



Wardour Catholic Primary School

Inspection Report

Unique Reference Number 126430
Local Authority Wiltshire
Inspection number 293557
Inspection date 17 October 2006
Reporting inspector David Clegg

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Tisbury
School category	Community		Salisbury
Age range of pupils	4-11		SP3 6RF
Gender of pupils	Mixed	Telephone number	01747 870537
Number on roll (school)	79	Fax number	01747 870537
Appropriate authority	The governing body	Chair	Richard Arundel
		Headteacher	Jenny Luzmoor
Date of previous school inspection	1 June 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average and virtually all pupils have a White British background. The proportion of pupils with learning difficulties is lower than usually found and very few pupils are eligible for free school meals.

A new headteacher took up post five weeks before the inspection and there have been several staff changes over the past two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a school that is steadily improving. Although its overall effectiveness is satisfactory, there are a number of things the school does well. It prepares pupils particularly well for their future lives because the school makes sure that pupils have the academic skills and personal attributes that will serve them well. 'My child went to secondary school a confident, happy child with excellent attitudes to learning,' was one comment amongst the many positive responses that parents gave when asked about the school. Pupils' personal development is good. They are happy, positive and feel comfortable and safe within the school. 'You always get a warm welcome,' and, 'We feel safe,' were typical comments from the oldest pupils. For a school that is predominantly White British, the pupils have an enlightened view of difference. 'I wouldn't like it if we were all the same culture,' said one pupil and several expressed genuine interest in learning about different faiths. The school has been proactive in teaching pupils about healthy lifestyles and, consequently, pupils understand about healthy eating and the importance of regular exercise.

Standards are generally above the national average, most noticeably in English. Standards in mathematics are improving but remain closer to the average. This is because occasionally the teaching in this subject does not stretch pupils enough. Standards in writing for the pupils at the end of Year 2 are too low because until recently, they have not had enough opportunities to write. Pupils achieve satisfactorily. From the time they enter school with above-expected levels of skills, they make generally steady progress. The progress made in English in Years 5 and 6 is often good and results in high standards by the time pupils leave. The school is assiduous in tracking pupils' progress and this is helping to increase the rate of progress in mathematics as well as consolidating the good progress in English. This tracking begins right at the start in the Reception Year, where children make steady and occasionally good progress. Because of the overall sound provision in the Foundation Stage, the great majority of children start Year 1 with above-expected levels of skills.

Throughout the school, steady and sustained satisfactory teaching is a key factor in pupils' progress. Progress for the pupils who are now in Years 4, 5 and 6 was hampered by lengthy disruptions to teaching when they were lower down the school. This resulted in pupils having to make up lost ground. This has been more successfully accomplished in English than in mathematics. The sound curriculum has some gaps that are impacting on what pupils attain. This is particularly evident in information and communication technology (ICT), where there are shortcomings in pupils' knowledge and understanding because they have not covered the work they should have.

Satisfactory leadership and management have brought about improvements, although the pace has been hampered by the unavoidable disruptions to teaching. Improving standards and better rates of progress bode well for the future.

What the school should do to improve further

- Make sure that pupils are working to their full capacity in all mathematics lessons.

- Improve standards in writing at the end of Year 2.
- Provide opportunities for all pupils to learn all aspects of ICT.

Achievement and standards

Grade: 3

Standards are above the national average and pupils achieve satisfactorily. There is variation between subjects because of a number of factors. When pupils leave the school, standards in English are better than in mathematics because the teaching in English stretches them more consistently. A significantly higher proportion of pupils attain above-average standards in English and science than they do in mathematics. Lower-than-expected standards in ICT for the older pupils are a result of them not having had enough opportunity to experience and use all aspects of ICT. For example, pupils are not as familiar as they need to be with spreadsheets or how to monitor using ICT. Pupils in Years 1 and 2 do better in reading than in writing, mainly because they do not get enough chance to write.

Reception children make steady progress and successfully build on their good level of skills. They start Year 1 with the majority comfortably attaining the expected levels and a significant minority exceeding them. Throughout the school, pupils with learning difficulties make sound progress.

Personal development and well-being

Grade: 2

The school's pervasive Catholic ethos ensures that pupils' social, moral, spiritual and cultural development is good. Pupils have a good grasp of right and wrong and a sharp understanding of what might be fair. The school has tightened up the procedures on attendance and this has resulted in higher-than-average attendance rates. Pupils are conscious of the 'smallness' of the school and feel that is a positive advantage. They enjoy knowing everyone and everyone knowing them. They have a great deal of confidence in the adults throughout the school and have no hesitation in talking to them if they have a particular problem. Relationships at all levels are strong and constructive. The school is geographically quite isolated but, despite this, pupils make constructive links with the parish and other local schools and participate in sports and arts activities such as communal singing.

Quality of provision

Teaching and learning

Grade: 3

Pupils enjoy lessons and are generally keen to take part and respond to the teaching. There is a calm, purposeful atmosphere in lessons that is very conducive to learning. Lessons are planned carefully and take account of the fact that there are different-aged

pupils in each class. Occasionally the level of the work is not quite right and the higher-attaining pupils are not being sufficiently stretched; this lowers the rate of progress for parts of lessons.

Marking is a good feature of the teaching. The comments are constructive and helpful and, importantly, give pupils a clear idea about what needs to be done to improve. The inclusion, within the marking of the older pupils' work, of 'next steps ...' or 'next time ...' is particularly helpful.

Curriculum and other activities

Grade: 3

The curriculum includes all the subjects that it should but there are some elements that are not as strong as they need to be. The ICT curriculum needs tightening to make sure that pupils experience all aspects of the subject in sufficient depth. The curriculum in Years 1 and 2 does not provide enough opportunities for writing so that pupils can practise what they have learned more often.

Outside of lessons the school offers pupils a lot of opportunities. There are clubs that cover activities such as sport, art, languages and gardening. These are supplemented by visits to place of interest, including the biennial visit to an outdoor centre for Years 5 and 6.

Care, guidance and support

Grade: 3

In many ways, the school extends a great deal of support and guidance to pupils, but it is not providing enough care because it is not fully meeting the statutory requirements for safeguarding pupils. Pupils are generally well known by teachers and their personal development is monitored carefully. The school is also very good at monitoring pupils' academic progress. There is useful tracking that plots the progress they make each term and this is effective in identifying pupils who may be in danger of falling behind. Older pupils are particularly positive about their involvement in assessing their own work. This gives them useful insights into where they are succeeding and what they need to do to improve.

Leadership and management

Grade: 3

The new headteacher has an accurate and measured view of the school and a good sense of what needs to be done next. The analysis builds sensibly on the work done in the past two years, when, despite staff changes, a number of improvements were put in place that are beginning to bear fruit. This indicates a sound capacity for improvement. The tracking procedures and the monitoring of pupils' work have all led to improved standards and progress. The school is well placed for the next stage of its development with a full complement of permanent teachers for the first time in two years.

Governors take their work seriously and are fully involved in the life of the school. They have been closely involved in some aspects of the school's work and play a full part in how the school develops. However, they have been a little slow in ensuring that all statutory requirements are fully met.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for helping us when we visited your school recently. We enjoyed talking to those of you who told us so much about the school. We think that the school is providing you with a satisfactory education and many things that it does are getting even better.

We were impressed with how much you all seem to enjoy coming to school and that you feel well looked after and safe.

You enjoy your work and think you learn as much as you can most of the time. Some older pupils mentioned that they could do some harder work in mathematics lessons. We agree, and have asked the school to make sure that the work you are given, especially in mathematics, is not too easy and that you are all made to think hard throughout the lessons.

We particularly liked the way you get on with each other. Many of you said how much you enjoy knowing everyone. We think the school is very good at giving you the confidence to meet other people and talk to them. We think that some of the younger children could do a little better in writing so we have asked the school to make sure that you are given even more chances to write.

You told us about how much you enjoy the good range of clubs and visits that the school provides. We think that you could have more opportunities to learn about and use computers so we have also asked the school to make sure you are taught all you need to know.

Once again, thank you for your warm welcome and good luck to you all in the future.