

Wardour Catholic Primary School

Wardour, Tisbury, Salisbury, SP3 6RF

Inspection dates 11–12 February 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The calm and quietly determined leadership of the headteacher has further improved teaching and pupils' achievement.
- Good teaching and careful lesson planning meet the different needs of all pupils well.
- Pupils make good progress so that by the time they leave Year 6, they reach standards above those expected nationally, especially in reading and mathematics.
- Good initiatives are helping to strengthen the quality of pupils' writing, which is rapidly improving.
- Relationships between adults and pupils are positive and ensure that pupils feel safe and secure.
- Pupils' behaviour and attitudes to learning are good, and in the older class, often exemplary.
- The curriculum is well planned and inspires pupils to do their best, especially in sport and religious education.
- Children do well in the Reception class because adults provide them with good care, guidance and support.
- Governors share the headteacher's ambition for the school. Together, they have created good systems to improve further the quality of teaching and pupils' achievement. Governors know the school well.
- All parents who responded to the online questionnaire, Parent View, would recommend the school to others.

It is not yet an outstanding school because

- Governors and middle leaders do not routinely check the accuracy of the information they receive from school leaders regarding pupils' progress.
- Teachers do not give pupils enough time to respond to the good-quality advice they receive in their marking.
- In the Reception class, children have too few opportunities to develop their writing skills when learning outdoors.

Information about this inspection

- The inspector observed teaching and learning in all classes and one whole-school assembly. He observed eight lessons, one of which was observed jointly with the headteacher.
- Meetings and discussions were held with the headteacher, middle leaders, teachers, teaching assistants, pupils and four members of the governing body. A telephone discussion took place with a representative from the local authority.
- The views of 27 parents and carers who responded to Parent View were analysed. The inspector took into consideration discussions with a small group of parents and the views of eight responses to the staff questionnaire.
- The inspector scrutinised a range of documentation, including the school's information on pupils' attainment and progress, school improvement plans, work in pupils' books, safeguarding documents and information relating to the management of teachers' performance.
- The inspector spoke to pupils during their lessons and at break times. In addition, he listened to pupils read.

Inspection team

Dale Burr, Lead inspector

Seconded inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- A new headteacher was appointed in September 2013.
- Pupils are taught in four classes, some of which are mixed age: Reception and Year 1; Year 2; Years 3 and 4; and Years 4, 5 and 6.
- Almost all pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils eligible for additional government funding through the pupil premium is well below the national average. This additional funding is for pupils who are eligible for free school meals or those who are looked after by the local authority. In 2014, no pupils were eligible to receive the additional funding in Year 6.
- The proportion of pupils who have special educational needs is below the national average. There are no disabled pupils at the school.
- There were too few pupils in Year 6 for a comparison to be made with the government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Early years provision in the Reception class is full time.

What does the school need to do to improve further?

- Further improve the quality of teaching by:
 - giving pupils more opportunities to act on the advice in teachers' marking so they can correct and improve their work
 - providing better-quality writing activities in the early years outdoor area.
- Strengthen leadership and management by ensuring that governors and middle leaders verify the accuracy of the information they receive from school leaders regarding pupils' progress.

Inspection judgements

The leadership and management are good

- The headteacher has worked closely with the governing body to drive improvement throughout the school. She has introduced new systems and procedures to increase performance, and these have made a positive difference to the quality of teaching and pupils' achievement.
 - The school's positive culture is built on the shared vision of 'Aspiration, Challenge and Resilience'. Pupils are known as individuals, nurtured and guided to enjoy learning. In the words of an older pupil, 'Wardour is like one big family because we work hard and trust and care for each other.'
 - Relationships between pupils and adults are positive. Pupils' behaviour is well managed in the classroom and around the school; pupils are well motivated and keen to learn.
 - Middle leaders have clear and appropriate action plans in place to secure continuous improvement. They work with governors, who support and challenge them well. However, checks to verify the accuracy of the information received from leaders is not sufficiently developed across all subjects. For example, the literacy leader has not been given time to check the quality of teaching in other classes.
 - The curriculum is exciting and incorporates changes to the new National Curriculum. Many opportunities for first-hand practical activities enable pupils to excel in science, design and technology and religious education. Pupils' written prayers are examples of how the curriculum inspires them to develop a sense of togetherness and spirituality.
 - Pupils have many opportunities to learn about different faiths and cultures in modern Britain. They use their well-developed values, such as respect and forgiveness, to help prepare them for life in a diverse and global society. Pupils are treated equally, regardless of their age or ability. Older pupils told the inspector, 'Everyone gets to be included and has a say.' School records indicate that discrimination of any type is uncommon.
 - Physical education and sports is exceptionally well led. The sports funding is carefully targeted to provide more opportunities for pupils to take part in sports such as cricket, hockey and indoor netball. Competitive sport has increased along with staff expertise; this encourages pupils to develop a healthy lifestyle and to keep fit.
 - Parents are proud of this school. They are effusive in their praise of the school leadership. They value the relationships with the community and the approachability of all staff.
 - The school works closely with the local authority to ensure priorities are tackled quickly. In 2014, the local authority supported the school to review and strengthen the school improvement plan to include clear actions and measurable targets.
- **The governance of the school:**
- Governance of the school is good because governors know the school well. Visits to the school are regular. They offer good support and more recently have started to challenge the school leadership to bring about whole-school improvement.
 - The governing body receives comprehensive reports from the headteacher which keep them informed about the school's academic performance and the quality of teaching. Governors ensure that performance management arrangements are used well to improve teaching. Targets are rigorous and hold teachers to account for pupils' progress. Governors have a secure understanding of how strong practice is rewarded and how to tackle underperformance.
 - Governors develop their leadership skills through effective training. They attend courses to understand and make use of performance data which show how well pupils are achieving. However, they do not always verify the accuracy of the information they receive from school leaders regarding pupils' progress.
 - Governors manage the budget expertly. They plan and prioritise carefully and spend the school budget wisely. They know how additional funding for disadvantaged pupils and the sports premium is used to improve pupils' achievement.
 - The governing body ensures that arrangements for safeguarding meet requirements. They give particular attention to the site security so that pupils are kept extremely safe.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good; in the older class it is often outstanding. Pupils enjoy their additional responsibilities, such as 'digital leaders' and head boy and girl. They wear their badges with pride.
- Behaviour at social times is good. Pupils of all ages get on well together. A 'buddy' programme is effective at making sure that everyone is included and takes good care of one another.
- Teaching promotes good behaviour for learning. Pupils work hard in lessons and take pride in the presentation and quality of their work. They are keen and enthusiastic to learn.
- The vast majority of parents who responded to the online questionnaire (Parent View) agree that the school makes sure its pupils behave well. Scrutiny of school records indicates that incidents of poor behaviour are rare.
- Behaviour is not outstanding; not all staff use the agreed rewards and sanctions system as consistently as they could.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils' attendance has improved and is above national average. The school ensures that any absences are followed up; strategies to reduce absence are effective.
- Pupils say they feel safe in school and appreciate the systems that keep them safe. For example, they have learned through discussions and assemblies about the dangers associated with the internet and about road and water safety. The school draws on external expertise to boost pupils' understanding of keeping safe.
- In discussions, pupils are knowledgeable about the difference between the persistent nature of bullying and how it differs from one-off unkind behaviour. They say bullying does not happen because, 'we all get along with each other'. Pupils are confident that, if there was an incident, teachers would help them sort it out.
- Parents are overwhelmingly positive about the school's work to keep pupils safe.

The quality of teaching is good

- The quality of teaching is good. Teachers link subjects together where they can, which makes lessons interesting and relevant. For example, in a Year 2 literacy lesson, pupils made 'snow globes' to inspire their creative writing about an Arctic adventure.
- Pupils' relationships with adults are positive. Teachers and teaching assistants listen carefully to pupils and value their contributions. This helps create a calm and purposeful atmosphere leading to positive attitudes, good behaviour and mutual respect.
- Work in pupils' books confirms that they make good progress in reading, writing and mathematics. Teachers' marking is detailed and often identifies next steps pupils need to take to improve their work. Pupils, however, sometimes rely too heavily on teachers to provide them with answers; insufficient emphasis is placed on pupils making corrections to their work.
- Writing is taught well. Recent improvements to the teaching of writing are beginning to raise pupils' achievement further. Pupils' books show that they have regular opportunities for longer pieces of writing to help them practise their writing skills. Individual targets are specific and help pupils improve their writing, particularly in Years 2 to 6.
- Phonics is taught well and pupils make good progress because they regularly practise the new sounds they are learning. The teaching of reading is effective and leads to significant numbers of pupils exceeding national expectations at the end of Year 6. Pupils enjoy talking about books when reading on their own and to adults.
- Pupils' mathematics skills are well developed. Pupils have a good knowledge of number facts to help them do calculations quickly. In a Year 4/5/6 lesson, pupils used their knowledge of brackets, square roots and multiplication facts to find a solution to a problem.
- Pupils show great enjoyment of their learning as a result of an interesting and well-planned curriculum. Teachers' subject knowledge is very good and enables them to plan work across a range of subjects that meets the needs of different groups of pupils. For example, in Year 3/4, opportunities to develop writing skills through religious education are evident in pupils' prayers and written explanations of the liturgical calendar.

The achievement of pupils is good

- Pupils' attainment by the time they leave Year 6 is typically well above average and has been for the past three years. In 2014, most pupils achieved expected or better progress in reading, writing and mathematics. The proportion of pupils reaching the highest possible Level 6 in mathematics was well above average. Work in pupils' books demonstrates that this good progress is typical and continues for pupils currently in Year 6.
- Achievement in reading is strong because pupils read widely and for enjoyment. Phonics (letters and the sounds they make) are taught well, so most pupils meet the expected standard in the end of Year 1 national phonics check. Teachers promote reading for pleasure and provide pupils with access to a wide range of books.
- School leaders have taken decisive action to accelerate pupils' achievement in writing so that it matches that in reading. Progress in writing is improving and the large majority of pupils are on track to achieve their ambitious targets. Pupils' written work is regularly assessed and their next steps in their learning are made clear. Opportunities to widen pupils' writing experiences in the outdoors are not fully exploited in the Reception class.
- The progress of pupils who have special educational needs, and of pupils with English as an additional language, is good because they receive effective additional support. The special educational needs coordinator regularly checks on their progress and arranges additional support for those who need it.
- Support for disadvantaged pupils is good. The school has closed the gap between the attainment of disadvantaged pupils and their peers.
- The most able pupils are regularly challenged. They achieve well because the work set is suitably demanding and they are encouraged to aim high. For example, in a Year 4/5/6 mathematics lesson, the most able were challenged to deepen their understanding of written calculations through a multiple-step problem-solving task. Work typically stretches these pupils.
- Achievement in the Reception class is good and improving. In 2014, a greater proportion of children reached a good level of development than in 2013. While children's early reading skills are developing well, activities in the outdoors do not provide enough opportunities to reinforce early writing skills.

The early years provision is good

- Most children begin school with skills appropriate for their age. Children's writing skills are weaker than in other areas of their development. Opportunities to promote writing are established well indoors, where children confidently write and display good levels of concentration. However, the outdoor area does not encourage children to develop their writing skills as the choice of equipment provided is limited.
- Leadership of the Early Years Foundation Stage is good. Assessment procedures are effective and clearly identify individual children's progress. Learning journeys (information from ongoing assessments) contain photographs and records celebrating children's achievements. The leader makes good use of checking evidence to verify the accuracy of all adults' judgements.
- The quality of teaching and the reinforcement of children's personal and social development are good. Adults model polite and courteous conduct at all times. Consequently, relationships between adults and children are positive; children work hard and try to do their best.
- Most children behave well and are keen to learn. They are familiar with classroom routines and show good attitudes to learning. However, not all adults use the agreed systems to reinforce the highest standard of behaviour at all times.
- Staff ensure that safety is a main priority. Children are taught how to keep themselves safe, for example, by walking indoors, holding scissors sensibly and taking care on the outdoor equipment.
- The vast majority of parents and carers are overwhelmingly supportive of the good start their children receive. They appreciate the approachability of the staff and the good progress their children make. One parent told the inspector, 'I couldn't have wished for a better start. My child wants to come to school on Saturday and Sunday.'
- Children make good progress and are well prepared for Year 1.

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	126430
Local authority	Wiltshire
Inspection number	448591

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Susie Blundell
Headteacher	Caroline Lander
Date of previous school inspection	4 February 2010
Telephone number	01747 870537
Fax number	01747 870537
Email address	admin@wardour.wilts.sch.uk

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