



# St Aloysius Catholic Junior School

URN: 148274

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

04–05 March 2026

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

1

#### 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

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

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

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

## What the school does well

- There is a lived sense of community at St Aloysius where there is strength in relationships, a deep respect and dignity for each other and a genuine culture of welcome.
- There is a flourishing partnership between home, school and parish which is deeply appreciated by all.
- Outcomes in religious education for pupils are strong, underpinned by effective teaching rooted in clear subject knowledge with a focus on challenge and depth of learning.
- Scripture is used authentically and the ways in which pupils can articulate how this impacts their actions and daily lives is well embedded and an integral part of learning.
- A wealth of opportunities for prayer is offered supported by high quality resources.

## What the school needs to improve

- Ensure pupils can articulate the principles of Catholic social teaching and develop their ability to clearly discuss the theology underpinning their actions.
- Provide opportunities for pupils to develop their ability to prepare and lead well-constructed experiences of prayer and liturgy which demonstrate progression of skills.
- Formalise a rigorous monitoring system to ensure leaders are able to support the liturgical formation of others in order to facilitate consistently high-quality pupil-led opportunities for prayer and liturgy.

## 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**

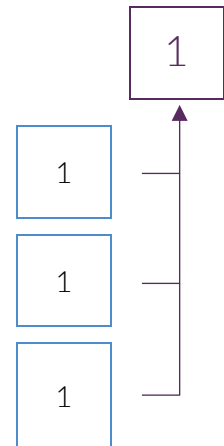
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

**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 recently revised mission statement enables pupils to fully embrace the distinctive Catholic identity of St Aloysius. Pupils have a clear understanding of the fact that they are known, valued and loved as individuals. They have relished the opportunity to refocus the school mission statement as a daily lived experience where all 'Live Life to the Full'. They love to have their achievements recognised through the use of the special mission stickers. Pupils actively contribute to leadership opportunities provided by the school such as RE Ambassadors and Mini Vinnies and talk passionately about their contribution to the school, parish and wider community e.g. Hebburn Helps. The school's commitment to Catholic social teaching is evident through the recent focus on these principles but has not had an impact on the pupils' ability to articulate their understanding of these demands in everyday life. Pupils have a clear understanding that the school is committed to following the teaching and example of Jesus as expressed in the gospels. This is enhanced and developed in the weekly Bible Buddies sessions where pupils explore key passages from scripture. They demonstrate a deep sense of respect for all stating, 'We are a team with God at the centre of our school. He is always there to help us.'

There is a lived sense of community at St Aloysius which is evident in the quality of relationships and the strong culture of welcome. Everyone is valued, without exception, in a supportive and joyful community. Staff are deeply committed to all that the school offers and see themselves as an integral part of its outward mission. It is clear that staff feel the distinctive nature of catholicity at St Aloysius and that the ethos of the school is part of their everyday life. Therefore, staff are exemplary role models who provide the highest level of care for all pupils and as a result, St Aloysius is a highly inclusive school. The school environment is a living testament and witnesses to the intrinsic Catholic identity where care and attention is given to high quality spaces which

reflect the Catholic character and aids in the formation and spiritual development of all. The provision for relationship, sex and health education is well planned and firmly rooted in the teaching of the Church paying particular attention to the holistic development of each individual. There are explicit links made to ensure the curriculum fully meets requirements and pupils can articulate what they have learned.

The development of Catholic life and mission has been embraced by leaders. It has been a driving force for recent adaptations and as a result, the newly refreshed mission statement has become a lived experience for all. There is a clear collaboration between the school and parish where a harmonious partnership exists with Christ at the centre. The school has highly successful strategies for engaging with and providing opportunities for parents to feel supported in their child's faith journey such as the Kindness Café and events for grandparents. Careful thought and planning enable all in the community to feel invited and welcomed. One parent commented that, 'We are not made to feel guilty for being a working parent.' Leaders and governors have ensured that structures are in place which provide the highest level of pastoral support for staff, pupils and parents in times of challenge and difficulty. One member of staff shared that, 'During times of struggle, I have been shown nothing but kindness, compassion, love and support.' The development of the Garden of Hope is an excellent example of how leaders have responded to a need within the community to ensure that the Catholic life is lived and witnessed.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

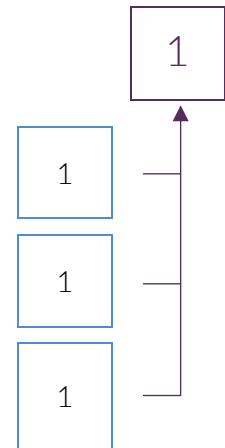
How well pupils achieve and enjoy their learning in religious education

#### 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



Through the use of effective retention strategies including 3 minutes, 3 questions and revision clocks, pupils make consistently good progress in knowing more and remembering more. As a result of the school's well embedded approach to the use of scripture, pupils are able to confidently articulate their theological understanding and how this impacts on their daily lives and the lives of others. Across all year groups, their skills in this area are very well developed and embedded. Pupils have great pride in their work which is of a consistently high quality. Work in books is presented beautifully, tasks are well designed and creativity is evident. Pupils have clear enjoyment for religious education lessons and as a result are fully engaged and concentrate exceptionally well. They are religiously literate, use subject specific vocabulary and show a great awareness of the demands of religious commitment rooted in real life examples. They are confident when using Bibles and references from authentic scripture. Through the use of sophisticated assessment strategies, including BOLT and 'Going Deeper', pupils have a clear understanding of how well they are doing and what they need to do to improve further. As a result, attainment compares very favourably with other core curriculum subjects.

Teachers are skilled practitioners with strong, authentic subject knowledge and a clear understanding of the pedagogy relevant to their phase. Highly skilled teaching underpinned by effective questioning and 'in the moment' specific feedback enables pupils to develop their spiritual and moral purpose. Pupils are given time for focused reflection; the use of purple pen supports this. They therefore have a profound understanding of the demands of the impact religious education has in their daily lived experiences. One member of staff quoted, 'We are so proud of every single one of our pupils who are growing into well rounded individuals who thrive socially, academically and spiritually.' Where additional adults and support staff work together, these highly effective strategies maximise learning for all pupils. Teachers plan carefully to

ensure that lessons consolidate and extend pupils' knowledge and understanding. Pupils are given opportunities to present their learning using a wide variety of forms of expression to meet the differing needs of all pupils. Good examples of pupils' work are shared during lessons; this helps to model expectations, motivate and inspire others. Staff are given access to high quality professional development, mentoring, and coaching to ensure consistency in standards is maintained.

The subject leader for religious education has an inspiring vision and a high level of expertise in securing this. Her analytical skills, reflection and challenge ensures that strategic action is well targeted and leads to effective outcomes. The subject leader is deeply committed to sharing her expertise for the benefit of others as she has a drive for excellence. She is an enthusiastic advocate for religious education and actively encourages staff. Staff speak highly of the fantastic support they have received stating that they value the time and patience from senior leaders to enable them to become flourishing practitioners. They can clearly articulate the impact of the developments in the teaching and learning of religious education. Leaders and governors have ensured that religious education is the core of St Aloysius curriculum where creativity has been allowed to flourish. They prioritise religious education to the extent that it has at least full parity with other core curriculum areas. The school is responsive to opportunities for moderation of standards in-house, with the diocese and the Bishop Chadwick Catholic Education Trust in order to affirm judgements. Governors are regular visitors to the school and, as a result, they are well informed and access valuable information which enables them to monitor the school effectively. Excellent links have been forged with the parish community which have enriched learning opportunities and engagement with religious education for pupils.

## 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

2

**Provision**

The quality of collective worship provided by the school

1

**Leadership**

How well leaders and governors promote, monitor and evaluate the provision for collective worship

1

1



Pupils respond well to the experiences of prayer and liturgy provided by the school. They participate in them with reverence and respect, joining in community prayer, singing enthusiastically and undertaking ministries willingly, and with confidence. Whenever prayer and liturgy take place, there is a stillness, calmness and prayerful atmosphere created by all. Groups of pupils are actively involved in ministry for example processions, choosing appropriate traditional prayers and reading prayers aloud. Pupils work with others to develop opportunities for pupil-led prayer; however, these are not well constructed and therefore skills progression is not always evident. Pupils struggle to articulate the different elements of the liturgy and how these can be interlinked cohesively. Pupils have a clear understanding that prayer is central to and part of the Catholic tradition. They enjoy writing in their prayer journals. Pupils dedicate their prayers to those in need, their families, school community and the wider world. Pupils recognise that prayer and liturgy influence their Catholic identity and they are able to reflect simplistically on their experiences. One pupil commented that, 'I feel special when I pray because I know God is listening.'

Imaginative and creative use is made of the prayer spaces available within classrooms, communal areas and outside. A beautiful prayer room, timetabled for classes, is a sacred space. Pupils are proud of their focal points, especially the Petition Prayers. Prayer life is integral and central to the school. This is evident across the wide variety of opportunities offered to pupils to pray in the form of prayer bags sent home during key liturgical times in the Church's year, the quality of prayers used during whole school and phase celebrations of the word, displays and additional resources. There is a daily pattern of prayer where there is a clear balance between the breadth and richness of traditional and creative opportunities which allows the pupils to develop a deeper spiritual formation. Authentic and well-chosen scripture passages are used at

the heart of prayer and liturgy which helps pupils to reflect and deepen their theological understanding. Parents feel very much included in key religious celebrations and talk about how confidently the pupils participate in prayer and liturgy through reading, singing and liturgical dance. They comment on how reflective the prayer and liturgy celebrations are and state, 'I truly value how much prayers are integrated daily at St Aloysius.'

The recently devised prayer and liturgy policy and annual plan of provision demonstrate leaders' dedication and understanding to the centrality of prayer and liturgy to the life of the school. Leaders embed a varied programme of prayer and liturgy across the year which clearly links to the liturgical calendar where significant days in the Church's year are prioritised. School leaders have also ensured that the Sacrament of Reconciliation is offered at key times in the liturgical year. The voice of pupils, staff and parents are a valued part of the school's evaluation of provision. One staff member commented, 'Prayer is at the heart of daily life, helping our pupils to grow in faith, hope, and love.' Inspired by the teachings of Jesus Christ, pupils and staff are given many opportunities to speak to God in moments of quiet reflection, shared worship and joyful celebration. One leader commented, 'It supports us all to grow closer to God.' Leaders and governors prioritise resourcing and expenditure for prayer and liturgy. Governors play an active role in evaluating collective worship provision noting the positive impact of prayer and liturgy for pupils and parents.

## Information about the school

Full name of school	St Aloysius Catholic Junior School
School unique reference number (URN)	148274
School DfE Number (LAESTAB)	393/3306
Full postal address of the school	Argle Street, Hebburn, Tyne and Wear, NE31 1BQ
School phone number	0191 483 2274
Executive headteacher	Mrs Anna Tumelty
Head of school	Mrs J Broadhurst
Chair of local governing committee	Mrs Wendy Woods
School Website	<a href="http://www.st-aloysius.co.uk">www.st-aloysius.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Bishop Chadwick 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	21 <sup>st</sup> – 22 <sup>nd</sup> March 2019
Previous denominational inspection grade	Outstanding

## The inspection team

Claire Garbutt  
Maria Elliott

Lead  
Team

## 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