

Inspection of Edith Moorhouse Primary School

Lawton Avenue, Carterton, Oxfordshire OX18 3HP

Inspection dates: 22–23 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Pupils enjoy coming to school. This is a nurturing, caring and friendly school. Pupils talk about the school's values of 'aspiration, resilience and well-being'. They use these values to make sure they are fair to each other.

Staff listen carefully to pupils. If pupils are unhappy, staff ensure that additional support is provided. Pupils recognise this, making good use of the 'ark' nurture room to talk about their concerns. Pupils understand the importance of helping each other. As part of an Armed Forces community, they learn about different cultures while understanding that 'everybody is equal'. Pupils and staff value and show respect to one another.

Leaders and teachers have high expectations of what pupils can achieve. Pupils behave well in lessons, work hard and show a genuine interest in what they are learning. They listen carefully to adults and each other.

Pupils feel safe in school. They are aware of the different forms of bullying and say that bullying is rare. Pupils are confident that if an incident of bullying was to happen, an adult would sort it out. Pupils support one another in the playground. 'Sports leaders' help to engage younger pupils in healthy activities.

What does the school do well and what does it need to do better?

Leaders have a clear vision that underpins the curriculum. It is designed to raise the aspirations of all pupils so they 'can reach for the stars'. Leaders ensure that topics reflect pupils' needs and interests. Pupils confidently discuss their learning in many of the subjects they are taught.

In some subjects, such as science and physical education, there is a clear structure as to what leaders want pupils to learn. Consequently, the progression of skills and knowledge is planned well. For example, pupils could discuss how the skill of footwork would support them later when playing football. However, this is not the case across all subjects, as some leaders are new to their responsibilities and at an early stage of their development. Senior leaders acknowledge that there is more to do to ensure that the sequence of skills and knowledge development is clearly planned across all year groups.

Through relevant and appropriate training, teachers have strong subject knowledge. They use a range of strategies, including questioning, to check that pupils understand. Pupils with special educational needs and/or disabilities (SEND), and pupils from disadvantaged backgrounds, are supported well.

Teachers adapt activities and resources to meet pupils' needs. Where the curriculum is carefully planned, there are opportunities for pupils to revisit and use what they have learned before. In mathematics, this helps pupils to become more confident

and able to attempt and solve a wide range of mathematical problems.

A culture of reading is growing across the school quickly. Pupils rightly recognise reading as a life skill. A well-sequenced reading programme, focused on developing vocabulary, ensures that pupils develop early reading. From nursery upwards, children learn the phonics skills they need. Staff quickly help those pupils who require additional support. This enables pupils to become readers as soon as possible. The careful selection of texts used in lessons encourages pupils to make links between different subject areas. For example, pupils in a year 2 class were able to describe 'phosphorescence', in relation to Darwin's work, when summarising a section of their class text.

Pupils often work together well to solve problems. This helps them to learn from their mistakes and build their resilience.

Pupils know about the rule of law and show respect for those from other cultures. Pupils understand equalities and say, 'Difference doesn't mean anything. Just be kind and look after one another.'

Children in the early years enjoy school and play well together. Good collaboration between staff in the nursery and reception ensures that children's learning becomes more challenging over time. A range of activities provide children with opportunities to explore and develop their mathematical understanding and language skills well. Children listen to adults promptly. Through careful observations, adults are effective at supporting learning and planning for children's next steps. Adults skilfully decide when to intervene and when to let the children explore. As a result, children show real interest, independence and enthusiasm for learning.

Senior members of the River Learning Trust support and challenge the headteacher. As a result, they have a clear overview of the strengths and areas where the school can improve. Governors help shape the vision of the school but are not confident in questioning leaders to hold them to account.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Staff receive regular training and understand how to identify potential risks to pupils' well-being, including within the local community. Staff carefully follow procedures to report any concerns about a pupil's safety. Leaders respond to concerns in a timely and effective way. Where necessary, leaders work with external agencies to help keep pupils safe.

Pupils learn how to keep themselves safe outside of school. Additional training from local services, such as the fire service and hospital, help children further their understanding and minimise risks appropriately.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders are enthusiastic, and some have received helpful recent training. However, many are new to post and have not had the time to develop their subject expertise fully. They need further support and training to become more experienced. They need to ensure the curriculum is sufficiently demanding for pupils by being carefully sequenced to build on pupil's prior knowledge.
- The new governing board fulfil their statutory duties. They are supportive of the school and are keen to do well. However, they do not fully recognise the work and strengths of the school. Governors need further support and training from the trust to enable them to develop a clear understanding of the quality of education the school is providing.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144185
Local authority	Oxfordshire
Inspection number	10111099
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	Board of trustees
Chair of local governing body	Nichola McCulloch
Headteacher	Marianne Ray
Website	www.edith-moorhouse.oxon.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Edith Moorhouse Primary School converted to become an academy on 1 April 2017. It is part of River Learning Trust, which is a multi-academy trust comprising 21 academies.
- The early years consists of a nursery class and two reception classes. Nursery includes provision for two-year-olds.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher and special needs coordinator. We also met with four governors, including the chair of the local governing body. We spoke to the chief executive officer and met the support and challenge partner from River Learning Trust.
- We did deep dives (inspected in more detail) in these subjects: reading, mathematics, geography, physical education and science. We met with leaders, including subject leaders, visited classes, reviewed pupils' work and listened to pupils read. Inspectors also met separately with class teachers and pupils.
- As part of the inspection of safeguarding, inspectors reviewed the arrangements

for pre-appointment checks on staff, including the single central record. We held discussions with the designated safeguarding leader and reviewed case files and records held.

- Inspectors observed pupils' behaviour in classes, outside, and in breakfast club. Inspectors talked to leaders, staff, parents and pupils about behaviour in the school.
- Inspectors spoke to parents at the start of one day during the inspection. We reviewed 63 responses to Ofsted Parent View and 30 free-text comments that parents completed as part of the survey.
- Inspectors met with groups of teachers and support staff to discuss their experiences of working at the school. We also considered 32 responses to the survey for staff.

Inspection team

Tracey Bowen, lead inspector	Ofsted Inspector
Liz Bowes	Ofsted Inspector
Simon Francis	Ofsted Inspector

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