



## **INSPECTION REPORT**

Wardour Catholic Primary School

Wardour, Tisbury, Wiltshire SP3 6RF  
Telephone: 01747 870537  
e-mail address: admin@wardour.wilts.sch.uk

DfE Number: 865 3435  
URN: 126430

Headteacher: Miss C Lander  
Chair of Governors: Mrs A Cordle and Mrs F Baker

---

**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: 27<sup>th</sup>/28<sup>th</sup> June 2018  
Date of previous inspection: 21<sup>st</sup>/22<sup>nd</sup> November 2014

Reporting Inspector: Mrs A Barrett

---

## Description of school

Wardour is a smaller than average single form Voluntary Aided primary school where almost all pupils are of white British heritage. The school serves the parishes of Wardour and Tisbury.

The proportion of Catholic pupils is 39% with 51% from other Christian denominations and faiths. The remaining pupils are from families who have not declared a faith. The proportion of pupils who have an SEN statement or an educational health and care plan is below the national average. The proportion of pupils from minority ethnic groups and those speaking English as an Additional Language is well below average. The proportion of pupils known to be eligible for support from the pupil premium is well below the national average.

The headteacher has been in post for 4 years. However, from Sept 2017 to Jan 2018 she was on long-term sick leave, with an executive head employed for 2 days a week to run and manage the school during this time. At the time of the inspection, the headteacher was not present and has been on long-term sick leave since April 2018. The assistant head has taken on the role of acting headteacher since May 2018.

Since the last inspection, the school has had a period of stability amongst the governors and teaching staff, with a co-chair of governors appointed in January 2017.

## Overall effectiveness of this Catholic school (summary statement)

**Grade 3**

### This school requires improvement because:

- Leaders and governors have not satisfactorily addressed the action points from the last inspection;
- Leaders and governors are committed and express their support for the school's Catholic life, RE and prayer life but have not engaged in systematic monitoring of provision to enable them to effectively promote and develop these aspects;
- Teachers have not received the appropriate support and training needed to enable them, in particular, to effectively challenge the more able and help those who have fallen behind to catch up. They have had to overly depend on their own research and on informal dialogue and support from colleagues.

### Strengths of the school

- Staff promote high standards of behaviour and are exemplary role models for their pupils, reflecting Gospel values, which has helped engender extremely positive relationships between all members of the school community.
- Pupils, irrespective of their faith backgrounds, demonstrate a strong sense of belonging to the school community. They value and respect the rich Catholic tradition of the school, its excellent links with the parish communities and the support they receive from the parish priest, deacon and lay chaplain.
- Teachers are skilled practitioners who are fully committed to the teaching of RE and improving their pedagogy in the subject.

---

## **The capacity of the school community to improve and develop requires improvement**

- The long-term absence of the headteacher has curtailed developments in addressing the action points from the last inspection. However, no effective plans have been put in place by governors in her absence to enable them to ensure that they fulfil their overarching responsibilities in accordance with the school's Catholic character, especially in relation to RE and prayer life.
- Governors have welcomed this inspection, seeing it as a catalyst for improvement and are keen to address the issues raised as a matter of priority. This bodes well for the future. Green shoots are evident in the appointment of a new RE co-ordinator, but it is imperative that she receives the appropriate support and training to enable her to effectively lead RE across the school. The acting headteacher has already been extremely proactive in working with the new appointee, prior to her starting date, to share her considerable expertise in subject coordination.
- Teachers are committed to the teaching of RE and to leading prayer and are extremely open to developing and honing their skills in these areas.

## **What the school should do to improve further**

- Governors and leaders should work together to set up a rigorous system for monitoring, analysing and evaluating the impact of the Catholic life, RE and prayer life of the school in order to build on and plan future improvements.
- Teachers should have access to regular and ongoing support in the teaching of RE to enable them to become effective practitioners, building on their already good pedagogical skills.
- Improve the quality of prayer life across the school by involving pupils in more contemporary, child-centred approaches to prayer using different prayer styles, which could be interwoven with scripture, the use of religious artefacts and liturgical music.
- Ensure that the new RE coordinator receives the appropriate support and training to enable her to effectively lead RE across the school. This should include attendance at the diocesan cross-phase modular course and completion of the CCRS (Catholic Certificate in Religious Studies).

**a) The extent to which pupils contribute to and benefit from the Catholic Life of the school**

- Pupils embrace the responsibilities of living within a Catholic school community. For example, they take responsibility for preparing the hall for assemblies, Masses and liturgies. The strong ministry of welcome, evident in the previous inspection, has been maintained, as evidenced in year 5/6 enthusiastically showing parishioners and past pupils the changes which have taken place in the school and enjoying tea and biscuits with them. They are regularly involved in a range of other activities within the wider community, taking responsibility for leading and organising fund raising for charities such as CAFOD, Water Aid, Mary's Meals, Albare and Missio, responding positively to visits from local representatives.
- Pupils demonstrate a strong sense of belonging to, and pride in, the school community, and in their relationship with those from different groups and backgrounds.
- Behaviour is exemplary across the school. Pupils are happy and confident individuals, demonstrating a clear respect for themselves and others. This is due in no small part to the excellent support and guidance they receive from teachers and other staff. They are alert to the needs of others and quick to thank and congratulate others, as evident in pupil led initiatives such as the Head Girl and Head Boy weekly presentation of a certificate for the child who has demonstrated a quality in relation to one of the Gifts of the Holy Spirit. At the end of year, during the Leavers' Mass, the Spirit of Wardour is awarded to one pupil in each class who has made an exceptional effort to demonstrate the values and ethos of the school.
- There is a strong emphasis placed as much on pastoral care as on academic excellence which does indeed, as the school states, support the emotional and spiritual needs of the children and enables them to 'develop strength of character and resilience....'
- Older pupils respond positively to opportunities to participate in the Bronze and Silver Leaders in Faith Award under the excellent guidance of the school's lay chaplain. Pupils value the school's chaplaincy provision, which is held in high esteem by them, and are eager to become members of the chaplaincy team.
- Pupils, irrespective of their faith backgrounds, demonstrate a strong sense of belonging to the school community. They value and respect the rich Catholic tradition of the school, its excellent links with the parish communities and the support they receive from the parish priest and deacon. Visits to the local Chapel of All Saints, Wardour (which is within walking distance) provides opportunities for pupils to attend Mass on a regular basis in addition to Mass in school.
- In order to improve further, pupils should be provided, and would relish, planned opportunities to participate in evaluating the school's Catholic life and mission.

---

## **b) The quality of provision for the Catholic Life of the school**

- The school's mission statement is central to the life of the school. This has recently been revisited, in January 2018, reflected on by pupils and staff and clearly displayed throughout the school. The school rules are based upon the need to forgive and be forgiven, with pupils demonstrating a good understanding of right and wrong and articulating this with confidence. In addition, pupils have been involved in discussing the motto for these school rules 'Love one another as I have loved you' which has, in turn, informed the basis of the school behaviour policy.
- The school environment reflects its mission and identity through the obvious signs of its Catholic character. RE displays within the classrooms are effective in promoting the teaching of RE and supporting the school's Catholic character. However, more could be done to enliven this aspect of its life in areas outside the classroom. For example, more vibrant child-centred religious displays could be created in the corridors, reception and hall areas, and involving pupils in this process. An excellent example is the *Gifts and Spirits of the Holy Spirit* display in the main corridor. The prayer garden is a valued but under-used resource which provides a quiet, reflective area for all. RE displays within the classrooms are effective in promoting the teaching of RE and supporting the school's Catholic character.
- Chaplaincy provision has grown since the last inspection, benefiting greatly from the leadership and commitment of the lay volunteer chaplain who gives generously of her time. She works with KS2 pupils to enable them to help the school be a community of faith through supporting liturgy, prayer and the spiritual life of the school. This provision is effective in supporting and promoting the Catholic life of the school.
- The chaplaincy team play an active part in the life of the school. They plan and lead reflections for feast days and special times in the liturgical year, distribute the Wednesday Word to all classes, prepare the altar for assemblies and lead the Monday assembly with the help of the lay chaplain.
- Staff promote high standards of behaviour and are exemplary role models for their pupils, reflecting Gospel values, which has helped engender extremely positive relationships between all members of the school community.
- The new Relationship and Sex Education (RSE) curriculum based on *A Journey of Love* is being implemented across the curriculum and is in line with Catholic teachings and principles.
- Provision could be strengthened further by developing a more holistic approach to planning for pupils' spiritual and moral development through an audit of meaningful links between RE and other subject areas.

## **c) How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school**

- Leaders and governors are committed and express their support for the school's Catholic life, but have not engaged in systematic monitoring of provision and outcomes to enable them to effectively promote and develop Catholic life since the last inspection. Governors

---

acknowledge that they have relied heavily on leadership guidance and therefore have not provided leaders with the challenge needed to implement and ensure improvement in respect of the Catholic life of the school.

- There is evidence of some self-evaluation by leaders, but this is underdeveloped and has not fully involved governors in the process or enabled them to measure progress and impact of actions.
- There has been some provision for training for staff which focuses on the Catholic life, such as participation in joint INSET with Catholic partner schools and training on improving the quality of prayer led by a diocesan adviser. However, planning for this has been ad hoc and overly dependent on the support of the volunteer lay chaplain, deacon and chaplain. Consequently, opportunities for staff to develop their understanding and commitment to the Church's mission and response to it is underdeveloped.
- Leaders and governors have not sufficiently engaged with parents/carers to ensure that they are aware of the school's distinctive mission, and there has been no formal consideration of the diocesan vision of A Future Full of Hope.
- Leaders and governors do not have a clear oversight of how the curriculum contributes to pupils' spiritual, moral and vocational development, including the role of chaplaincy, PSHE and relationship and sex education.

### a) How well pupils achieve and enjoy their learning in Religious Education

- Most pupils make progress relative to their starting points and capabilities in each key stage but the most able do not always achieve as well as they should.
- Where the progress of learners is slower, this is due to learning tasks which are not sufficiently differentiated or where the more able pupils are insufficiently challenged. This is due to teachers' lack of training and an over dependence on the bought RE scheme which requires a secure mastery of the subject.
- Pupils concentrate well in class, have a real sense of pride in their work and are keen to learn. Overall, they enjoy their work in RE and are competent in using their knowledge and understanding, which enables them to reflect spiritually and ethically. Most are able to use religious language and are able to make links between faith and life when this is built into teacher planning.
- Pupils learn well in pairs and groups and respond positively to opportunities to work independently and to extend their learning when these are provided. It was evident in discussion with pupils that they relish opportunities to engage in challenging activities but opportunities to do this was not always evident in books.
- Almost all pupils concentrate, have a clear understanding of how well they are doing and what they need to do to improve. Pupils' concentration lapses when the tasks sets are pedestrian or lack sufficient challenge or where learning objectives are unclear.

### b) The quality of teaching, learning and assessment in Religious Education

- Teachers are skilled practitioners who are fully committed to the teaching of RE and improving their pedagogy in the subject. They have been assiduous in implementing the RE programme 'Come and See' which had just been introduced at the time of the last inspection. Although the new programme has been effective in ensuring a framework for the teaching of RE and assessment across the school, it has proved challenging to implement due to the nature of the scheme and teachers' acknowledged lack of subject expertise.
- Teachers have endeavoured to supplement the programme with supporting resources and assessment materials but, in the absence of appropriate training, have strictly adhered to the scheme and, understandably have not sufficiently adapted it to fully address the needs of their pupils. This, in turn, has meant that the level of challenge they are able to provide for pupils, especially the more able, has been restricted.
- Teachers are becoming more effective in employing appropriate strategies to engage and motivate pupils. Consequently, most pupils are motivated and concentrate well in class. This, in turn, encourages pupils' enjoyment of the subject and enthusiasm for RE.

- 
- Relationships between teachers and pupils is one of mutual respect. Teacher place a strong emphasis on praise. This, combined with teachers' high expectations, is motivating and affirming for learners and plays an important part in enabling them to fulfil their potential.
  - There is regular assessment of pupils' work, which is in line with the school's new marking policy. The combination of oral and written feedback is effective in ensuring that pupils know how well they have done and what they need to do to improve. It appears that there has been an overview of data which has been compiled by the RE co-ordinator, but this has not been properly analysed and shared with governors.
  - Teachers are becoming more confident in using the assessment descriptors and exemplars, commensurate with the RE scheme, which have been developed by another diocese. This has enabled them, within this framework, to begin to develop an understanding of the assessment criteria and common approach to awarding levels. Over time, they are becoming more proficient in narrowing the gap between AT1 and 2, but this is still an area for development and training.

**c) How well leaders and governors monitor and evaluate the provision for Religious Education**

- The religious education curriculum meets Bishops' Conference requirements. However, prior to February 2018, not all classes were receiving 10% of time devoted to RE. This has now been rectified.
- The curriculum leader for RE has regularly attended appropriate diocesan training since the last inspection. However, this has not, in turn, been systematically shared with staff through regular training opportunities within school. Consequently, teachers have had to depend on their own research and informal dialogue and support from colleagues.
- There is not, unlike other core subjects, a clear action plan for RE which links to the school improvement plan. Consequently, it is not possible to effectively plan improvements to teaching and learning in the subject. In addition, there appears to be no linkage between the action points in the last inspection report and school improvement plan.
- Leaders and governors are unable to ensure that religious education is being sufficiently planned to meet the needs of different groups of pupils and ensuring that there is coherence across different key stages, as monitoring is not taking place. The good progress that most pupils are making is due to the diligence and commitment of the teaching staff.
- The volunteer chaplain, who had just taken on the role at the time of the last inspection, has made a significant contribution to the development of chaplaincy within the school and has been instrumental in implementing the Leaders in Faith Bronze and Silver Award in KS2.

### a) How well pupils respond to and participate in the school's prayer life

- The strong tradition of prayer, evident in the last inspection, is still an important feature of this Catholic school. Pupils act with reverence and, irrespective of their faith background, embrace the opportunities provided to participate in prayer and collective worship at a level which is appropriate for them. They respond reverently in assemblies, sing hymns enthusiastically and join in prayers at key points of the day with ease and confidence.
- The extent to which pupils are acquiring skills in planning and leading prayer and worship has improved since the last inspection due to the excellent work of the volunteer lay chaplain and her work with the chaplaincy team. However, there is still work to be done to ensure that all pupils across the school are given more opportunities to plan and lead prayer and worship independently, to use different prayer styles and to make effective links between scripture and religious seasons and feasts.
- This strong tradition could be further enhanced by involving pupils in more contemporary, child centred approaches to prayer using different prayer styles which could be interwoven with scripture, the use of religious artefacts and liturgical music. Discussion with pupils highlighted a willingness and enthusiasm to take the initiative in leading prayer and worship.
- The integration of the beautiful countryside in which the school is situated remains an important aspect of the school's prayer life. For example, the whole school participation in a reflective Lenten walk focusing on the Stations of the Cross, a pilgrimage during the Year of Mercy and a Pentecost celebration. This, alongside the regular opportunities to walk to the church, makes a positive impact on pupils' spiritual development.

### b) The quality of the prayer life provided by the school

- Prayer is central to the life of the school for all pupils, whatever their faith background, with praying together an important experience for all.
- Staff accept responsibility for leading prayer and they involve pupils in its delivery, but little time is spent on innovation and on encouraging pupil leadership. Consequently, class-based acts of worship tend to follow a routine structure. Discussion with staff highlighted a need for further support and training in leading prayer, enabling pupils to lead prayer independently and ensuring that prayer is always accessible to pupils in a contemporary context.
- The school provides a range of opportunities for pupils to develop spiritually through the prayer life of the school, choosing themes which reflect the liturgical seasons and the Catholic character of the school. For example, during the Year of Mercy, pupils met on a weekly basis to spend a short time in reflection on a given topic linked to the Year of Mercy. This has been replaced by time to reflect on Sunday Gospel using the Wednesday Word.
- Staff have an understanding of the Church's liturgical year, seasons and feasts and ensure that pupils are aware of and experience the Church's liturgical life. A period of reflection is

---

offered across the school, either just before lunch or after, when pupils and staff celebrate what was good or not so good about the morning and prepare themselves for the afternoon session.

- Key seasons and feasts of the Church's year are celebrated with parents and members of the community invited to attend.
- There are strong links with the parish community which play an important part in reinforcing the school's Catholic ethos. This is evidenced in the Masses and services in church and school, altar serving, Holy Communion programme, hosting of the Parish Fabric Committee and the welcoming of Old Wardourians. The parish priest and deacon are frequent and encouraging presences within the school.

**c) How well leaders and governors promote, monitor and evaluate the provision for the prayer life of the school**

- Leaders and governors are committed and express their support for the school's prayer life. However, they do not have an informed oversight of the school's prayer life as they do not engage in monitoring or evaluating this important aspect of the school's life. Consequently, they are unable to ensure that the quality of prayer life is appropriately planned to meet the needs of pupils.
- Staff have benefited from a training day on prayer led by a diocesan adviser, but they consider that they lack regular opportunities to receive liturgical formation and assistance with the planning of prayer and collective worship to ensure that they, in turn, provide good role modelling in leading worship for their pupils. There is too much dependence on the good will of the lay chaplain, priest and deacon to support staff in this area.
- There is insufficient written evidence of systematic appraisal in documentation such as the governors' minutes, which should evidence the impact of evaluation on improvement. Such processes would create even more opportunities and variety in worship

---

## Summary of Parental Questionnaires

*There were 45 parental questionnaires received. They were extremely positive about the school and their children's education. Some typical responses included:*

*'A strong sense of community, welcoming staff, supportive parent body, beautiful setting and connection with the chapel'*

*'Good teachers, happy children, lovely setting. Although we are not Catholic, we feel that this aspect of school life has an extremely positive on their lives so far'*

*'The excellent teaching and the happiness and well being of the children'*

*'The children are beautifully encouraged and rewarded with praise in assembly. The teachers are very positive. They take prayer and hymns seriously and encourage Christian values.'*

*'Its teaching of kindness is particularly strong'*

*'The love, support and pastoral care'*

*'My child feels safe at this school'*

*'Strong values, great teachers and pastoral helpers'*

*'Teachers and admin staff are great! Happy atmosphere with children who care for one another'*