



INSPECTION REPORT

Wardour Catholic Primary School
Tisbury, Salisbury SP3 6RF
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DfE Number: 8653435
URN: 126430

Headteacher: Mrs Emma Dixon
Chair of Governors: Mr Robert Vaux

**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: 14th September 2022
Date of previous inspection: 27th/28th June 2018
Reporting Inspector: Mrs Dawn Summers-Breeze
Additional Inspector: Mrs Anne Barrett

Description of school

Wardour is a small Catholic Primary school serving the parishes of Wardour and Tisbury. The planned admission number is 15 and there are currently 86 pupils on roll. The proportion of pupils who are baptised Catholic is 28% (24 pupils), with 60% of pupils from other Christian denominations, 0% from other faiths and the remaining pupils have not declared a faith.

The proportion of pupils with SEND or with an Educational Health and Care Plan is below average. The proportion of pupils eligible for Pupil Premium, from minority ethnic groups, or with English as an Additional Language are well below average.

Since the previous diocesan inspection (when the school was graded Requires Improvement with Good for Catholic Life) the acting headteacher has been appointed the substantive headteacher (February 2019). The current RE lead was appointed in September 2020

The pupils are taught in mixed age classes. Two out of five teachers are Catholic.

The school benefits greatly from support given by the Catholic Emmaus Partnership and the Diocese.

Overall effectiveness of this Catholic school (summary statement)

Grade 2

This is a good school because:

- The pupils are happy, confident and secure in their environment, and are therefore ready and eager to learn.
- Good relationships are a strength of the school, leading to a strong sense of community. Pupils are proud of being part of the school community.
- Pupils clearly understand the mission statement of the school and live it every day.
- Catholic Social Teaching is woven throughout the curriculum and beyond. Pupils understand the need to look after the environment and others locally and globally.
- Staff relationships are strong and the pastoral care for all is evident.
- Governors are involved in a rigorous monitoring system leading them to be well-informed about the Catholic life, religious education and prayer life of the school.
- Parents say this is a warm, safe, friendly school providing an engaging learning environment, with strong pastoral care.

The capacity of the school community to improve and develop is good

- Rigorous monitoring systems and effective action planning have shown that leaders understand where the school is and what they need to do next to improve.
- There is good support in place from the Governors.
- The school is part of the Catholic Emmaus Partnership and greatly values the support and sharing of good practice that this brings.
- The school is well-supported by the diocese.
- The staff work well together, value each other and are always ready to take on new developments.

What the school should do to improve further

To enhance the prayer life of the school for pupils and staff through:

- increased opportunities for all pupils to plan and deliver high quality prayer and services in class and with the whole school
- being given the opportunity to go on a retreat or reflection day (for pupils and staff)
- introducing different styles of prayer including spontaneous prayer.

To ensure that tasks in religious education lessons match the needs of the pupils, especially those working at a higher level through:

- providing training to staff on how to ensure there is sufficient challenge in lessons appropriate to the needs of their pupils
- monitoring the tasks set for pupils
- sharing good practice across the school and the Partnership schools.

Ensuring that Catholic Social Teaching (CST) is a focus for the school through:

- identifying CST in all subjects
- drawing together CST and opportunities for spiritual and moral development so that it is explicitly stated for all (staff, parents, pupils, governors, the wider community)
- reviewing and monitoring the impact of CST on a regular basis.

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

- There is a strong sense of family in this inclusive school where all are welcomed and treated equally. Pupils love the school and fully embrace and value the wide range of activities offered including chaplaincy, CAFOD club and the school council. The school knows their pupils and families well and there is an atmosphere of everyone wanting to do their best with staff and governors 'going the extra mile'.
- Pupils have a good sense of their own identity, they care for each other and for others, and they are quick to offer congratulations and praise. Behaviour throughout the school is exemplary, with respect being shown to all.
- Pupils are happy, confident young people taking full advantage of, and appreciating, the opportunities provided by the school for their own development. They have a sense of duty to help others including people living in their local area (collecting for the local food bank) and further afield (praying for and raising funds for those affected by the floods in Pakistan).
- Catholic Social Teaching is a golden thread woven throughout the curriculum that promotes pupils' engagement with spiritual, moral and ethical issues. They are curious and eager to learn and participate. They are able to articulate why there is a need to help others and look after the environment using an extensive vocabulary from a young age. This has enabled pupils to see their Catholic education set in the context of local and global issues.
- The weekly Gifts of the Holy Spirit award allows pupils to focus on their own and others' conduct and recognise values that enable them to grow spiritually and morally.
- The Catholic tradition is strong and links with the parish and the diocese are valued by pupils. They enjoy participating in Mass and services regularly in school and at The Chapel of All Saints close by. Some pupils have the opportunity to lead prayer and prepare the hall for worship.
- Pupils were involved in reviewing the school's mission statement and are beginning to have opportunities to become more involved in the evaluation of the Catholic life. Pupils were encouraged to be involved in the recent Synod process.
- They know the school's mission statement, are able to explain the key words – confident, reflective, responsible and resilient - and what they mean in their own lives. They understand that it is lived every day.
- There have been some local visits using the school grounds such as the Marian procession and the Lenten walk which the pupils have really enjoyed. Pupils would benefit from further opportunities for retreat experiences.

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

- The mission statement of the school is clearly lived by the whole community. It was reviewed with the pupils and they show understanding of it and the need to live it every day. Staff are fully committed to the Catholic life of the school.
- The strong sense of community is seen in the excellent relationships between staff and with pupils. Staff are outstanding role models, and all are committed to supporting each other.
- Prayer is central to the school with reflection tables and quality displays in each classroom. Displays around the school includes quotes to encourage staff and pupils. The mosaic display, involving a local artist, is exceptional. The children fully understand the symbolism of it, explaining that they are growing in the middle with ‘the loving hands of God’ around them.
- Catholic Social Teaching is strong throughout the school. The pupils have a good understanding of the commitment to care for the environment and dignity of the human person, and they are proud to be stewards of creation. This should be made more explicit in documentation so that it can be celebrated.
- Staff wellbeing is paramount and this is an extremely caring school. The headteacher has ensured that there is outstanding pastoral care for all at the school, staff and pupils, and this is appreciated by all. The governors ensure there is pastoral care for the headteacher.
- Training opportunities from the diocese and the Emmaus Partnership are well attended and then disseminated to all staff to ensure continuity and continuous development for the Catholic life of the school.
- The CAFOD Club provides opportunities to reflect on world events and how the school can support those in need. The chaplaincy team focuses on projects to enhance the prayer life of the school, for example; the development of the prayer garden in the grounds. They have had the opportunity to share a joint chaplaincy day with other schools in the Emmaus Partnership. The Eco Committee focuses on the need to be a healthy school and to plant more trees to encourage wild life.
- The behaviour policy is based on the quote ‘Love one another as I have loved you’ leading to a community of mutual respect. The policy is evidently in practice.
- The parish deacon is fully involved in the Catholic life of the school taking assemblies and talking to the pupils, most recently about the passing of the Queen.
- All RSE statutory requirements have been met and are in line with diocesan guidelines.

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

- The leaders of the school have worked hard since the last inspection to ensure that effective monitoring systems are in place. Governors monitor and evaluate the Catholic

life of the school, alongside worship and RE through a rigorous process of visits, learning walks, pupil conferencing and meetings between the RE lead and RE Governor. Due to the regularity of monitoring, they have been able to see the progress made of actions identified in the RE Action Plan and the School Development Plan, and have a sound understanding of the Catholic life of the school.

- The headteacher's reports to governors includes detailed analysis of the Catholic life, religious education and the prayer life of the school, enabling the governors to be fully informed and empowering them to provide effective challenge. The headteacher shares the RE self-evaluation form at draft level so that governors are able to have appropriate input.
- The headteacher provides strong, supportive leadership, always encouraging and showing empathy to others, she makes time for regular dialogue with all involved in the school.
- The Catholic life of the school is well-led by the headteacher and the RE lead. Actions towards enhancing the Catholic life are well-targeted and are included in the school development plan and the RE plan, and are regularly reviewed.
- The school actively engages with the diocesan policies and initiatives and promotes the Bishop's vision throughout the school. There is an annual staff training day with a faith focus.
- Parents, parishioners and the wider community are invited to school Masses and services, both at the school and at the chapel. Many governors attend school services regularly showing a clear commitment to the school community.
- The school works closely with the other schools in the Emmaus Partnership to ensure that they are outward facing. They greatly value the support and the sharing of good practice across the schools. The diocese has also provided invaluable support with specific training and also opportunities such as the headteachers' retreat, which provided an opportunity to reflect on the bigger picture of leadership, which the headteacher described as having a 'profound effect' on her and her approach to leading a Catholic school.

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

- Since the last inspection the school has introduced a new RE scheme of work and assessment process which has ensured that most pupils have made good progress relative from their starting points and capabilities. There is little variation in progress across groups of pupils.
- The whole school approach to moderation at pupil progress meetings for English, maths and RE ensures that all pupils are seen as the responsibility of all teachers. Common issues are discussed and explored to ensure that all pupils have access to their full entitlement. This provides effective continuity as pupils move up the school. Moderation of RE work is also carried out with other schools in the Emmaus Partnership.
- Religious literacy is strong for most pupils and they are able to make valuable contributions to discussions in a mature and thoughtful manner using an extensive vocabulary from a very young age. Pupils take great pride in their work and this is due to the high expectations set by teachers.
- Almost all engage in RE lessons with enthusiasm and curiosity, and some pupils have a high knowledge and understanding which allows them to think deeply about spiritual issues. Tasks providing effective challenge need to be well-planned to meet the different levels of pupils' abilities.
- The cross curricular dimension of RE has been embraced by staff, for example, written work in English books includes that on RE topics.
- High expectations and consistent classroom management strategies lead to excellent relationships between all staff and pupils. Pupils are highly respectful to staff and to each other, listening carefully and helping each other out in class where needed.
- Behaviour and attitudes in RE lessons is good, with pupils supporting each other and enjoying their learning. They enjoy a variety of tasks set, with the creative ones (plays and art work) being very popular.
- Consistency of the approach to feedback in books ensures that pupils have a clear idea of how well they have done in RE and what they need to do to improve their learning. They are appreciative of the people and environment surrounding them that supports their learning.
- Pupils enjoy learning about other faiths, noting similarities and differences to Catholicism. This is an area that could be extended to include more world faiths in more detail.

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

- Teachers' knowledge is strong due to the excellent support of the RE lead. Staff are growing in confidence in teaching RE and they communicate high expectations. Pupils are inspired by this, as reflected in the high standard of work in most of the RE books.
- A new RE scheme was introduced in 2018 as the school wanted to provide a curriculum that is 'inspirational, challenging, interesting and fulfilling.'
- The teachers are developing an informed understanding of what contributes to good progress in RE. They employ a range of strategies which enhance pupil enjoyment.
- Effective questioning of teachers and teaching assistants ensures that pupils think more deeply and extend their learning in RE.
- Assessment in RE is used in whole school discussions about pupil progress, feedback in books enables pupils to know when they have achieved well and how to improve their learning.
- There is some learning for other faiths in KS2, however this could be extended to further pupils' knowledge and understanding.
- Good use of support staff, high quality resources and useful displays in the classroom enable pupils to work effectively and independently. All classes have vibrant learning displays as well as prayer tables and the mission statement clearly visible.
- The RE lead provides good support for the teachers in planning each unit of work. The parish deacon provides additional support for teachers, going into classrooms to talk to the pupils about their current unit in RE.
- Where teaching is best there is good pace throughout the lesson, pupils concentrate and are curious, tasks match pupils' needs well, with teachers providing a good amount of challenge and encouraging them to think reflectively. This needs to be consistent across the school to ensure that all pupils are able to reach their potential.

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

- The Bishops' Conference requirements are fully met by the school and the scheme of work used covers the Religious Education Curriculum Directory. The correct amount of curriculum time is given to RE.
- There is full parity between RE and other core subjects.
- Frequent monitoring of RE is rigorous and effective with the Governors and the RE lead working closely together. Pupils achieve well and there is little difference between groups. The link RE governor is highly visible in the school and is committed in her support for the school and its leaders.
- The RE lead has a secure vision for teaching and learning and a growing level of expertise in securing this vision. She is highly supportive of, and inspirational to all staff and this is very much appreciated. She provides opportunities to discuss each unit of work before learning begins.

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- The provision for staff training is good. Since the previous inspection there has been a commitment to access a variety of training. All staff have attended training sessions by the diocese and the Emmaus Partnership. When either the headteacher and the RE lead attend training provided by the diocese and the Emmaus hub, the training is then disseminated to the staff, so that all benefit.
 - The whole school approach to analysing RE assessment is affective. Monitoring of tasks set to ensure sufficient challenge needs to be in place.
 - Enrichment activities such as the Lenten walk and the Marian procession are enjoyed by the pupils.

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

- All pupils act with reverence and respect during worship. They all engage, listen carefully and participate in praying and singing. They are enthusiastic to contribute and answer questions asked of them. The focus of prayer responds to the events and needs in the world, for example; the recent passing of the Queen, and the floods in Pakistan.
- Pupils are given the opportunity to pray together regularly throughout the day and over the week in class and as a school. Each class has a reflection table, which may reflect the unit of work in RE or the liturgical season. Pupils have a good understanding of the seasons of the Church's year.
- Some pupils have the opportunity to plan and lead worship, and clearly relish this. This is mainly the chaplaincy team and the older children and should be extended to give all pupils the same opportunities.
- Pupils' knowledge of traditional prayer is good. Most pupils are beginning to explore different styles of prayer, for example; the Examen, this should be extended further.
- Some pupils have engaged in spontaneous prayer and appreciated being able to do this. This should be extended to all pupils.

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

- Prayer is central to school life for all pupils, whatever their faith background, and forms the heart of school celebration. Praying together is part of the daily experience of pupils and staff. Parents and governors are invited to all services and masses. There are strong links with the parish and all pupils attend Mass at The Chapel of All Saints regularly as well as enjoying Mass in school.
- The sacramental programme for First Holy Communion is parish based with plenty of links with school and opportunities for pupils to read at Mass.
- Worship has a purpose, message and direction, providing good opportunities for spiritual and moral direction. It reflects the liturgical season or current events.
- Staff are growing in their skills to help pupils to plan and deliver quality prayer and this is being driven by the RE lead who has a clear vision of the purpose of prayer.
- The parish deacon provides a good support particularly at special times such as the blessing of the pets during lockdown because they had been such a huge support to the pupils and, more recently, praying with the pupils for the Queen, where, to quote the deacon, their 'silence and reverencewas a testament to the understanding they have of prayer and the Faith'.
- The school has developed areas to provide opportunities for prayer such as the prayer garden and the 'Caring for our Common Home' artwork in the hall.

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

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- Staff lead worship well; they have been supported by the RE lead who has disseminated diocesan training and provides regular training opportunities.
 - Leaders have a good understanding of the liturgical year and are growing in confidence at making these accessible to pupils in a contemporary context.
 - There are appropriate models of good practice for pupils in the delivery of prayer and worship. All meetings within the school begin with a prayer. Prayer is integral to school life.
 - Monitoring of the prayer life of the school is undertaken by the governors and the headteacher includes a summary in each Report to Governors, leading them to have a sound knowledge of the school so they can participate in reviews and evaluations.

Summary of Parental Questionnaires

There were 36 parental questionnaires received. All were extremely positive about the school, with just a very small number expressing concern about being informed about the progress of their child in RE.

Comments included:

‘Happy, kind, thoughtful children and staff’

‘Good sense of community’

‘It is caring, friendly with a high level of teaching’

‘It’s like sending our children from our home to another. Wardour is family’

‘Being a member of the local Parish I can testify to the close links and working relationship the school, church and Chapel have’

‘A notably lovely atmosphere and very special ethos – actively promotes Christian values’

‘The level of teaching is outstanding and all our children are very happy’

‘Their strengths are nurtured and they can flourish and grow spiritually’

‘Faith is an integral part of the school, from Reception to Year 6 as well as staff and Governors. The Catholic life of the school is lived every day.’

‘You feel part of a family’