



INSPECTION REPORT

Wardour Catholic Primary School

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D/ES Number: 293557

Headteacher: Miss J. Luzmoor

Chair of Governors: Aileen Croft

Canonical Inspection under Canon 806 on behalf of the Diocese of Clifton
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 20th/21st April 2010
Date of previous inspection: 15th January 2007

Reporting Inspector: Mrs PJ Antolik

Description of 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 the children in the Early Years Foundation Stage in the Reception class.

Key for inspection grades

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Unsatisfactory

Overall effectiveness of this Catholic school

Grade 2

This is a good Catholic school. It has a strong ethos rooted in Catholic values which permeate all of school life. The well-being and all round personal development of each pupil is at the heart of the school's vision and is reflected in the strong sense of pastoral care. Very good relationships between staff and parents are a strength of the school. The outstanding commitment of the head teacher, very ably supported by good teaching staff, who are highly motivated and provide good role models, results in confident, articulate pupils who know what it means to belong to a Catholic community.

Outcomes for pupils are good. They thrive in the caring, family atmosphere the school provides and are becoming confident, mature, independent learners with positive attitudes to school life. All groups of pupils are achieving well in Religious Education and making good progress. Standards of oral and written work are good with outstanding features and predictions show a capacity to improve. Pupils benefit well from the good opportunities given to contribute to the Catholic life of the school and are developing useful skills and positive attitudes for life in school and beyond. Their participation and involvement in acts of worship are good and developing well. In a variety of prayerful settings they respond with reverence and respect. The acquiring of skills to prepare and lead worship themselves is at an early stage of development.

The school provides a good Catholic education. Religious Education is given a high priority and pupils are encouraged to be independent and to think for themselves. The quality of teaching is consistently good with outstanding features across the school and this leads to purposeful learning and motivated, interested, engaged pupils. Assessment and academic guidance is good. However pupil self assessment and the "next steps" are areas to be developed. The Religious Education curriculum provided meets pupils' needs well and some good adaptations have been made which enhances learning skills. The development of the prayer life of the school has been given priority which has had a significant impact on enhancing the quality of what the school provides.

In Religious Education, however, although accurate systems are in place for monitoring the quality of teaching and learning and recording pupils' progress, the findings are not as yet evident in strategic future planning to raise standards. The good promotion of community cohesion enables pupils to have a well developed awareness of difference and positive attitudes of tolerance and respect.

The capacity of the school community to improve and develop

The capacity of the school to improve is good. The head teacher and staff are a strong team who work well together with a common vision of wanting the best for each pupil. Strong team work, knowledgeable capable staff and support staff, very good relationships and well established systems result in the school having a good capacity to improve. Formal and informal monitoring of the Catholic life of the school have ensured previous areas for development have been addressed and improved and is informing clear plans for improvement. The school has a new Chair and team of Governors and they are keen to improve and develop their roles to improve their commitment to the school in supporting the heavy load of a teaching head teacher. There is a shared vision for the school. However the Mission statement needs to be reviewed with the new Governing Body in place. The ethos of the school shows a strong support in pastoral care within a culture of continuous improvement. Pupils enjoy their learning and make good progress. Current data provides a positive picture of where the pupils are in their learning. Pupils behave well in and around the school, and show outstanding respect for all involved in their school life.

Pupils are happy and proud to belong to their Catholic community. However links with their school parishes need to be further developed. Prayer and reflection are integral to the life of the school. The parents and pupils identified the consistent high quality of care for individuals as a major feature of the school community. At present the role the parish priest plays in the liturgical life of the school is limited due to ill health.

Grade 2

What the school should do to improve further

- Develop the role of the RE co-ordinator.
- Ensure pupils are enabled to prepare and lead worship themselves.
- Raise standards in Religious Education by:
 - Using assessment data to set challenging targets for pupils so they know how to improve formulating a strategic, structured long-term plan for improvement which is monitored and evaluated to ensure impact on outcomes for pupils.
- Review current Mission statement.

How good are outcomes for pupils, taking account of variations between different groups?

Grade 2

Pupils show good levels of enjoyment and enthusiasm for Religious Education and have mature, positive attitudes to learning. They are becoming increasingly religiously literate and many are very articulate and reflective in their oral responses. Pupils' knowledge and skills in Religious Education are developing well throughout the school and in lessons they work calmly and collaboratively and take a pride in their work. Standards of achievement overall are good. By the end of Key Stage 1, the standards are very good. This trend continues to the end of Key Stage 2. All groups of learners achieve equally well and demonstrate good quality learning according to their capabilities.

Pupils make a good contribution to the Catholic life of the school and benefit greatly from it. They take on responsibilities willingly and eagerly and are able to articulate the connection between faith and life. They benefit well from the reflective role-modelling the school community has developed. This enables them to express their sense of community, belonging, forgiveness and awareness of those less fortunate than themselves. They are developing a good range of skills and attitudes which will serve them well now and in the future.

Pupils' response to and participation in prayer and worship is good. This has been a focused area of development and improvement in the life of the school. Pupils are developing a good awareness of a variety of styles and forms of prayer and their liturgical formation is also developing well. They are interested and engaged in prayer and their response is respectful, reverent, and reflective. Mass is celebrated weekly on a rota basis for individual classes and the whole school attends Mass at least three times a term. These are held in Wardour Chapel. The pupils' behaviour at all celebrations is outstanding. The desire of the school to further involve pupils in planning and leading worship is evident in the RE Action plan. The prayer life of the school makes a significant contribution to pupils' spiritual and moral development.

How effective are leaders and managers in developing the Catholic Life of the school?

Grade 2

The Catholic life of the school is given high priority by the outstanding leadership of the head teacher. Spiritual and moral development is promoted well. Leaders are strongly committed to Catholic values and principles and these lie at the heart of the school's vision. Staff and pupils show a good understanding of what it means to belong to a Catholic school and the importance of contributing to the school community. Both informal and formal monitoring of the Catholic life of the school result in priorities for improvement being identified acted upon and evaluated.

The monitoring and evaluation of the provision for Religious Education are satisfactory. The head teacher, RE co-ordinator and staff work well as a team and give Religious Education a high priority in the curriculum. The new RE co-ordinator needs to attend more training to help develop her role, and is competent enough to continue to lead this subject to a high standard.

The work of the Governing body is beginning to have an impact on the life of the school. Governors discharge their canonical and statutory duties effectively. They are supportive of leaders and staff and are confident and reflective in their role. They are committed to reflecting the distinctive Catholic character of the school in their decision making and policies. Relationships with the school community are good and an open-minded culture enables good communication and clarity of roles. Parents were very positive about the school in their questionnaires and there were no issues raised.

Leaders and managers are satisfactory at developing partnerships with other providers and organisations. Improved partnerships with other schools and their parish community would have a positive impact on the school. The school is working hard to try and forge greater links.

Leaders promote community cohesion well. There is a common sense of belonging in the school and all are welcomed in a spirit of equality and respect. Pupils are developing a heightened awareness of the common good and can articulate and explain the impact of their fund raising activities for agencies such as "CAFOD", "Water Aid", "Children In Need", and "Shelter box". Culture and Other Faiths weeks are celebrated throughout the year. Pupils

value their religious identity and are aware that others have different values and beliefs. Acts of worship respect each one's spiritual identity and the Religious Education curriculum promotes attitudes of tolerance, respect and justice.

How effective is the provision for Catholic Education?

Grade 2

The quality of teaching in Religious Education is consistently good across the school and outstanding at the end of Key Stage 1. Lessons are well planned and the range of pupils' capabilities is taken into account when planning some effective and imaginative activities. A variety of teaching strategies are employed to engage pupils. Good pupil/teacher relations, a range of questioning styles and effective use of ICT enable good levels of pupil motivation and concentration. Teachers' subject knowledge is strong and this contributes well to the good progress pupils make across the school. Marking and feedback to pupils does not always identify how they can improve and move on in their learning.

Assessment and academic guidance in Religious Education is good. Assessment procedures are embedded in the school's systems and the school has a broadly accurate view of pupils' achievement and progress. Assessment, recording and moderation take place and are well documented. Teachers have developed a good level of accuracy in applying the Levels of Attainment. However, although the school can identify what needs to be done to raise standards, at present there is no formal strategic plan for how this information is to be put into practice and raise achievement and further for individual pupils. Pupils are confident in saying how well they are doing and how to improve. Self-assessment, pupil targets and tracking are at an early stage of development.

The Religious Education curriculum provided by the school is good and meets the needs of pupils enabling them to achieve well. Opportunities for pupils to learn from religion and reflect on meaning are well developed. Skills from across the curriculum including 'Thinking Skills' and visual, audio and kinaesthetic styles of teaching and learning are incorporated well into the Religious Education curriculum enriching learning. The contribution to and promotion of pupils' spiritual and moral development is a strength of the curriculum. More collaboration with other local Catholic schools would help develop the Religious Education curriculum and contribute to good outcomes for pupils.

The quality of the opportunities for prayer provided by the school is good. The head teacher and Governing Body are aware of the need to develop and improve relationships with both parishes and the need to allow pupils to experience of other forms of liturgy. The participation and response to the prayer life of this school is good with outstanding features. All classrooms and the school entrance have reflective areas of display. As yet, pupils are not offered sufficient opportunities to prepare and lead worship themselves but a knowledgeable and able staff is well placed to develop pupil skills further.