



St Godrics Catholic Primary School

URN: 148207

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

11 February 2026 – 12 February 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

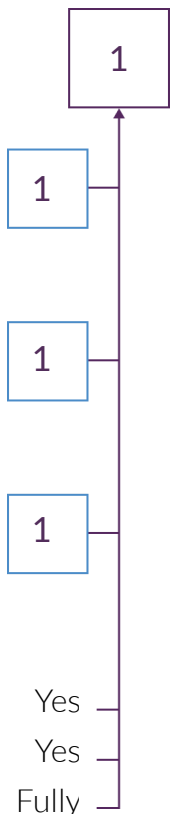
Collective worship (p.7)

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 vision, mission and values of the school are fully embraced, and have the most significant impact on the community; the school's particular charism is understood and celebrated by all.
- There is a strong sense of togetherness within the school community, marked by joy, enthusiasm, and care for each other.
- Pupils engage with religious education enthusiastically and with evident enjoyment; they produce well-presented work of a consistently high standard.
- Teaching of religious education is outstanding, marked by the excellent subject knowledge and commitment of teachers, a consequence of very effective professional guidance from leaders.
- All pupils, at age-appropriate level, undertake liturgical ministries with confidence, enthusiasm, understanding and skill.

What the school needs to improve

- Implement high quality professional development in order to successfully meet the requirements of the new Religious Education Directory
- Revise the Prayer and Liturgy Policy to match the expectations of the school in developing pupils' understanding of the wide variety of ways of praying that are part of the Catholic tradition.

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

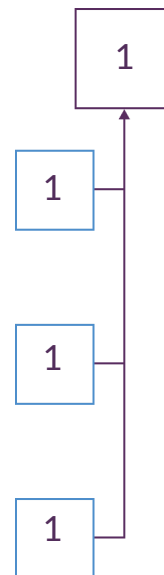
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils have a deep understanding of the school's vision, mission and values. 'Our school's mission is to "Be the Light". I believe that means helping each other, sharing kindness, and making our class and school the best it can be,' as one pupil acknowledges. They know that they can follow Jesus, the light of the world, by being 'the light' to others, and they strive to do this through acting according to the school values. Their understanding leads to the knowledge of how they are valued as unique persons, made in the image and likeness of God. They are filled with optimism and generosity, their joyfulness contributing to the positive atmosphere in school. Pupils enthusiastically take on a wide variety of responsibilities and leadership roles, such as the head pupils, ambassadors for several areas of focus in the school, school councillors, buddies for younger children or as Mini-Vinnies. They want to serve others and to make a difference, showing compassion for those in need. They link the school's values to Catholic social teaching, and a desire to care for others and God's world. This is noticeable in the respect for each other, irrespective of background or faith. 'Respect makes everyone feel safe and happy,' as one child remarked. Consequently, their behaviour is exemplary, in class and around the school. They highly value the school's chaplaincy provision, actively participating at every opportunity.

The recent revision of the school's vision, mission and values has been inspirational, as they have impact on every aspect of the school's daily life. They are deeply rooted in the word of God through Jesus' teaching in the gospels. Staff commitment to living out the mission is

profound, and each member models the values of the school with a clear desire to enable pupils to 'Be the Light'. There is a very strong culture of community and togetherness, where all are welcomed and included warmly. Staff exhibit a clear sense of love for the children in their care. They offer their service willingly to the pupils and their families, within the school and in the parish. Staff are exemplary role models for pupils. This is seen in the quality of their relationships and the level of care they provide. Christ is at the centre of the school: its physical environment gives witness to this through the prominence of its attractive displays around the school and in classrooms. A dynamic and well-planned chaplaincy programme is a strong feature of the high-quality opportunities for spiritual and moral development. Provision for relationships, sex and health education is carefully planned, fully meeting diocesan requirements.

Leaders and governors give the highest priority to maintaining and improving the Catholic ethos. They are determined and supportive, giving their time generously and willingly to ensure the highest quality of provision. Parish links are particularly strong, and flourishing, giving pupils and their families ample opportunity to connect their faith between school and church. The school has developed highly successful strategies for engaging parents, such as the 'stay and pray' opportunities and the community events organised alongside the Friends of St Godric's. Parents are grateful for the school's ethos: 'We feel truly happy and deeply fulfilled knowing that our child is growing in the love of Christ, learning to walk in His ways', being a typical comment. Catholic social teaching permeates the wider curriculum, in literacy, geography and history for example, embedding its principles across these subjects. Self-evaluation of the Catholic life and mission has been rigorous and accurate, involving governors, leaders, staff and the Bishop Wilkinson Catholic Education Trust. Pupils also contribute, but this is informally at present.

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

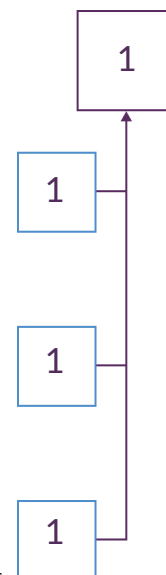
How well pupils achieve and enjoy their learning in religious education

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 excellent knowledge, understanding and skills in religious education. They make consistently good progress in their learning over time. They speak fluently with confidence, demonstrating use of specialist vocabulary. Their recall of previous learning, be it last lesson, last week, or last year, is impressive. Relative to their age and capacity, they are religiously literate and engaged young people, with the ability to reflect spiritually and understand how their learning should influence their daily lives; they can often do so with reference to scripture passages that they have remembered. Pupils show independence and concentration, collaborate with each other easily, and produce well-presented work of a high standard. They are very engaged in lessons, showing evident enjoyment in the tasks they are given. They appreciate how the teachers help them to make progress, saying how learning is 'broken down into steps – it helps us to understand'; how regular access to a Bible has increased knowledge of scripture; and how doing many different activities makes a difference – 'Doing quizzes, using laptops, making powerpoints' and 'Drama helps us remember more, makes it stick in your mind more and realise how it happened at the time' being some examples given. Their behaviour is outstanding, as they are curious, attentive and responsive, bringing a positive attitude to all of their lessons. They understand how well they are achieving and have started to self-assess their own performance. Attainment in religious education is generally very high.

Teachers have very good subject knowledge, and demonstrate a high level of confidence in delivering religious education lessons. They have high expectations and communicate these effectively to their pupils, thereby showing their commitment to the importance of the subject. The structure of lessons is very effective, following a consistent pattern across the school. This enables the consolidation of previous learning leading to pupils' good recall of previous lessons, before the development of new knowledge and understanding in a sequentially planned manner. Clarification of religious vocabulary is always a feature of the lesson. Teachers use very effective questioning that challenges, encourages and reinforces learning, ensuring that all pupils are involved and showing understanding. Praise is used successfully, enabling high motivation. Marking provides regular feedback and further development of depth of knowledge through additional 'challenge' questions. Teachers use a variety of approach in the tasks that they set, with writing enhanced by opportunities for pupils to show their creativity in the way they present their work, as well as taking part in drama, design and artistic activities.

The curriculum is a faithful expression of the *Religious Education Curriculum Directory (2012)*. Religious education clearly has parity with other core subjects in status, time and resources. Professional development for staff is regular and has been very effective in raising standards of attainment and the quality of teaching. Professional development focused on the forthcoming curriculum that aligns with the new *Religious Education Directory* is at an early stage of development, with a pilot 'branch' undertaken in one class, and a brief introduction given to all teachers, which has whetted the appetite to begin implementation. The subject leader is knowledgeable and skilled, and effectively drives the improvement of the subject, giving clear guidance to all. Pupils' needs are successfully catered for, with extra challenge offered to those capable of taking learning further, and those with particular needs given support through adapted tasks and the empathetic assistance of teaching assistants. Monitoring and evaluation is forensic, with the headteacher and subject leader working together to ensure the highest standards are maintained. 'There is no complacency in this school', as an officer of the Bishop Wilkinson Catholic Education Trust remarked, and this continual focus on the best provision has significant impact.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

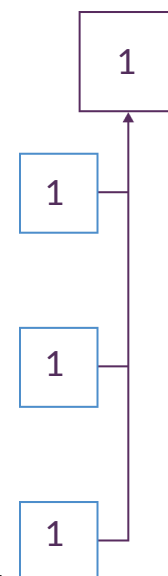
How well pupils participate in and respond to the school's collective worship

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 are deeply engaged and fully participate in experiences of prayer and liturgy. They have a good understanding of the variety of ways of praying in the Catholic tradition and the liturgical year, and have used this knowledge to make suggestions for celebrations of the word that take place regularly. The range of traditional prayers that they know by heart, or have knowledge of, is developing, although older pupils in particular show that they are fully capable of expanding this knowledge and variety further. Pupil ministry of prayer and liturgy is very well developed in the school. The quality of collaborative planning and leading of celebrations has been nurtured effectively from an early age so that pupils quickly and confidently take on roles that help to create prayerful and meaningful occasions of worship. This includes the choice of an appropriate theme, the dressing of a prayer focus table with religious artefacts and decorations, the choice of a gospel reading, and the writing of individual prayers and introductions. By the time they are in Key Stage 2, pupils can take on the complete, independent preparation of a celebration of the word, and its presentation to the class, with minimal intervention from their teachers. Pupils regularly make connections between prayer that they have experienced, the curriculum, and the wider life of the school. They do reflect, within prayer, on how it is influencing them in their actions.

Prayer and liturgy are central to the life of the school. Their daily pattern and rhythm are naturally embedded across each day and week. The school's provision offers a range of ways of praying that pupils find meaningful and accessible, and they relish the opportunities to take

part. Scripture is used particularly well: staff and pupils discuss scripture choices readily, with confident knowledge, paying attention to the season of the Church's year or a particular theme. Prayer is very well modelled by leaders and staff, and all are highly skilled in developing pupils' skills and understanding of a variety of ways of praying. Pupils and staff willingly use their gifts to enhance prayer, such as in music, art, design and computer skills. The school leaders and staff are always conscious of making the space for celebrations 'special': this involves ensuring that the hall, prayer garden and classrooms are re-arranged or presented in a way that encourages the best opportunity for spiritual development. Families and parish members appreciate the opportunities given to them to take part alongside the children.

The school's policy for prayer and liturgy has recently been refreshed to meet the demands of *To love you more dearly*, the Prayer and Liturgy Directory, in line with guidance from the diocese. However, although it has been personalised for the school to some extent, it does not fully match the potential development of pupils' capabilities. The school has built a comprehensive strategy for building skills of participation, and is ambitious to extend this further. There are regular opportunities, planned by leaders, governors and the parish priest, a frequent visitor, to celebrate the Eucharist throughout the year within the school calendar. The links with the parish community are particularly strong and flourishing, with pupils taking part alongside parishioners each week in a Eucharistic service in the St Bede chapel room; and sacramental preparation for Reconciliation and Holy Communion is done in partnership, with parishioners sponsoring pupils in prayer. Formation and professional development for staff is very good, because leaders' knowledge and skills are highly developed, which leads to significant impact. Resources for prayer and liturgy are well provided, particularly the accessibility of Bibles. Self-evaluation of provision is very thorough.

Information about the school

Full name of school	St Godrics Catholic Primary School
School unique reference number (URN)	148207
School DfE Number (LAESTAB)	9133486
Full postal address of the school	Carrhouse Drive, Framwellgate Moor, Durham City, DH1 5LZ
School phone number	0191 3847452
Headteacher or Head of School	Mrs Emma Bridon
Chair of Governors	Mrs Dominica Moran
School Website	www.st-godricsrc.durham.sch.uk
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	14 November 2018
Previous denominational inspection grade	Outstanding

The Inspection Team

Alan Dewhurst Lead

Stephanie Mary Brown

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