

Inspection of a school judged good for overall effectiveness before September 2024: Wardour Catholic Primary School

Wardour, Tisbury, Wiltshire SP3 6RF

Inspection date:

12 November 2024

Outcome

Wardour Catholic Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils thrive at their school. Relationships with adults are warm and pupils feel very well cared for. The pupil 'buddy system' means older pupils support younger pupils and Reception-age children. Pupils and their parents and carers enthuse about the school and its close community.

The school is ambitious for all pupils, especially pupils with special educational needs and/or disabilities (SEND). Pupils show curiosity. They take pleasure in talking about their learning. Pupils are well prepared for the next stages of their education.

Pupils are kind to one another. They show respect and understanding through their interactions with one another. If pupils have differences they cannot resolve, they know adults will help them. The school encourages all pupils to develop their confidence. For example, they share their ideas through discussion or speaking to the whole school in assemblies.

The school plans a plethora of trips and new experiences. It makes sure these enrich what pupils are learning. Visitors to the school, such as an Antarctic explorer, inspire pupils. Pupils talk enthusiastically about these memorable experiences. They participate fully in clubs and activities, such as sports fixtures or the choir.

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

The school has planned an ambitious and well-developed curriculum. It ensures that what children learn in the Reception class prepares them well as they progress to Year 1 and beyond. For example, children develop the skills to problem-solve as they tackle building a structure together.

The school sequences learning carefully from Reception to Year 6. Pupils learn in mixed-age classes. The school makes sure pupils learn the whole curriculum in an age-appropriate way. In art, for example, younger pupils learn to use a continuous line. They develop their skills incrementally. As a result, pupils produce artwork they are proud of.

Teaching builds on pupils' previous learning. Staff give pupils opportunities to practise what they have been taught. This helps pupils to grasp important concepts. In mathematics, for example, pupils practise number work to help them with problem-solving. This focus on essential knowledge starts in Reception. For example, children explore whole and parts of number with 'magic bean' counters.

Teachers check how well pupils have understood their learning. They pick up mistakes and help pupils deepen their understanding. However, in a small number of subjects, teachers do not explain the learning and explicit knowledge they want pupils to know precisely. When this happens, pupils do not have the same levels of confidence to develop their work as well as they could.

The school is vigilant in identifying individual pupils' needs. Pupils with SEND receive effective support, such as carefully planned adaptations to learning and subject-specific help. This ensures that all pupils progress well through the curriculum.

The early reading programme helps pupils to become confident readers. The phonics programme is well established, and teachers know what phonic sounds pupils need to learn next. As a result, pupils move quickly to reading with fluency. Pupils enjoy their reading. They value the book choices and reading spaces in the school.

Attendance rates are high. The school is robust in its expectations and communication about the importance of regular attendance. Pupils behave with courtesy and respect.

The school prepares pupils well to become confident, responsible and resilient. It weaves the personal development of pupils throughout school life, such as the many opportunities to take on leadership roles. Different groups, such as the school council, chaplaincy or eco-group, are active in their contribution to the school. Pupils demonstrate a secure understanding of the fundamental British values. Personal, social and health education lessons help pupils to know how to keep themselves safe and look after their health.

The school and the governing body have a clear focus on the priorities for school improvement. Governors are highly engaged in supporting the work of the school. For example, they ensure they understand the impact of the school's work to enhance the wider curriculum and maintain high standards for pupils. The school collaborates widely. It builds wider partnerships, both through the diocese and with schools locally. Through this, it plans professional development for staff that helps them to work beyond the school to share their practice. Parents are very active in the many ways in which they support and work with the school. Staff, parents and pupils are full of praise for the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers do not make the explicit knowledge and skills they want pupils to know precise and clear. When this happens, some pupils are not able to move to the next stages of their learning as confidently as they could. The school needs to make sure that the purpose of the learning is explained clearly so pupils have a fuller and better understanding.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2020.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126430
Local authority	Wiltshire
Inspection number	10344569
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	85
Appropriate authority	The governing body
Chair of governing body	Patrick Craig-McFeely
Headteacher	Emma Dixon
Website	www.wardour.wilts.sch.uk
Dates of previous inspection	4 and 5 February 2020, under section 5 of the Education Act 2005

Information about this school

- The school is voluntary aided and part of the Catholic Diocese of Clifton.
- The most recent section 48 inspection was in September 2022.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held conversations with the headteacher, teachers and governors.
- Inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- Inspectors met with pupils to talk about their experience of school life.

- An inspector met and spoke with parents at the school gate.
- The lead inspector held telephone conversations with representatives from the diocese and from the local authority.
- The lead inspector reviewed a range of school documentation, including the school development plan and minutes from governors' meetings.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents submitted via Ofsted Parent View, including the free-text comments. They reviewed the responses to Ofsted's surveys for school staff and pupils.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

Katharine Anstey

Ofsted Inspector

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