

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### William Cassidi Church of England Aided Primary School

#### Vision

Life in all fullness (John 10:10)

As a school, we want to provide learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

William Cassidi Church of England Aided Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- The school lives out a strongly embedded Christian vision. Adults are inspired by the school's Christian vision to provide rich experiences for pupils. Through these opportunities, both pupils and staff are equipped to lead flourishing, well-rounded lives
- Trusting and generous relationships, inspired by the vision, motto and values, enable adults and pupils to thrive. They form the basis of a loving community where adults and pupils alike are encouraged to live 'with all their heart'.
- Collective worship is a daily highlight. It reflects what drives the school community to aspire to live a full life. Carefully planned acts of worship contribute significantly to pupils' spirituality. Pupils and adults are inspired to live out their vision and put the school values into practice.
- Religious education (RE) provides pupils with a well-planned, challenging and exciting curriculum. Pupils speak about their learning using impressive religious language, demonstrating respect and curiosity.

#### Development Points

- Identify and record explicit opportunities for spiritual development within the taught curriculum. This is to offer pupils a wider range of opportunities to flourish spiritually.
- Support pupils to develop their critical thinking during RE lessons. This is to deepen their understanding of the diverse ways people respond to and live out their different beliefs and worldviews.



## Inspection Findings

### Vision and Leadership

William Cassidi is a warm, welcoming and supportive school community. The biblically rooted Christian vision, supported by the associated motto and values, encourages the flourishing of pupils and adults. Leaders are determined to provide an environment where pupils and adults can experience a life in all its fullness. The school's core value of love and its motto to 'live with all your heart' underpins all aspects of school life. The collaborative reviewing and recrafting of the vision by the whole school community has ensured that it reflects the school's context and community it serves. Inspired by the vision, governors describe how they review whether decisions are enabling members of the school community to live 'a life in all fullness'. Governors work actively and effectively with school leaders to monitor the vision's impact ensuring that it is driving their actions. The school has a highly committed staff team and rich partnerships that enhance its work. These deeply connected partnerships are a real strength of the school. They clearly demonstrate how the vision underpins its practical outworking at every level. These partnerships that have been carefully nurtured are effective in the strengthening of Church school provision. This results in the flourishing of pupils and adults.

### Vision and Curriculum

Pupils benefit from an inclusive curriculum inspired by the school's vision to enable pupils to flourish. Leaders ensure that all strategic decision-making is focused on what is best for pupils. This means that the curriculum engages and challenges pupils. For instance, leaders have carefully designed a programme of extra-curricular visits that build up pupils' confidence over time. Leaders are tenacious in championing the needs of pupils and plan provision carefully. As a result, pupils know that they are being given opportunities to allow them to thrive. The curriculum includes diverse learning opportunities. These broaden and deepen pupils' experiences in a wide range of subjects including French, music and multiple sports. Therefore, pupils benefit from a rich curriculum on and off site that nourishes the fullness of their lives. Pupils' achievements in a wide range of activities are celebrated in different ways so that individuality is recognised and valued. The school has developed a shared approach to, and a language for spiritual development. This enables all to understand what it means to flourish spiritually. Adults skilfully use discussion and questioning to further develop understanding. However, explicit and planned opportunities for spiritual development within the taught curriculum are not recorded. This means that opportunities to make the most of spiritual moments within the curriculum are often missed.

### Worship and Spirituality

Collective worship is a fundamental element in the daily life of William Cassidi school. It offers a wealth of opportunities for spiritual flourishing because it is thoughtfully planned to ensure everyone present can actively participate. Pupils have key roles as worship leaders and are involved in the planning, delivery and evaluation of worship. Adults and pupils are invited and supported to lead worship during their time at William Cassidi through the varied acts of worship. Key features of worship include joyful singing, respectful listening, acting out stories, discussions with partners and opportunities to think and pray. Carefully planned around the vision and core values, it provides opportunities to explore, pause and reflect. Moments of stillness are incorporated into worship allowing pupils and adults the time to consider their own values and links to their own lives. This provides a vital opportunity for spiritual reflection and development. It also serves as a catalyst, inspiring pupils to serve each other with love and respect. As a result, it contributes to the spiritual flourishing of the school community. Families attend the pupil-led services throughout the year, thus uniting the whole community. There is a strong partnership with the local church community and worship is enriched by the involvement of church leaders. This relationship is highly valued. The creation and use of reflection spaces around the school further develops the spiritual impact worship has on pupils and adults.



### Vision and School Culture

William Cassidi is a school with a big heart where adults and pupils feel loved and valued. The biblically inspired school motto of 'with all your heart' is keenly felt in all interactions. Pupils strive to be the best that they can be, so that they can 'live fully'. There is a supportive 'family atmosphere', where school community members' thoughts and concerns are listened to. They care deeply for one another. This has enabled strong relationships to prosper. Staff flourish in a supportive team where everyone 'steps in and steps up' for each other. Adults benefit from varied and generous training, where they are strengthened professionally. As a result, they and the pupils they serve thrive. Staff and parents know that the welfare of the whole school community is a priority. They see it as a way of living out the Christian vision. Mental health and wellbeing are taken seriously. Bold decisions have been made by leaders ensuring that tailored support is provided when members of the school community are struggling.

### Vision, Justice and Responsibility

The school's Christian vision and values inspire the community to want to make a difference to the lives of others. It strives to do all it can to enable others to live life in all fullness. As a community they engage in campaigns and causes, carefully chosen together and driven by the school council. These have ranged from supporting a cancer charity with a whole school 'race for life' to supporting the local foodbank. Pupils are confident to seek change and they have a strong sense of justice. They have also inspired others to bring about change by sharing their thoughts and taking action. An example of this is where pupils turned upset into action following vandalism at the school. Pupils worked together to seek support from the local community. Inspired to act, the local community came together to transform the outdoor space. Pupils, however, sometimes struggle to articulate their understanding of justice and injustice in the world. As a result, they do not fully appreciate how they can fight for justice and improve the lives of others more widely.

### Religious Education

The curriculum for RE is effective. Impactful leadership has created an inspiring curriculum. It is balanced, taking account of Christianity as well as a range of faiths and worldviews. Pupils thoroughly enjoy their learning in RE. They talk about what they have learnt with confidence. The range of religious language that pupils use in RE is impressive. Pupils discuss difficult core concepts with remarkable proficiency. They value their classmates' opinions even if these differ from their own. Books are well presented and pupils take pride in their work, they know that the subject is important. Pupils say that RE helps them to appreciate that 'different people can accomplish a life in all fullness in different ways', because they understand each other. Therefore, pupils flourish in RE.

Staff teach RE with confidence. Lessons are well planned, engaging and challenging. Leaders benefit from strong links with the diocese and attend regular training. This enables them to effectively draw upon resources that increase their confidence and enhance teaching and learning in the classroom. Pupils make good progress in their RE learning. Teachers have created effective assessment systems that support pupils and demonstrate clear evidence of progress. However, leaders accurately identify the need to encourage pupils to think critically in lessons and question what they have learnt.

## Information

Address	Morrison Street, Stillington, Stockton-on-Tees, TS21 1JD		
Date	02 February 2026	URN	111720
Type of school	Voluntary aided	No. of pupils	173
Diocese	Durham		
Headteacher	Joanne Campbell		
Chair of Governors	Coleen Peters		
Inspector	Natalie Dodd		