term' activities. Pupils know that they are truly treasured and that their opinions are listened and responded to. As a result, they are proud to take up leadership responsibilities, including as Mini Vinnies, prayer leaders and Eco Warriors.

Staff are exemplary role models and provide the highest quality pastoral care. As a result, pupils know that they are uniquely created in the image of God and that this is something to be celebrated. Staff create a rich environment which exemplifies the Catholic character of the school, providing varied opportunities for the spiritual development of all pupils. One parent remarked, 'Catholic values... are woven into daily school life.' Thought provoking displays

celebrate the Catholic life of the school and offer interactive prayer opportunities which inspire pupils. Staff enthusiastically and generously welcome everyone and attend to the needs of all those in their care. They create a culture of compassion and aspiration, modelling exceptional relationships rooted in Christian love. This is highly valued by parents, who appreciate the care and attention they give to all. One parent commented, 'This is a wonderful place; we are blessed.' Staff willingly give their time to help pupils to be inspired by the lives of saints and to grow in virtue, and therefore every member of the school family is supported to flourish. All staff embrace the responsibility of chaplaincy; consequently, pupils feel confident and reassured to deepen their relationship with God.

Leaders are inspirational in the way they meticulously place Christ at the heart of school life. They have a deep commitment to care for all members of the school family, and therefore successfully support the Church's mission. Governors recognise that there have been, 'significant developments in the Catholic life of the school over time... the executive head teacher has been transformational.' Leaders are authentic witnesses of the Gospel and are highly dedicated to ensuring that pupils experience an enriching Catholic education that provides excellent formation. They ensure that staff are treated with respect and dignity, and this results in a highly motivated and committed team. Leaders diligently ensure that all staff receive high quality training which nurtures their personal faith journey. They share their vision with clarity and enthusiasm and, as a result, all staff are highly committed to contributing to and benefitting from the Catholic ethos. Leaders, including governors, effectively monitor and evaluate the provision and outcomes of the Catholic life of the school and therefore identify accurate improvement priorities. They ensure that there are strong partnerships with the local parish, Bishop Bewick Catholic Education Trust and diocese and they also ensure that the school's mission and values are reflected in 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

2

Provision

The quality of teaching, learning, and assessment in religious education

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education

1

2

Expectations in religious education lessons are high and little learning time is lost because behaviour is positive in classes. Lessons are interesting and therefore pupils engage well and enjoy learning. One pupil remarked, 'I am intrigued by all the scripture we learn about.' Pupils make relevant comments, reflect thoughtfully on challenging questions, and respond well to feedback. They have a secure knowledge of religious beliefs and traditions because lessons are well-planned and progressive. Pupils are eager to learn and deepen their understanding and are beginning to make links and reflect on the actions of believers, although this is not consistently secure. They use religious vocabulary because this is taught explicitly and because there are opportunities to use and apply subject-specific words in context. Pupils are able to build on prior learning, making sustained progress within the taught curriculum. They produce work of a high standard, demonstrating pride in the presentation of their learning. Pupils are able to analyse scripture passages in response to 'raid the scripture' sessions and apply them to their own lives. Their learning is well-embedded so they can retrieve knowledge over time. One pupil commented. 'Our learning is locked and secured so that we can remember it when we need it.'

Teachers acquire secure subject knowledge as a consequence of regular high-quality professional development and coaching. They therefore develop confidence in delivering engaging lessons and in planning progressive learning opportunities. Lessons are consistently well structured because teachers ensure that they are informed by the school's teaching and

learning policy. Staff skilfully adapt tasks and teaching to support inclusion, with support from the special educational needs and disabilities coordinator, and therefore most pupils are helped to know and remember more. However, there are some inconsistencies in the precision of lessons across the school. Teachers provide opportunities for pupils to learn about other faiths and cultures, so that pupils are prepared for life in a diverse world. One pupil reported, 'I know how to bond with others and recognise what is important.' Lessons are enriched by visits to places of worship, and by visitors who share their faith story authentically. Staff include opportunities for reflection and discussion, so that pupils are able to express personal opinion. Teachers ask questions that provoke new learning and they give explanations and feedback which promote progress. 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.

Leaders support staff through a shared vision and strategic direction which is ambitious. They provide a range of professional development opportunities that support improvements in teaching and learning. Furthermore, leaders have a robust self-evaluation procedure which accurately identifies key areas of development to secure consistency in the quality of teaching and learning across the school. They involve pupils, staff and governors in evaluating the impact of religious education and therefore have an accurate understanding of the impact of lessons. The subject leader shares his expertise to provide staff with the relevant knowledge and skills to ensure that learning is secure. Staff acknowledge that his support is beneficial. Rigorous and systematic monitoring by leaders is fundamental to continued and sustained improvement. They conduct purposeful pupil progress meetings to ensure standards are ambitious. Additionally, leaders have embedded clear policies and procedures, including a defined lesson structure, to ensure that teaching 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 can develop the knowledge and skills to provide high quality learning opportunities. This is highly valued by staff, who feel well supported by relevant, bespoke training and coaching.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

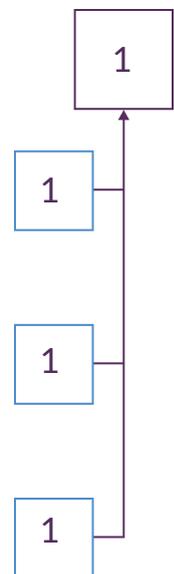
How well pupils participate in and respond to the school's collective worship

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 reverence. They sing enthusiastically and join in well with communal prayers. They undertake ministries confidently and they plan and lead a range of prayer experiences competently because they are given appropriate support. They use what they have learned in lessons to support the planning of celebrations. Furthermore, Monday Mission and Thursday Thought sessions help to deepen their reflection. They evaluate prayer experiences with maturity and use their reflections to inform future planning. Pupils are encouraged to consider the impact that prayer has on them and they recognise that prayer, 'helps us to feel calm,' 'makes us feel closer to God' and 'gives us a pure heart.' However, they do not have a detailed understanding of the liturgical year and how it is expressed. Pupils engage with the varied prayer opportunities offered to them, including meditation, creative prayer and examen, and therefore they can nurture their own personal preferred ways to pray. This is greatly valued by parents who report the meaningful impact that the prayer life of the school has on their child. Mini Vinnies and prayer leaders eagerly support the spiritual development of others and develop prayer stations which provoke spontaneous prayer.

Staff create prayerful spaces in classrooms and shared areas that signify the centrality of prayer. Thoughtful and well-constructed prayer and liturgy is at the heart of school life, and staff select scripture passages which enhance celebrations. One pupil remarked, 'Teachers always tell us Gospel stories because that's where we get the example of Jesus.' Staff are

inspiring role models, leading prayer and liturgy for colleagues and pupils with confidence. They ensure that a deep sense of reverence pervades, and, as one parent commented, 'make continued efforts to ensure that prayer is accessible and meaningful for all, including those with special needs.'. 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 parish clergy are welcome, frequent visitors. Consequently, there is a flourishing partnership with the parish. Staff generously involve families in the prayer life of the school, including through Stay and Pray sessions and class celebrations of the word. Parents eagerly articulate the important impact this has, saying, 'It has been an absolute joy to see how [my child] has become so enthusiastic about prayer.'

Because leaders rigorously monitor provision for prayer and liturgy, they ensure that pupils have uplifting, varied and frequent opportunities to pray. They prioritise professional development to ensure that staff are able to provide prayer experiences that are meaningful and engaging. They 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 grow. The breadth of prayer experiences and liturgical celebrations is rich. Consequently, the school community is inspired to celebrate with joy and enthusiasm. Staff prayer times are considered to be 'meaningful and enjoyable' and reflect the priority leaders give to the formation of every member of the school community. Leaders are excellent role models, and they ensure that the school's prayer and liturgy policy is relevant and applied well. Their support for staff in school is highly valued, and as a result, all are confident in their role as faith leaders. Leaders, including governors, regularly consult with parents and pupils to discern the impact of the prayer life offered in school, and therefore, they reflect the needs of the community when preparing their annual plan for prayer and liturgy.

Information about the school

Full name of school	Ss Peter and Paul's Catholic Primary Academy
School unique reference number (URN)	141832
School DfE Number (LAESTAB)	9293770
Full postal address of the school	Northumbrian Road, CRAMLINGTON, NE23 6DB
School phone number	01670 716343
Headteacher or Head of School	Mrs Charlotte Chapman
Chair of Governors	Mr Thomas Dawson
School Website	www.ss-peterandpauls.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Bewick Catholic Education Trust
Phase	Academy
Type of school	
Admissions policy	4 - 11
Age-range of pupils	Mixed
Gender of pupils	Mixed
Date of last denominational inspection	26 June 2018
Previous denominational inspection grade	Good

The Inspection Team

Barbara Reilly-O'Donnell Lead

Ruth Whyte

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