

Edith Moorhouse Primary School

Inspection report

Unique reference number	123017
Local authority	Oxfordshire
Inspection number	380571
Inspection dates	22–23 February 2012
Lead inspector	Keith Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Derek Grimsley
Headteacher	Marianne Ray
Date of previous school inspection	21–22 October 2008
School address	Lawton Avenue Carterton OX18 3HP
Telephone number	01993 842372
Fax number	01993 847084
Email address	Office.2255@edith-moorhouse.oxon.sch.uk

Age group	3–11
Inspection date(s)	22–23 February 2012
Inspection number	380571



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Keith Sadler

Additional inspector

Clementina Ogunsanwo

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 18 lessons led by eight different teachers or practitioners. The inspectors held meetings with members of the governing body, staff, parents and carers and groups of pupils. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included: the school's analysis of pupils' progress; teachers' lesson plans; the school improvement plan; leaders' monitoring records; and pupils' work. Questionnaires completed by 72 parents and carers, together with those from staff and from pupils in Key Stage 2, were analysed and their responses taken into account.

Information about the school

Edith Moorhouse is an average sized primary school. Although most pupils live locally, an increasing number come from across Carterton. About a quarter of the pupils are from service families based at RAF Brize Norton. This leads to a higher than usual number of pupils entering and leaving the school on a regular basis. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is average. A number of these pupils have social and emotional difficulties. The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.

The school shares a site with the Carterton Children's Centre. This is managed by the governing body. It is subject to a separate inspection. There is an after-school club which is not managed by the governing body. This is also subject to a separate inspection. The school has a new headteacher from September 2011. The Early Years Foundation Stage consists of two classes of nursery and reception-aged children. The school has Healthy School status and has been awarded the Sports Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good and improving school. It is not an outstanding school because some aspects of teaching, for example the way staff question pupils and provide them with the challenge and opportunity to develop learning skills, are good rather than outstanding. The new headteacher's effective leadership and dedication to improvement are shared by the staff and the governing body. All are committed to gaining the best provision and outcomes for pupils. Parents and carers recognise these strengths and they are almost unanimous in their support for the school.
- Pupils achieve well. They make good, if slightly uneven, progress from starting points that are below expected levels and, by the time that they reach Year 6, attainment is above average in English and mathematics. Even so, the quality of pupils' presentation of written work varies and is sometimes hampered by their underdeveloped handwriting skills. In mathematics, pupils' calculation skills are strong, although their application in practical mathematics is less secure.
- In most lessons teachers provide interesting and exciting activities which capture the pupils' interests and meet their varying learning needs well. However, in a small minority of lessons, especially in Year 3 and Year 4, work is not sufficiently challenging, particularly for middle and higher ability pupils. Even though most teachers use question and answer sessions with pupils exceptionally well to enhance learning, this is not consistent in all classes.
- Pupils and their parents and carers say that pupils are safe in school. Behaviour is good and pupils' attitudes are positive. The school's effective provision for pupils who have social and emotional difficulties, disabled pupils and those with special educational needs, ensures that they make good progress.
- Leadership and management are of good quality. Staff morale is high and teamwork strong. Self-evaluation is thorough, ongoing and rigorous. It is linked well to managing the performance of the school and continuing to further improve the quality of teaching.

What does the school need to do to improve further?

- Lift the quality of teaching and learning from good to outstanding by:
 - ensuring that, by September 2012, teachers' planning always provides challenging activities for all pupils
 - improving the quality of pupils' presentation of work, including their handwriting
 - providing more opportunities for pupils to practise their practical and investigational skills in mathematics
 - ensuring that during discussions in lessons teachers ask questions which will always extend pupils' thinking and help them to show their understanding of skills and knowledge learned.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are below the levels expected. Their language and literacy skills are particularly weak. Provision is good and, because the staff care for the children well and create a warm and nurturing environment, they achieve well, particularly in their personal and social development. By the time they enter Year 1, a majority achieve nearly all the expected goals. Even so, the proportion gaining the expected goal for writing is below average.

The almost unanimous view of parents and carers in saying that their children make good progress is well founded. Learning, as observed in most lessons across the school, is typically brisk for all groups of pupils and it matches the school's own tracking and achievement data. Progress is at least good in most year groups though it is slower in Years 3 and 4. Progress accelerates in Years 5 and 6 with pupils attaining above average standards and achieving well by the time they leave the school. In the past, attainment in writing has lagged behind that of reading, particularly for the boys. This is no longer the case as the school has addressed this issue effectively. The basic skills of speaking and listening, reading and writing, as well as information and communication technology skills, are promoted well in nearly all year groups. Furthermore, amendments have been made to the curriculum for literacy with more opportunities aimed specifically at capturing the interest of the boys. This has accelerated their progress and, as a result, the gap between the performance of boys and girls has closed and it now compares well with the national picture. Provision for writing across the curriculum has also improved and this has boosted pupils' achievement. This was evident during one observed lesson, when Year 5 pupils talked knowledgeably and enthusiastically about the biographies that they had written as part of their Victorians topic. Similarly in a Year 2 lesson, as part of a project on Light and Dark, pupils enjoyed learning because planning successfully linked the literacy theme of non-fiction report writing to the topic. In consequence, pupils wrote good-quality reports of a science investigation to find the best materials for making shadow puppets. Even so, this was not fully reflected in the quality of pupils' presentation of their work, which is affected by underdeveloped handwriting skills in all year groups. Across the school, pupils' calculation skills are above

average. This is due to the good focus being placed on mental calculation skills in particular. However, pupils' application of these skills in practical mathematics is not so strong and pupils are not confident in using their knowledge in practical mathematics activities.

Pupils make good progress in reading. In both Years 1 and 2, inspectors observed good quality teaching of sounds and letters. Attainment in reading in Year 2 is above average; pupils make good use of a wide range of phonic structures when reading and their basic sight vocabulary is good. Progress accelerates, particularly in the upper years of Key Stage 2, and pupils attain high standards in reading by the end of Year 6. Pupils thoroughly enjoy reading and they have clear views about their favourite authors based on a good understanding of their styles. As one Year 6 boy said, 'I don't enjoy J K Rowling as much as Michael Morpurgo because she takes too long to lift the tension. Anyway I prefer his themes.' Assessment data show that the relatively high numbers of pupils who have social and emotional difficulties make good progress in reading, writing and mathematics. This is because skilful small-group teaching helps to narrow the gap between these pupils and others. Other pupils with disabilities or special educational needs also make good progress. They develop new skills well because additional adult support ensures that their individual educational plans are carefully implemented.

Quality of teaching

Parents and carers and pupils are almost unanimous in correctly believing that teaching is good. Almost all teaching is now of good quality and this aids learning well. Teachers' relationships with pupils are very good and teachers generally set high expectations of work and behaviour. Pupils respond well, trying hard and taking a pride in their success. Teachers ensure that the pupils' spiritual, moral, social and cultural development is promoted well. Pupils' social development is enhanced because teachers invariably provide many opportunities for pupils to work in pairs and small groups. This also helps to accelerate development of pupils' skills in speaking and listening. For example, in a well-taught Year 5 literacy lesson, pupils made good progress developing these skills because they thoroughly enjoyed talking through the key criteria for a successful police report. They then enthusiastically checked each other's work to see whether all the success criteria were present.

Presentations and explanations by teachers are lively and engaging. Teachers often use the wide-ranging and hands-on curriculum to involve and interest pupils in learning. However, there are some inconsistencies. Very occasionally learning is not as rapid as it could be in lessons because teachers' plans do not always completely ensure that there is a good level of challenge, particularly for middle and higher ability pupils. This is because teachers do not use the good quality assessment data sufficiently well to plan demanding work.

Behaviour and safety of pupils

Pupils enjoy school and learning. Inspection findings confirm the parents' and carers' view that behaviour is good both in lessons and around the school. Pupils with social and emotional difficulties are managed well and the good and wide-ranging

programme of high-quality support enables them to play a full part in lessons. Older pupils are determined to ensure that these pupils enjoy school and do not have any fear of bullying. As one Year 6 girl noted, 'A few children have some issues with behaviour but we always help them and make sure they like school'. Pupils who have concerns are confident that all the adults will help them. Pupils say that they feel safe in school. They have a good awareness of the different forms bullying can take and say that the rare incidences of bullying of any kind, including physical and emotional bullying, are dealt with swiftly and successfully by adults. Years 5 and 6 pupils' understanding of personal safety and managing any risks they may face is enhanced by the school's good quality personal and social education programme. They say, for example, that their recent visit to an Oxford fire station helped them to understand how to keep safe in the home, when using the internet and when in the community. Parents and carers of pupils who have recently moved into the school say that they are delighted by how swiftly their children settle into school routines. They say that they are made to feel welcome and their children quickly make friends.

Leadership and management

Leadership and management are good. The new headteacher has introduced more rigour and accountability to the school's good-quality monitoring and evaluation processes which are linked well to managing the performance of the school and monitoring the quality of teaching. The close attention paid to the checking of pupils' progress and all aspects of the school's provision has resulted in a number of improvement projects being instigated. These, such as those concerned with boosting progress in writing and mathematics, have already had a significant impact and have been a key feature in improving pupils' achievement. Discrimination of any kind is not tolerated. The staff work closely together as a team and morale is high. They know that their opinions are valued and that the school has a clear commitment to continuing professional training to support their development. There has been a strengthening of provision, particularly in teaching and the curriculum, and this has led to raised rates of progress, especially in writing and for boys.

The school enjoys a good partnership with its parents and carers. Parents and carers comment positively on the good relationship that exists between the school and the on-site children's centre and how well this provides support for pupils and their families. The curriculum is good. It successfully promotes good progress by providing pupils with structured opportunities to develop new skills and use them successfully in many contexts. It also successfully promotes pupils' personal development, including their spiritual, moral, social and cultural development. Governance is good. The governing body supports the school well and there are good arrangements for governors to check provision for themselves. Careful attention is paid to ensuring safeguarding arrangements are robust and meet all regulatory requirements.

Improvements since the previous inspection in the quality of teaching, pupils' achievement and the effectiveness of leadership and management provide a clear indication that the school has a good capacity to secure further improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

26 February 2012

Dear Pupils



Inspection of Edith Moorhouse Primary School, Carterton OX18 3HP

Thank you for making us so welcome when we came to inspect your school. We were pleased to hear about the many things that you enjoy in your school. I particularly enjoyed the Year 4 assembly. Your parents and carers rightly gave you a big clap at the end. Well done!

Yours is a good school. Your teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. Those of you who find learning hard also make good progress. We were impressed with how well your writing has improved in the last year.

You told us that your school is a happy place and that the adults look after you really well. We agree with you and so do your parents and carers. We were impressed by how well you get on together. Your behaviour is good and you feel safe in school. We think that your headteacher does a good job and she is greatly helped by all the staff. They are always checking on how well you are doing because they want you to do as well as you can.

Even in a good school like yours, there are things to improve. We have asked your teachers to make sure that they always provide you with activities that challenge you well whether you find learning easy or hard. We have also asked your teachers to make sure that your presentation of work, including your handwriting, improves. Even though we think that your calculation skills are good, we would like your teachers to give you more chances to practise practical mathematics so that you become more confident when doing investigations. Finally, we have also asked for your teachers to ask you questions in lessons that make you think and give you a chance to explain your understanding of what you have learned.

We really enjoyed our time in your school. Thank you for taking time to talk to us and letting us watch your lessons. You can help to make your school even better by continuing to work hard towards your targets.

Yours sincerely

Keith Sadler
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**