

Wardour Catholic Primary School

Inspection report

Unique Reference Number	126430
Local Authority	Wiltshire
Inspection number	340978
Inspection dates	4–5 February 2010
Reporting inspector	Colin Lee

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Aileen Croft
Headteacher	Jennifer Luzmoor
Date of previous school inspection	17 October 2006
School address	Tisbury Salisbury SP3 6RF
Telephone number	01747 870537
Fax number	01747 870537
Email address	admin@wardour.wilts.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent the majority of available inspection time looking at learning, visiting 11 lessons and observing four teachers and three visiting sports coaches. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning and procedures for keeping pupils safe. Forty-five parental questionnaires were returned and scrutinised by the inspection team, who also spoke with a number of parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- boys' attainment and progress in English
- teachers' use of information from assessment in the planning of pupils' learning and setting targets
- teachers' strategies for monitoring and evaluating provision and outcomes across the whole curriculum.

Information about the school

The school is smaller than average. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average but the range is wide, including physical disability, autistic spectrum disorder and moderate learning difficulties. The school makes provision for children in the Early Years Foundation Stage in the Reception class. There is a further class for children of pre-school age but this provision is not managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Some of its features are outstanding, the most obvious being pupils' enjoyment of everything they do and learn. It is a school full of laughter, where pupils' relationships with one another and with all the adults are at the heart of the family atmosphere that delights many parents and carers. Pupils thrive in this environment. Their good academic attainment and progress, and the outstanding outcomes in their personal development are the product of good, and occasionally outstanding, teaching and the high quality of the care, guidance and support all pupils receive.

Outcomes and provision have improved significantly since the last inspection as a result of the drive and ambition shown in leadership and management. The headteacher's good leadership has used accurate evaluation of the school's strengths and weaknesses to focus on key areas for improvement. Successes include better teaching and learning, good use of the information from tracking pupils' progress and a concentration on areas where pupils have not been attaining well enough. These measures have produced consistently good progress and higher attainment. While attainment in mathematics has risen steadily over time, the past weaknesses in pupils' writing, especially by boys', have been eradicated. Writing has now become one of the pupils' strengths and is above the expected standards at all ages. The breadth of improvement in the school shows that it has a good capacity for more improvement in the future.

The school's promotion of equal opportunity and tackling discrimination is outstanding. This promotes good achievement by all groups of pupils. All aspects of their spiritual, moral, social and cultural development are impressive, none more so than their exemplary behaviour and the way that they care for one another. Pupils say that they feel safe at school. They know that they are valued and contribute much to the school community. They love physical activity and have an outstanding understanding of its importance, together with healthy eating, as the basis for a healthy lifestyle.

Pupils have a love of learning. Part of this stems from being successful at learning activities that are carefully matched to their needs, although not all are given enough opportunities to assess for themselves their own progress and achievement of targets. The curriculum is rich and stimulating and leads many pupils to say that 'learning is fun'. It is a good curriculum but staff are working to improve it further. At the moment it includes a range of stimulating topics that excite the pupils as well as

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provide many opportunities for them to apply basic skills. Not enough thought has been given to how topics relate to each other. The lack of detailed planning for continuity and steady progress through the curriculum means that it is not clear how pupils' learning builds on what they have learned in the past.

The size of the school means that all staff, including some teaching assistants, have specific leadership responsibilities. In practice, much of the leadership and management are carried out collectively. This teamwork approach to processes such as checking pupils' progress and reviewing the curriculum is effective and ensures that all staff contribute to self-evaluation and planning for improvement. Governance is satisfactory. Governors' input to strategic planning is currently limited and there is insufficient monitoring or evaluation of school development planning. In contrast, some responsibilities of governance are well established, such as ensuring rigorous safeguarding procedures.

What does the school need to do to improve further?

- Further raise attainment and increase progress by increasing opportunities for pupils to assess their own progress and record their progress towards achieving their targets.
- Ensure continuity and good progress in the curriculum through long-term planning that shows how pupils' activities build on their prior learning.
- Develop governors' contribution to strategic planning through involvement in monitoring and evaluating progress towards the achievement of priorities in school development planning.

Outcomes for individuals and groups of pupils**2**

Parents and carers are confident that their children make good progress and the inspection shows this to be true of all groups of pupils. In literacy lessons observed across the school, the attainment of the majority of pupils in each year group was above levels expected for their age. This was particularly evident in their confident speaking and imaginative writing. Pupils approach their work enthusiastically. This was seen when pupils in Years 3 and 4 shared ideas about how scientific vocabulary from an earlier science lesson could be used in their literacy lesson on writing riddles. By Year 6, pupils are accomplished writers producing lengthy prose that demonstrates good spelling and punctuation, includes a broad, imaginative vocabulary and achieves effects such as rising tension and, in some cases, a delightful sense of humour. By ensuring that writing themes appeal to both girls and boys, the latter have developed an enthusiasm for writing that was hitherto lacking. The above average attainment in English by the end of Year 6 is matched in mathematics, science and information and communication technology (ICT).

All groups of pupils achieve well in relation to their prior attainment. These include

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the pupils with special educational needs and/or disabilities, whose consistent progress owes much to the good quality of support from teaching assistants. While numbers of pupils in each year group are small, pupils from other schools often join older year groups. For example, three of the seven pupils in Year 6 have started since last September. The speed with which such pupils have settled into the school and started to make good progress owes much to the welcoming attitude of their classmates.

Pupils are eager to contribute to school life. Those with specific responsibilities, such as school councillors or 'buddies', carry out their duties very conscientiously. An observation of playtime showed many of the older pupils showing admirable care as they played with and talked to their young buddies. Pupils have a very good understanding for their age of other cultures and faith groups. They talk extremely knowledgeably about the importance of healthy eating and are keen to take regular exercise. School councillors attribute the good quality of school dinners largely to the use of ingredients from organic sources. The range of good outcomes in academic and personal development means that pupils are well prepared for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is carefully monitored by the headteacher through both observation and working alongside teachers. This has identified how teaching can be

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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made more effective. Pupils’ good quality of learning is aided by teachers’ use of information from assessment to plan the next stages in pupils’ learning. Lessons with older pupils are frequently punctuated with opportunities for them to assess how well they have done at each activity. They are therefore constantly thinking about their own progress and what can be improved. This approach gives lessons a brisk pace and maximises the progress that pupils make in a lesson. Such self-assessment is far less evident in other classes where pace and progress tend to be slower.

Curriculum topics are imaginatively planned, with strong emphasis on practical activity and first-hand experiences. Classes often work together on the topics, which has a good impact on social skills. All pupils in Years 3 to 6 are currently studying the Aztecs and producing exciting artwork as well as acquiring a good depth of historical knowledge. Topics are enriched by extensive use of educational visits and work in school with visitors such as artists. Curriculum development is ongoing. Short-term planning ensures that the needs of all pupils are met in each topic through work with appropriate challenge. The long-term planning does not look carefully enough at progress over time in developing the necessary skills within different subjects, by showing how work builds on what has been learned in the past.

The outstanding quality of pastoral care, guidance and support impacts very well on pupils’ personal development. The needs of any vulnerable pupils are fully met and there is extra help and support for these pupils whenever they need it. In several instances, parents have reported how successfully the school has restored confidence and rekindled enthusiasm in their children within weeks of them transferring to the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff work closely together to analyse the information about pupils’ progress and constantly check how all pupils are progressing towards their end-of-year targets. In order to maximise opportunities for pupils to make progress there is often movement of individuals between classes so that they have experiences that best match their needs. Readiness, rather than chronological age, determines the provision for individual pupils. For example, some Year 4 pupils join older pupils for lessons while some Year 1 pupils benefit from Early Years Foundation Stage experiences. In this way the school ensures that each pupil has an equal opportunity to make maximum

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progress.

Together with the excellent way in which equality is promoted and discrimination tackled, strengths in leadership and management include a strong commitment to promoting community cohesion. There are excellent links with parents and carers, who appreciate the guidance on how they can help their children’s learning. They also appreciate the approachability of staff and the constant flow of information about their children’s progress. The school makes the most of parish links and involves pupils in the life of neighbouring villages and towns wherever possible. International links with France and India are made meaningful to pupils who make good use of email contacts to supplement what they learn about these communities. The school recognises that there is still work to do, so that pupils’ understanding of other communities in the United Kingdom can be developed further.

Governors are developing strategies to make them more informed about the life of the school and contribute more effectively than in the past to school improvement. Their contribution to strategic management is too limited at present and there is insufficient direct monitoring of school development. Governors ensure that safeguarding arrangements are thorough and that staff are well trained and vigilant in their attention to health and safety, risk assessment and child protection issues.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Each year there are variations in children’s levels of skill, knowledge and understanding when they start school. While they are typically in line with those

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expected of four-year-olds, those who started in 2008 were well below expected levels while those now in Reception were above. Progress has also fluctuated in the past and usually been no better than satisfactory. This has now changed. Progress is good in all areas of learning and children end the year well prepared for Year 1, with most achieving, and a good proportion exceeding, the goals set for the end of the Early Years Foundation Stage. This is because provision as a whole is good, with good teaching and a rich curriculum being co-ordinated by good leadership and management. Staff work very closely together and show good levels of concern for children’s welfare. They carry out ongoing assessment of children’s learning by recording observations of their successes and areas for development. This information is used well to plan activities tailored to the needs of individual children. Learning opportunities both indoors and outdoors are generally well planned, with a good balance of activities led by adults and activities that children initiate for themselves. Insufficient thought is given in planning opportunities for language development in some of the activities. Staff are therefore missing some opportunities for children to talk about what they are doing. Similarly, there is not always enough consolidation of learning when children come together at the end of sessions to review what they have been doing.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All parents and carers who returned questionnaires or who spoke to the inspection team are very happy with the school and are supportive. They say their children enjoy school and make enough progress. Inspectors were very impressed by pupils’ enjoyment of all that they do at school and saw that all pupils make good progress and attainment is rising. Many of the questionnaires had additional, positive comments.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wardour Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	84	4	9	1	2	0	0
The school keeps my child safe	43	96	2	4	0	0	0	0
The school informs me about my child’s progress	37	82	8	18	0	0	0	0
My child is making enough progress at this school	35	78	9	20	1	2	0	0
The teaching is good at this school	43	96	2	4	0	0	0	0
The school helps me to support my child’s learning	37	82	8	18	0	0	0	0
The school helps my child to have a healthy lifestyle	41	91	4	9	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	78	7	16	0	0	0	0
The school meets my child’s particular needs	40	89	4	9	0	0	0	0
The school deals effectively with unacceptable behaviour	32	71	10	22	0	0	0	0
The school takes account of my suggestions and concerns	34	76	9	20	0	0	0	0
The school is led and managed effectively	38	84	7	16	0	0	0	0
Overall, I am happy with my child’s experience at this school	42	93	3	7	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 February 2010

Dear Pupils

Inspection of Wardour Catholic Primary School, Tisbury, SP3 6RF

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think your school gives you a good education and some things are outstanding. This is what we particularly appreciated:

- You make good progress and achieve above average standards in English, mathematics and science by the end of Year 6.
- You are taught well and teachers plan a good curriculum that gives you many exciting learning opportunities.
- Your behaviour is outstanding and we saw how well you all look out for one another. This makes your school a very happy place that everyone enjoys going to.
- You have an excellent understanding of the importance of healthy eating and exercise.
- You are good at carrying out responsibilities such as being a school councillor or playground buddy, and this makes a good contribution to the life of the school.
- You say you feel safe in school – this is because all the adults do an outstanding job in looking after you and making sure that you are safe and get help whenever you need it.
- The headteacher leads the school well and all the adults work well together to help the school to improve.

We have asked the school to do three things to help make it even better:

- You need to think about how well you are doing in lessons and whether you are achieving your targets in literacy and numeracy. This will help you make even more progress.
- Teachers need to make sure that what you learn in topics is helping you progress from what you have learned in the past.
- Governors need to check how well the school is doing in trying to achieve its main targets for the year.

We hope you will carry on enjoying learning and helping your teachers to make Wardour Catholic Primary School to be an even better school.

Yours sincerely
Colin Lee
Lead inspector

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