

Edith Moorhouse Primary School

Lawton Avenue, Carterton, OX18 3HP

Inspection dates 25–26 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Senior leaders have not ensured that systems for checking the quality of teaching and learning are robust enough to bring about the rapid improvements in teaching that are needed.
- The high turnover of teachers has not been managed well enough to ensure consistency in the way pupils are taught. Therefore, the quality of teaching has not been strong enough to help pupils to achieve well.
- Teachers do not always provide enough challenge for the most able pupils. Their marking does not always give clear guidance to pupils on how they can improve their work.
- Pupils' writing skills are not sufficiently developed. The presentation of their final pieces of work is not always of a high enough standard. This impedes their progress in English because they do not practise writing in other subjects enough.
- Pupils' reasoning and problem-solving skills are not well enough developed in mathematics.
- Teaching in the Reception classes does not help to accelerate children's progress sufficiently. The activities in the outdoor area in the Reception classes are not always purposeful. Children do not make the same rapid gains in their learning as they do earlier, in the Nursery class.
- The new curriculum has not been used effectively to close the gaps in attainment between boys and girls and between disadvantaged pupils and their classmates.
- Pupils' cultural awareness is not as strongly promoted through the new curriculum as it is when compared to pupils' spiritual, moral and social aspects of development.
- The roles of subject leaders are not fully developed. They do not yet help to drive standards up in subjects other than in English and mathematics.
- Governors do not have sufficient understanding of data or the quality of teaching to drive improvement in pupils' achievement.

The school has the following strengths

- Behaviour is good and reflects the school's values. Pupils are polite and friendly. They say they feel safe in school.
- Pupils from armed forces families, disabled pupils and those who have special educational needs are well catered for. As a result, they make good progress.
- The specialist support given to those pupils that attend the 'Ark' classroom helps to build their self-esteem and confidence well.
- Children get a good start in the Nursery which helps them to catch up quickly.

Information about this inspection

- Inspectors visited teaching and learning in all the classes on site at the time of the inspection. Three of these were jointly observed with the headteacher. Inspectors looked at a range of pupils' books.
- Inspectors took account of the 50 responses to Ofsted's online questionnaire, Parent View, and also of the 27 responses to the staff questionnaire.
- Inspectors met with members of staff, pupils, the governing body and two representatives from the local authority.
- Inspectors looked at a range of documents, including the school's judgement on its own performance, information about pupils' progress, and documentation relating to behaviour and safeguarding.
- All Year 4 pupils were out on a residential visit throughout the inspection. All pupils in Year 3 were out during the first day of the inspection, and all pupils in Year 5 were out on the second day of the inspection.

Inspection team

Sharona Semlali, Lead inspector

Additional inspector

Lynne Kauffman

Additional inspector

Jo McSherrie

Additional inspector

Full report

Information about this school

- This is an average-sized primary school.
- Since the previous inspection there has been a high degree of turbulence in the teaching staff. Also, there has been a complete change to the composition of the governing body.
- Most pupils are from White British backgrounds.
- The early years provision consists of a part-time morning Nursery class and two full-time Reception classes.
- The school provides a dedicated classroom known as 'The Ark' where pupils go for additional social and emotional support.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. The pupil premium is additional government funding used to provide support for pupils known to be eligible for free school meals and those who are looked after.
- A significant number of pupils join and leave the school at various times after the point of admission. This is because almost one third of pupils are from armed forces families.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's floor standards, which set minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school shares a site with Carterton Children's Centre. This is not managed by governors and was not part of this inspection.
- The school manages its own breakfast club.
- The school works closely with Northern Special School to provide additional social and emotional support for a very small number of pupils.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - teachers make full use of teaching assistants to support pupils' learning during lessons
 - teachers provide sufficient challenge for all groups of pupils, particularly the most able
 - marking gives pupils clear guidance as to the next steps in improving their work
 - pupils have time to act upon the comments made by teachers in their guidance to them.
- Accelerate progress in mathematics and writing by:
 - developing and improving pupils' writing skills in subjects other than English
 - ensuring that pupils' final pieces of work are presented to a high quality
 - developing and improving pupils' reasoning and problem-solving skills in mathematics.
- Improve the effectiveness of the early years provision by ensuring that:
 - activities in the outdoor area of the Reception classes are as purposeful as they are in the indoor areas
 - all adults in the Reception classes have the necessary training so that they know when to intervene and move children's learning on, particularly when they are in the outdoor area
 - the leadership of the early years ensures that the quality of provision in the Reception classes is at least of the same good standard as it is in the Nursery class.
- Improve the effectiveness of leadership and management, including governance by:

- ensuring that systems for checking the quality of teaching and learning are rigorous and robust
- making sure that the new curriculum closes the gaps between the attainment of boys and girls and between disadvantaged pupils and their classmates
- ensuring that the curriculum promotes all aspects of pupils’ cultural development
- developing the role of subject leaders so they can accelerate pupils’ progress in subjects other than English and mathematics
- increasing governors’ skills in understanding data and the quality of teaching.

An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management **require improvement**

- While senior leaders and governors have high aspirations and want pupils to do well, they have not ensured that pupils' achievement and the quality of teaching are consistently good. This is because, in the past, systems for checking the quality of teaching have not been rigorous enough in holding teachers to account. Also, there has been a high turnover in teaching staff. All of this has had a negative impact on pupils' progress because there has been a lack of continuity in the way pupils are taught.
 - Recent improvements and changes to policies and practices have ensured that disabled pupils and those who have special educational needs and those who come from armed forces families make good progress. Also, pupils' behaviour flourishes in the welcoming, safe and nurturing environment.
 - Even though all senior leaders are involved in monitoring the quality of teaching and learning, these checks are not yet rigorous enough to identify weaknesses quickly. Actions taken by senior leaders to address the underperformance of teachers are now starting to improve the quality of teaching. The roles of the subject leaders are still in their early stages of development. They do not yet help to raise pupils' achievements in subjects other than English and mathematics.
 - Aspects of the curriculum develop pupils' thirst for knowledge; for example, the 'monthly mission', the school's monthly homework project, and the practical experiments that take place in science.
 - The curriculum promotes pupils' spiritual, social and moral development well. However, their cultural awareness is not as well developed. However, it was not until this academic year, that leaders have started to use the new curriculum to close the gaps in attainment between the boys and girls and between disadvantaged pupils and others in the school. This includes helping to motivate boys' reading through the provision of suitable books. The school is firmly committed to promoting equality of opportunity for all pupils.
 - In consultation with parents and staff, pupils voted on and successfully compiled their own ten school values. This helped pupils to understand the democratic process. These values include respect, responsibility, peace and happiness, and are effective in helping pupils to understand more about British values. Pupils are helped to be aware of the rule of law through reference to the school's behaviour policy. Also, the local police regularly visit the school and talk to pupils about the difference between right and wrong. These are examples of how the school is preparing pupils effectively for life in modern Britain.
 - The pupil premium funding is partly used to fund additional support by teaching assistants and helps to provide emotional support for those with additional needs. However, there are still wide gaps in some year groups between disadvantaged pupils and others in the school. Senior leaders and governors have not given sufficient attention to measuring the difference that the funding is making for these pupils. A few governors have attended relevant training as a result, and plans are now in place to ensure that the funding is used appropriately to reduce gaps in disadvantaged pupils' achievement.
 - The sports funding is used well. One of the ways the school has tackled discrimination was through the way it carefully considered how the money was spent. For example, the impact of the spending has been highly effective in helping to raise the self-esteem and confidence of a targeted group of girls who struggled with taking part in physical activity of this sort. Some of the funding has been used to purchase new equipment in the playground. This is helping pupils to become more active at lunchtimes and reduce any incidents of negative behaviour. More pupils now take part in a wider range of competitive inter-school tournaments such as mini-Olympics and tennis festivals.
 - Responses from Parent View and from those parents who spoke to inspectors showed that parents were pleased with the communication and support they receive from the school. The overwhelming majority feel that their child is happy and safe in the school. This is because the school fosters good relationships with them.
 - The local authority provides intensive and important support that is helping the school to address its main priorities. Recently it has provided specialist support for the early years provision.
 - The school's safeguarding procedures meet current statutory requirements. Governors and school leaders make sure that policies are kept up to date and that the school is safe and secure.
- **The governance of the school:**
- The governing body is not effective enough. It does not have a sufficiently clear picture of the quality of teaching in the different year groups or a sharp enough understanding of the school's performance information. This means that it has been unable to drive improvements effectively.
 - The governing body is now led well by a recently appointed Chair of Governors. He ensures that all new members have a thorough induction and have a firm understanding of their roles and responsibilities.

All members are fully committed to ensuring that the school strives towards excellence. Governors have a good knowledge about the management of teachers' performance and have taken swift action to support the headteacher in tackling the underperformance of teaching so that pupils make better progress. Governors make regular visits to the school and increasingly hold leaders to account by getting senior leaders to report directly to them. Governors fully recognise their own strengths and the areas that need developing.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. A highly effective review of behaviour by senior leaders and governors has had a demonstrable impact on improving behaviour. This has helped significantly to reduce the number of exclusions. Thorough and detailed analysis of this review informed leaders to place additional resources at key times of the day when behaviour was previously a concern. For example, the 'Ark' classroom is a safe environment where pupils go when they need to calm down or want additional emotional support.
- All staff have a consistent approach to the way they manage pupils' behaviour. As a result, distress to pupils and staff is reduced. Pupils are clear about the school's expectations of them, and respond well to the rewards and sanctions in the school. All challenging behaviour is managed well by staff.
- Pupils have positive attitudes to learning. Consequently, all lessons start on time because pupils are keen and eager to learn.
- Attendance has improved considerably from being below average to being broadly average.
- The breakfast club gives pupils an enjoyable and healthy start to the day.
- Pupils, parents and staff feel that behaviour is good in the school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. They have a good understanding of what is meant by bullying, including cyber-bullying. Pupils feel that there is very little evidence of bullying. They feel confident that all adults will deal with it quickly if it did happen.
- Pupils are well informed about how to keep themselves safe beyond the school environment. For example, the younger pupils know about keeping themselves safe from strangers and when they are using the internet.
- All staff have had up-to-date training, including on how to keep their pupils safe from radicalisation and extremism. The school works closely with external agencies such as the police to help pupils keep safe at all times.
- The school's risk assessments and policies are up to date. Safeguarding checks on the vetting of new staff are rigorous.

The quality of teaching requires improvement

- A great deal of turbulence in the teaching staff, in addition to some inadequate teaching, has led to a lack of continuity in the way pupils are taught. As a result, the quality of teaching has not been strong enough for pupils to make good progress. Leaders have addressed inadequate teaching through providing them with effective training and coaching.
- Teaching assistants provide good support to pupils who have specific needs. They work well to ensure that these pupils are fully included in their lessons. However, there are times in some lessons when teachers do not use the teaching assistants well enough to make the most of their support for all pupils.
- Teachers plan a range of work for the different groups of pupils which contain varying levels of challenge. Sometimes the level of challenge is not always sufficient, particularly for the most able pupils. As a result they do not achieve as well as they could.
- Number is taught well. This helps pupils to become fluent in their recall of number facts. However, the teaching of solving problems in mathematics is less effective. As a result, pupils' reasoning and problem-solving skills are less developed.
- Work in pupils' books shows that even though teachers mark their work regularly, they do not always give them clear next steps for how they can improve it. Pupils do not always act upon their comments. The presentation of pupils' work, particularly in their final pieces, is not always of a high standard. Pupils have lots of opportunity to write at length and practise their writing skills in English but less so in other

subjects.

- The teaching of reading has improved. This is because school leaders have successfully made this a focus. Pupils, particularly the boys, are much more motivated with reading. Phonics (the sounds that letters represent) is taught well. Those who are at the early stages of reading are confident in working out unfamiliar words. This is reflected in the significantly improved above-average results from the phonics screening check for pupils in Year 1 in 2015.
- As the quality of teaching is improving, more pupils are making better progress. Teachers generally establish a calm and settled atmosphere where working relationships between everyone are good. This contributes well towards pupils' improved achievement.

The achievement of pupils

requires improvement

- Pupils do not make consistently good progress throughout the school, particularly in writing and mathematics.
- In 2014, pupils' progress in writing and mathematics was below average. It was broadly average in reading. Provisional results from this year's tests show that pupils' progress in reading, writing and mathematics has improved. At the end of Year 6, attainment in reading is broadly average but is still below average in mathematics and writing.
- School leaders are aware that in most year groups girls are outperforming boys in reading and writing, but are taking effective steps to close the gaps in attainment.
- In the national tests in 2014, there were some wide gaps between disadvantaged pupils and their classmates and other pupils nationally. These gaps are now closing. Disadvantaged pupils were around three terms behind in reading compared to others nationally and their classmates. In writing, disadvantaged pupils were three terms behind other pupils nationally and two terms behind their classmates. In mathematics, disadvantaged pupils were over three terms behind others nationally, and just under two terms behind their classmates. Disadvantaged pupils made better progress than other pupils nationally in writing but it was lower in reading and mathematics.
- Even though a few of these disadvantaged pupils have special educational needs there are still wide gaps in attainment between disadvantaged pupils and their classmates in some year groups. The progress of disadvantaged pupils is similar to their classmates, in that it varies throughout the school.
- Pupils from the armed forces families make good progress in reading, writing and mathematics and achieve well. There are robust procedures in place that ensure that these pupils have a smooth and settled transition into the school. These include having a 'Friday Friendly Forces Club' and meeting with the headteacher to review their previous provision.
- Disabled pupils and those who have special educational needs make good progress. The inclusion leader for this provision has established strong working relationships with other external agencies. These are used well to support the school, pupils and their families when needed. She has been instrumental in strengthening good working partnerships with Northern House Special School. This helps those pupils that attend both provisions to settle quickly and progress well. Also, the 'Ark' classroom is effective in helping to build up pupils' social and emotional skills.
- The most able pupils sometimes find the work in lessons too easy and therefore do not make the progress that they are capable of. The proportion achieving the higher levels in reading, writing and mathematics in the 2014 national tests was average in reading, but below average in writing and mathematics.

The early years provision

requires improvement

- Children do not make good progress in the Reception classes. The activities provided for them, especially in the outdoor area, are not always purposeful and do not always meet their needs and interests.
- Teaching requires improvement. Staff in Reception do not always know when to intervene to move children's learning on when they are playing and learning independently, particularly in the outdoor area. Therefore there are missed opportunities for staff to help to accelerate children's progress.
- Children are adequately encouraged to develop their counting skills in the indoor classrooms, however. For example, for a short time children were engaged in counting the dots on the cards and correctly matching it to the number shown on the diagram of a frog. The proportion of children that achieve a good level of development at the end of the Reception classes is in line with the national average and improving.

- From below typical starting points on entry, children currently make good progress in the Nursery. The momentum from their first year in the provision, rather than their achievement in the Reception Year, ensures that they are prepared sufficiently well for Year 1.
- The children's good progress in the Nursery is strongly evident from samples of their work and photographic evidence. Their progress over the year is well recorded. Staff in the Nursery plan and cater well to incorporate children's interests. For example, children were given valued time to discuss and touch the large snails that were in the classroom, which fascinated them. The Nursery environment provides a variety of challenging experiences which include engaging role-play areas and different opportunities to develop their writing. All of this helps children to become confident and independent.
- The overall behaviour of children in the early years is generally good. All behavioural issues are well managed by a consistent staff approach. Children know about risks when outdoors, and know how to keep safe. Snack time is a harmonious experience where children also learn about healthy eating.
- The leadership of the early years requires improvement because the quality of the provision in the Reception classes is not as good as it is in the Nursery. The school has recently started to get good support from the local authority to address this. Parents are involved with their children's initial assessments into the Nursery. Also they play an active part in supporting their child's homework called 'monthly missions'.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123017
Local authority	Oxfordshire
Inspection number	456212

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	306
Appropriate authority	The governing body
Chair	Robert Holmes
Headteacher	Marianne Ray
Date of previous school inspection	22–23 February 2012
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