

Inspection of Wardour Catholic Primary School

Wardour, Tisbury, Wiltshire SP3 6RF

Inspection dates: 4–5 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

Pupils rise to staff's high expectations. They have positive attitudes to learning and present their work with pride.

Pupils' conduct around school and in lessons is good. Pupils are polite, courteous and helpful. They cooperate well with their classmates as well as in the playground. Older pupils look after younger pupils well. Relationships between adults and pupils are strong. Pupils report that they can talk to any adult about any concerns or worries they may have. Pupils appreciate this support. Pupils were unanimous in their opinion that bullying is not tolerated. Staff deal with any negative behaviour swiftly.

Pupils say that cultural difference and diversity are celebrated. One pupil said, 'We are a kind and loving school, where people are not left out.' Many others echo this view. Pupils are able to speak about the school values well. They have a good understanding of their roles and responsibilities as citizens. Pupils are proud to attend Wardour Catholic Primary School.

What does the school do well and what does it need to do better?

Leaders and governors are ambitious and want to develop the quality of education further. The headteacher, along with curriculum leaders, has led improvements well. As a result, the curriculum is well organised. Pupils respond well to the expectations of their teachers. They listen well and enjoy their learning.

Reading is a priority for leaders. There is a clear and well-taught phonics programme in place. Pupils in Year 1 know the letters and sounds they make. This is helping pupils to become fluent readers. Pupils who struggle have the right support to help them get better. They say that they read often. Teaching of vocabulary helps pupils to make links to other curriculum areas. The school's 'reading ambassadors' recommend books. This encourages pupils to read many different types of books.

In mathematics, leaders have ensured that teachers know and follow the school's agreed sequence of learning. This helps pupils to build their knowledge and skills in a logical order. Pupils enjoy mathematics lessons. Teachers provide pupils with challenging tasks. Pupils have a secure understanding of different methods to solve calculations. They use this knowledge to help them solve more complex mathematical problems.

Science is well planned. Pupils enjoy their lessons. They improve their scientific skills because teachers plan interesting activities. Many of these connect to other areas of the curriculum. This helps pupils to re-enforce their knowledge and skills in other areas of learning. Pupils' geographical understanding is growing. However, teachers do not secure pupils' knowledge and skills well enough in this and some other

subjects. This means that pupils do not secure some of the appropriate knowledge and skills for the next stage of their education.

Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) achieve well. This is because teachers meet pupils' individual needs and provide them with suitable work.

Leaders' work to promote pupils' personal development is strong. Pupils think about their own beliefs and those of other faiths and cultures. Pupils learn why it is important to be respectful of other cultures. Pupils are confident and know how to be healthy. Experiences such as school trips and extra-curricular clubs help pupils to understand the wider world and develop socially.

The quality of education in the Reception class is not as well developed as that in the rest of the school. This is because there have been a number of staff changes. As a result, children are not as well prepared for Year 1 as they should be. Leaders are aware that there is a need to further improve the curriculum. Leaders are providing effective support to staff. This is inspiring and energising them. Relationships between children and staff are positive. Staff support children with SEND well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that the systems and procedures designed to keep pupils safe from harm are stringent. Pupils feel safe at school.

All staff have regular training. They have regular updates on how to respond to any concerns that may present. Staff understand their responsibilities. Governors take part in regular training. They ensure that recruitment checks for staff are secure and completed effectively.

Leaders are vigilant and respond swiftly to any concerns raised. Record-keeping is diligent. Leaders have positive relationships with outside agencies and involve them when necessary. They provide effective support to pupils and their families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Children in the Reception class do not achieve as well as they should. Leaders have not ensured that teachers build on what children already know and can do. The curriculum needs to be planned coherently to enable children to reach their full potential across all of the areas of learning.

- Leaders have recently designed a curriculum that meets the needs of pupils. However, some foundation subjects are not as well planned as others. Leaders need to continue to review and evaluate the impact of their new plans.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126430
Local authority	Wiltshire
Inspection number	10111515
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair of governing body	Robert Vaux
Headteacher	Emma Dixon
Website	http://www.wardour.wilts.sch.uk
Date of previous inspection	12 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school is voluntary aided and is within the Catholic Diocese of Clifton.
- The school was graded Requires Improvement in the latest Section 48 inspection in June 2018.

Information about this inspection

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

- We carried out deep dives in: reading, mathematics, science and geography during this inspection. We conducted lesson visits, spoke with teachers and met with senior leaders and curriculum leaders. We looked at pupils' work in books and met with pupils.
- The lead inspector met with the special needs coordinator. Together, we looked at the school's support for pupils with SEND.
- The lead inspector met with members of the governing body, spoke to the local authority adviser, the diocesan adviser and the designated lead for safeguarding.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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