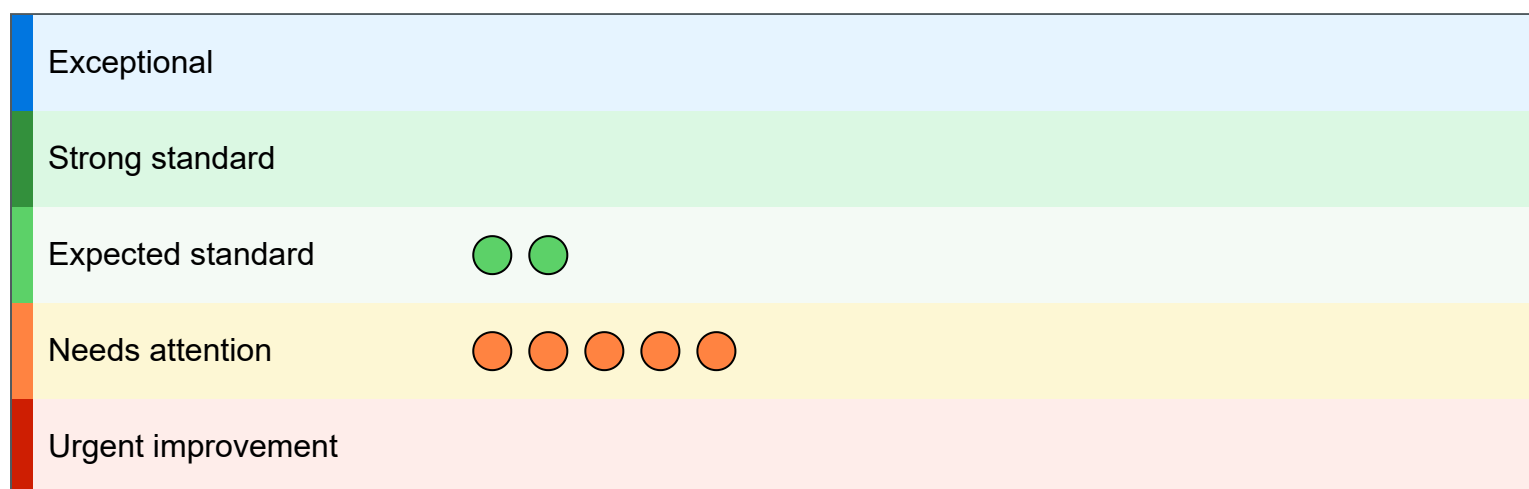


William Cassidi Church of England Aided Primary School

Address: Morrison Street, Stillington, Stockton-on-Tees, Cleveland, TS21 1JD

Unique reference number (URN): 111720

Inspection report: 10 February 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders prioritise attendance. They are quick to identify those pupils whose attendance begins to fall. They have established an effective attendance strategy that promotes high attendance. This strategy involves leaders working in partnership with parents and carers. Pupils attend school regularly. The school's attendance is in line with national levels of attendance. Furthermore, pupils with special educational needs and/or disabilities attend at levels above their peers nationally.

The school has established a positive learning environment. Pupils behave in a calm and sensible manner. They show respect and kindness to each other and support one another's wellbeing. Pupils are clear about the school's expectations of their behaviour. Teachers use the behaviour policy to positive effect and ensure that pupils behave well. Some children in early years benefit from extra support to meet the school's expectations. As a result, children in Reception Year typically demonstrate positive behaviour.

Leaders have created a school in which bullying and derogatory language are not tolerated. Leaders deal with any poor behaviour swiftly and effectively. As pupils move through the school, they develop positive attitudes to their learning. They learn without disruption.

Personal development and wellbeing

Expected standard 

The school prioritises pupils' personal development. Leaders have developed a renewed vision and set of values. These values underpin school life. Pupils develop respect for others. They learn about different types of family and celebrate diverse faiths and cultures. They enjoy visits to different places of worship. Pupils develop a clear sense of what is right and wrong. For example, they know that it is wrong to discriminate against others because of their race, sex or religion.

Leaders have established a well-considered personal development programme. The programme supports the personal development of pupils well, including disadvantaged pupils. The school's programme begins in early years and continues through to key stage 2. In early years, the curriculum promotes pupils' personal, social and emotional development. Children learn to share resources and take turns with each other. They begin to show resilience by not giving up and completing tasks. As pupils progress through the school, they have lessons in personal, social, health and economic education. They learn about fundamental British values such as democracy and tolerance. They also learn about the importance of physical and mental health.

Leaders provide pupils with age-appropriate relationships and health education. Pupils develop a clear understanding about healthy relationships. They learn how to identify inappropriate behaviours towards them. They develop an understanding of consent and their right to say no. The school has created a culture in which pupils report any concerns that they have. Pupils develop a secure understanding of how to keep themselves safe, including online.

The school also supports pupils' personal development well, including through daily assemblies and acts of worship. These events are central to the life of the school. They bring pupils together to reflect on important events and celebrate pupils' achievement. Pupils develop genuine care for others and grow in personal confidence and resilience.

Needs attention

Achievement

Needs attention 

Leaders have not ensured that children are typically well prepared for the transition to key stage 1. A number of children leave early years with gaps in important knowledge and skills. In key stage 1, some pupils do not receive the help they need to close these gaps quickly enough. As a result, they continue to make the same errors in basic skills such as handwriting over long periods of time. Pupils receive more consistent support in phonics. Year 1 pupils have historically achieved well in the phonics screening check.

By the end of key stage 2, the proportion of pupils who achieve well in reading, writing and mathematics is in line with the national average. Over time, disadvantaged pupils at the school have outperformed their disadvantaged peers nationally. Pupils leave at the end of Year 6 well prepared for their secondary education. They develop an appropriate body of knowledge across the curriculum.

Curriculum and teaching

Needs attention 

Leaders have not ensured that teachers typically check pupils' understanding with sufficient rigour. Some pupils have misconceptions in their learning that are not addressed as quickly as they could be. Leaders identify those pupils who need extra help with their reading, writing and mathematics. They provide additional support for these pupils. However, on occasion, this support is not precise enough to address the gaps in knowledge that some pupils have, for example in handwriting. There is variability across the school in how staff adapt teaching appropriately for pupils with special educational needs and/or disabilities (SEND). At times, pupils with SEND find it difficult to access learning. Some activities do not help them to build on what they already know.

Leaders have a secure understanding of the quality of the school curriculum. They have recently developed the content and sequencing of the curriculum further in a number of subjects. Overall, the curriculum is appropriately ordered to help pupils build up knowledge over time. It is broad and ambitious. Generally, the curriculum and teaching help to develop pupils' vocabulary across a range of subjects. Leaders have ensured that teachers have the subject knowledge they need to deliver the content of the curriculum.

Early years

Needs attention 

Staff do not develop children's language and communication with enough consistency. Opportunities that engage children in regular high-quality talk are limited at times.

Within the nursery, children enjoy a range of activities, such as painting, model making and block building. However, too often these activities do not support children to develop their vocabulary and knowledge of number. Staff do not consistently help children to develop a correct pencil grip. When learning to write, support from staff varies in how they teach children to form letters correctly. This means that children are not as well prepared for Year 1 as they should be.

Leaders have established an appropriate early years curriculum. The curriculum is broad and covers the 7 areas of early learning. Leaders establish trusting relationships with children's parents and carers. This enables them to work in partnership with parents to support children's development. From the start of Reception Year, children learn to read using phonics. Teachers generally teach phonics well. Children read books that match their phonics ability. This helps children to begin to read with accuracy and fluency. The early years environment has the appropriate space and resources to promote children's physical development.

Inclusion

Needs attention 

A number of pupils with special educational needs and/or disabilities (SEND) find it difficult to access learning and to achieve well. This is because leaders have not ensured that teachers and staff consistently make sufficient or precise enough adjustments to their delivery of the curriculum. The training provided for staff has not typically enabled them to appropriately remove the barriers to learning for some pupils with SEND.

Leaders are successful in removing barriers to pupils' attendance and wellbeing. They review the impact of the strategies they use and make appropriate adjustments when required. This supports regular attendance as well as pupils' confidence and sense of belonging.

Leaders identify the needs of pupils with SEND and those pupils who are disadvantaged effectively. Leaders work in partnership with parents and carers. This allows leaders to deepen their knowledge and understanding of the barriers to achievement that pupils face. Leaders seek appropriate expertise and guidance from external agencies in assessing pupils' needs. They also work effectively with the local authority to support specific pupils. This enables leaders to plan for the individual help that some pupils need.

Leadership and governance

Needs attention 

Leaders have identified early years provision and the consistency of teaching as current priorities. However, leaders' actions to address these priorities have not been as timely or effective as they could have been. As a result, some actions have not had the fully desired outcome. Leaders are further developing the professional learning programme for staff. They have provided some training on effective support for pupils with special educational needs and/or disabilities (SEND). However, this programme is in its infancy. At times, the support for some pupils with SEND continues to be inconsistent.

Leaders have established a positive culture and ethos within the school. Governors fulfil their statutory responsibilities. They manage resources well and prioritise staffing capacity. They work in partnership with school leaders to develop the school. Recently, governors

were central to establishing a renewed vision and set of values. Governors hold school leaders to account on the implementation of school improvement actions.

Leaders and governors act in the best interests of pupils. They want every pupil to live 'life in all fullness'. In fulfilling this vision, leaders are developing the school's enrichment programme. They are beginning to provide a diverse range of cultural activities and experiences for pupils. Staff enjoy working at the school. Leaders prioritise staff workload and wellbeing. Leaders value and celebrate the contributions staff make to the life of the school.

What it's like to be a pupil at this school

Most pupils, including those who are disadvantaged, achieve well at the end of key stage 2. They have the essential knowledge and skills that they need for secondary education. In key stage 2, pupils enjoy discussing what they have learned. This helps them to extend their knowledge and develop their understanding. However, teachers do not consistently adapt their teaching to meet pupils' needs. Also, often they do not provide the extra support that some pupils require. This includes pupils with special educational needs and/or disabilities. In early years, children do not benefit from enough high-quality talk with adults. They do not secure accurate letter formation. Moreover, inaccuracies in some pupils' handwriting remain unchecked at key stage 1. Leaders have implemented actions to improve these aspects of pupils' education. However, leaders' actions have not led to significant enough improvement.

Pupils belong to a kind and caring school community. They develop positive relationships with staff and healthy relationships with their peers. The school council contributes positively to school life. Pupils lead assemblies and give back to the local community, for example through helping to organise a food bank. Pupils enjoy school life, including visits to museums and residential trips. They also enjoy taking part in clubs, including Spanish and dance.

Pupils attend school regularly and behave in an appropriate and respectful manner. They move around the school in a calm and orderly way. They enjoy socialising with their peers at break and lunchtimes. In lessons, pupils show positive attitudes to their learning. They follow teachers' instructions and focus on their work. Pupils feel safe and free from bullying and discrimination. They are safe at school. The school prepares pupils well for life in modern Britain. Pupils develop a respect for others and learn about the importance of contributing to wider society.

Next steps

- Leaders should ensure that teachers and other adults provide effective additional support for pupils with special educational needs and/or disabilities and for other pupils who face barriers to learning. They should ensure that this support enables pupils to access the curriculum and achieve well.

- Leaders should ensure that teachers check pupils' understanding with greater rigour and consistency. They should ensure that teachers adapt their teaching to address pupils' misconceptions and secure pupils' knowledge and understanding.
 - Leaders should make sure that children are well prepared for the transition from the early years to Year 1. They should ensure that children secure the basic knowledge they need more quickly, particularly with regard to writing.
 - Leaders should ensure that teachers and other adults in early years develop children's language and communication more effectively. They should ensure that children enjoy frequent high-quality interactions with staff.
 - Leaders and governors should ensure that the actions they take to improve provision are implemented in a timely manner.
-

About this inspection

The chair of the board of governors in this school is Colleen Peters.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the assistant headteacher, the chair of the board of governors and other members of the governing body during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. Its most recent section 48 inspection, for schools of a religious character, took place in June 2018.

The school does not currently use alternative provision.

Headteacher: Joanne Campbell

Lead inspector:

Ian Rawstorne, His Majesty's Inspector

Team inspectors:

Ailsa Taylor, Ofsted Inspector

Catherine Lee, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

173

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

175

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

25.00%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.16%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.25%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25 (revised)	56%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	61%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	78%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (revised)	88%	72%	Above
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (revised)	63%	74%	Below
2023/24 (final)	82%	73%	Above
2022/23 (final)	94%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	73%	59%	Above
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-10 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-6 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	64%	80%	-16 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	78%	-9 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	84%	80%	5 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	73%	79%	-7 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.7%	13.3%	Close to average
2023/24 (3 term)	17.9%	14.6%	Close to average
2022/23 (3 term)	13.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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