

William Cassidi Church of England Aided Primary School

Morrison Street, Stillington, Stockton-on-Tees, County Durham, TS21 1JD

Inspection dates 6–7 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and, from a starting point which is typical for their age, they reach standards that are above average by the time they leave Year 6. Pupils with special educational needs make particularly good progress.
- Around the school pupils behave very well and are unfailingly polite and courteous to visitors. They are eager to learn and to do their best.
- All the staff work relentlessly to create a caring community. Pupils say they feel happy and safe in school.
- Teaching is good and is sometimes outstanding. Teachers know pupils well and plan lessons that are interesting for them.
- Leaders at all levels have a thorough knowledge of what is happening in classrooms and are able to give extra help to those who need it.
- Senior leaders and governors are determined to improve teaching and, as a result, raise achievement. This approach has resulted in improvement in both the quality of teaching and achievement, particularly in reading.

It is not yet an outstanding school because

- There is not enough outstanding teaching across the school.
- In some lessons time is not used well enough to make sure that all pupils are learning all the time.
- Some teachers do not make it clear to pupils what they need to do to improve.
- The more able pupils are not always set hard enough work, particularly in writing and mathematics, and so they do not always make as much progress as they could.

Information about this inspection

- The inspectors watched 16 lessons. Two of them were observed jointly with the headteacher and an assistant headteacher. Inspectors also heard pupils read in Year 2.
- The inspectors held meetings with groups of pupils, senior and subject leaders, the Chair of the Governing Body and a representative of the local authority.
- The inspectors considered 27 responses to the online questionnaire (Parent View) and to 19 questionnaires completed by the staff.
- They observed the school at work and looked at a range of documents including the school improvement plan and the progress the school is making towards its goals. They looked at samples of pupils' work and a range of policies relating to safeguarding, attendance and behaviour. Inspectors also considered reports written by the local authority and minutes of governing body meetings.

Inspection team

Peter Eves, Lead inspector

Additional Inspector

Claire Brown

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is below average.
- The proportion of pupils for whom the school receives additional government funding (the pupil premium) is below average.
- The proportion of pupils supported through school action is below average and the proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - pupils' work is at exactly the right level to help them achieve the very best they can, especially for pupils able to reach the highest levels
 - teachers provide feedback to pupils so they always know what to do to improve, and provide opportunities for them to make the improvements
 - teachers use all the time available in lessons for learning.

Inspection judgements

The achievement of pupils is good

- Pupils enter the Nursery with skills, knowledge and understanding that are typical for their age. They make good progress to reach standards that are above those seen nationally at the end of Reception. Pupils make a good start in recognising the sounds that letters make.
- Recently progress slowed through Key Stage 1 but is now quickening as a result of changes to staffing and additional help for pupils who fell behind.
- Pupils in Key Stage 1 use their increasing knowledge of letters and sounds to develop their skills in reading. They accurately sound out unfamiliar words and understand and enjoy what they read. The standard of reading is above average for pupils of their age.
- There is good progress in Key Stage 2 and pupils leave with standards that are above average in English and mathematics, although standards in writing and in mathematics are not as high as in reading. The proportion of pupils who make more than expected progress is greater than the national average.
- Pupils extend their learning well through the skilful use of computers.
- Inspection evidence supports the school's data, which suggest that pupils are on track to attain above-average standards by the end of the summer term 2013.
- Some of the more able pupils do not make as much progress as they could because the work planned is sometimes too easy for them.
- Pupils known to be eligible for free school meals are now making more progress and the gap between them and those not eligible for free school meals has narrowed, in part because of the extra support provided for them through pupil premium funding.
- Disabled pupils and those with special educational needs achieve similarly to other groups as a result of the planning and support put in place to help them, as do the small proportion of pupils for whom English is not their first language.

The quality of teaching is good

- Teaching is good and sometimes outstanding.
- The detailed tracking and thorough monitoring of pupils' progress across the school mean that teachers are able to plan well for the learning of different groups. However, they do not always provide enough challenge for some of the more able pupils and this slows their learning.
- Teachers plan interesting lessons which excite pupils. In a science lesson pupils investigated the effect of 'mummifying' an apple with salt and baking soda, and later developed their Egyptian dancing skills.
- Much of the assessment is accurate, especially in the Early Years Foundation Stage where it is based on well-informed observations of children.
- Teaching assistants and other adults are deployed well and have a good understanding of the needs of different pupils, and so can purposefully support their learning.
- Teachers establish very strong working relationships with pupils. Pupils typically say that 'teachers really help you to learn'.
- In some lessons time is used well and the rate of learning is brisk. However, this is not consistent and where the rate of learning slows some pupils do not learn as quickly as they could.
- Teachers make good use of the creative curriculum opportunities to enthuse and motivate pupils to learn. Pupils in Years 5 and 6 worked enthusiastically with an artist to create murals showing the seasons, and in an assembly every pupil present played a musical instrument.
- Marking is regular. It encourages pupils and informs them about how well they have done. However, pupils are not always told what they need to do to improve and do not always have

the opportunity to make these improvements.

The behaviour and safety of pupils are good

- Pupils behave impeccably around school and during play. In some lessons, where the rate of learning slows, some pupils become restless and fidget and lose interest.
- Pupils know, through the school's ethos, assemblies and teaching, that it is important to care for, and treat everybody, the same. As a result, from the Nursery class onwards there is a very supportive and caring feel to the school.
- Pupils readily take on responsibilities such as librarians and prefects and are conscientious in carrying out their duties.
- Pupils feel safe in school and their parents agree. They say this is because the site is secure and because adults work hard to keep them safe.
- Pupils have a good understanding of how to keep safe in a range of situations. They have a sound knowledge about how to keep themselves safe on the internet.
- Pupils say there is very little bullying and they are confident it would be sorted out quickly. A very small number of parents expressed some concern about bullying but evidence indicates that this is not typical or widespread.
- Attendance is above average and has improved as a result of the school's thorough procedures for checking and following up absences.
- Pupils benefit from a rich curriculum and a wide range of after-school and lunchtime clubs. The cookery club made some particularly appetising cheese scones during the inspection. These activities contribute to the good behaviour because pupils are very interested in what they are doing and appreciate the opportunities given to them.

The leadership and management are good

- The school is led by a determined and effective headteacher who is ably supported by leaders at different levels who are rapidly developing their skills as they grow in experience.
- Teachers share good practice within key stages but not yet across them. As a result, the very best practice is not routinely shared throughout the school.
- The staff's performance targets support improvements in teaching. Staff have access to a range of appropriate professional development and, as a result, they are able to keep up to date with developments in teaching and improve their skills. They are not awarded pay rises unless their performance over time shows that they have met their targets.
- Rigorous tracking identifies gaps in pupils' achievement and where pupils fall behind staff are able to take prompt action to make up the difference.
- Procedures to check on the performance of the school are effective and have resulted in effective plans for development. Resulting actions have begun to improve achievement in writing and mathematics.
- The curriculum is good and pupils appreciate the opportunities it provides to be creative.
- The school provides many opportunities for pupils to develop spiritual, moral, social and cultural understanding and these are strengths of the school. In an assembly attended by a number of parents pupils not only reflected on their place in society but all played a musical instrument too.
- All staff are committed to promoting equality of opportunity and all pupils have equal access to the different lunchtime and after-school clubs and activities.
- Safeguarding and child protection policies and practice meet current requirements.
- The local authority provides light-touch support which is valued by the school.
- **The governance of the school:**
 - Governors are ambitious for the achievement and welfare of all pupils and are actively involved in planning improvement. They are well informed about the quality of teaching and what the data information provided by the school is telling them. Where teachers need to

improve their teaching governors make sure that they have access to professional development. They regularly challenge the senior leadership team in relation to the targets that have been set. Governors are familiar with national Teachers' Standards and use these to help manage teachers' performance. They aspire for the school to become outstanding and actively support the school in its improvement. The governing body oversees the arrangements for the spending of pupil premium funding and is aware of the impact of this spending on pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111720
Local authority	Stockton-on-Tees
Inspection number	403160

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Colleen Peters
Headteacher	Julie Cornelius
Date of previous school inspection	8 May 2008
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