

# Edith Moorhouse Primary School

## Inspection report

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<b>Unique Reference Number</b>	123017
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314456
<b>Inspection dates</b>	21–22 October 2008
<b>Reporting inspector</b>	John Earish

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	235
Government funded early education provision for children aged 3 to the end of the EYFS	45
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Derek Grimsley
<b>Headteacher</b>	Miss Wendy Atkinson
<b>Date of previous school inspection</b>	20 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lawton Avenue Carterton OX18 3HP
<b>Telephone number</b>	01993 842372
<b>Fax number</b>	01993 847084

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<b>Age group</b>	3–11
<b>Inspection dates</b>	21–22 October 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a large primary school. About a third of the pupils are from service families stationed at a nearby RAF Base. This means that the number of pupils who enter and leave the school other than at the normal time is much higher than average. The proportion eligible for free school meals is below the national average. Most of the pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities (LDD), particularly those with specific or moderate learning difficulties, is above that found nationally. The proportion of pupils with statements of special educational need is above average. Attainment when children start school in the Early Years Foundation Stage (EYFS) is lower than that expected for the age group. The school achieved Investors in People status in 2001 and a Healthy School Award in 2004. It has more recently received an International School Award in recognition of its work in International Education. There is a privately managed After School Club for pupils, which takes place on the site.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Edith Moorhouse provides its pupils with a satisfactory standard of education. It has a number of strengths, mostly relating to pupils' personal development and care, which are of good quality. Most parents agree and say, 'Children are cared for in a kind and supportive environment, which...helps to aid learning and development in all areas'.

Standards are broadly average overall and almost all pupils are now making satisfactory progress. Pupils make good progress in reading across the school. However, progress in writing is not as strong as in other subjects. Pupils who have difficulty with reading and writing are making the same progress as their classmates.

Achievement is satisfactory because key areas of the school's provision, such as the quality of teaching and the curriculum, are satisfactory. Evidence from the school's accurate evaluations show that the amount of good teaching is increasing. This is the result of the regular monitoring by the headteacher and her deputy. However, teaching is not yet consistently good across all classes. This results in some uneven progress, especially in writing. Teachers are generally good at planning activities to meet the needs of different groups of pupils. However, teachers sometimes spend too much time explaining the tasks and miss opportunities to extend pupils' thinking through questioning or discussion.

A good range of out of class activities enriches the satisfactory curriculum. It provides well for pupils' social and health education and makes a positive contribution to their good personal development. Pupils particularly enjoy extra-curricular activities, visits, and the links with schools in other European countries such as Portugal, Italy, Hungary and Turkey. While teachers' planning is satisfactory, it does not always identify sufficient opportunities for pupils, especially the higher attainers, to work independently and use their initiative. As a result, they do not always learn as well as they should.

Pupils are well cared for and feel safe, and they are knowledgeable about how to stay safe and healthy. There are good systems to track their performance so that teachers can quickly identify underachievement and deal with it. Pupils say there are always trusted adults to go to if they have worries or problems. The school works well in partnership with others to promote pupils' well-being. For example, a nurture programme to help pupils discuss their emotions or think about behaviour has helped to create the school's calm and orderly atmosphere and the pupils' good behaviour.

The leadership and management of the school are satisfactory. This is because, despite strengths, the educational direction provided has not yet resulted in ensuring that all pupils make consistently good progress. The senior managers show a strong commitment to raising standards and carefully monitor the performance of all the pupils. The systems used for this regular and detailed monitoring provide them with a clear and accurate picture of what each individual can do. This results in actions that are increasing achievement levels and confirms the school's good capacity to improve further. Senior managers are aware that, despite an improving picture, subject coordinators are not yet as effective at influencing the quality of teaching and learning within their areas of responsibility.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the EYFS achieve well because of the careful match of work to their abilities. This is because good assessments made of children's progress are used well in planning further work. They make good progress but some do not reach the expected levels for their age by the time they move into Year 1, because they start with skills that are lower than expected for the age group. Effective induction procedures help children settle quickly into the well-organised class routines. Classrooms and the outdoor area are lively, stimulating places. Children behave well and form good relationships with each other and the adults. The curriculum is of good quality with a good balance between activities chosen by the children and those planned for them by the adults. For example, there were good links between the reading of 'Little Red Riding Hood' and the subsequent creation of a large equipment trail designed by the children to reach 'Grandmother's House'. The adults used this skilfully to develop the children's language, creative and cooperative skills. The good emphasis on teaching letter sounds and insistence on correct pronunciation provide a secure base for pupils' good progress in reading.

### What the school should do to improve further

- Increase the proportion of good or better teaching to accelerate pupils' progress and further raise standards especially in writing.
- Ensure that teachers capitalise on opportunities during lessons for pupils, especially the higher attainers, to work independently and use their initiative in order to accelerate the rate of progress.
- Increase the influence of subject coordinators on the quality teaching and learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Attainment varies from year to year because of the higher than average mobility of pupils. The best progress is made in reading across the school. Unconfirmed results from 2008 show significant improvements in mathematics, particularly by the age of 7 years. The school recognises that progress in writing is not as strong as in other subjects. School assessments show those currently in Year 2 and 6 are on track to meet their targets. This is because the school accurately tracks pupils' progress so that teachers can identify and deal promptly with any pupils that are falling behind. Those pupils who have difficulty with reading and writing make similar progress to their classmates.

## Personal development and well-being

### Grade: 2

Pupils enjoy school, have good attitudes to learning and their behaviour is consistently good and often exemplary. They form good relationships with adults, and with each other, and have positive attitudes to learning. Pupils feel safe and have a good understanding of how to maintain a healthy lifestyle. They are adamant that adults quickly deal with any bullying. Their spiritual, moral, social and cultural development is good. Pupils have a good awareness of the beliefs of others and the diversity of cultural traditions within a worldwide community. These good aspects

of their personal development, together with the satisfactory basic skills they attain, prepare them satisfactorily for their future well-being. The very active school council makes a significant contribution to school life and is confident it makes a difference. The pupils are proud of their support for a wide range of charities and enjoy helping with community projects such as providing lunches for older members of the local community. Attendance is in line with national averages.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There is good and imaginative teaching in all year groups, but this is not yet sufficiently consistent to support rapid progress in all subjects, especially in writing. Pupils make the most progress when teachers have high expectations of how much they can achieve, and individuals have work well matched to their needs. For example, during a Year 2 literacy lesson, pupils listened to a story about a small boy called Titch and then retold it to each other. Those children who needed more help and support had pictures and simple text to guide them. The higher-attainers worked independently making their sentences more exciting by using adjectives and adjusting the order of the words for maximum effect. However, there are still some lessons where teachers spend too much time explaining the activities. Pupils enjoy these lessons less and do not learn as well as they should. Questioning is usually thorough with opportunities to develop and consolidate pupils' understanding of new ideas. However, on some occasions teachers miss opportunities to extend pupils' thinking sufficiently.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is broad and balanced with a suitable emphasis on English and mathematics. Improvements in planning mean that there are increasing opportunities for pupils to practise their early reading skills by 'sounding out' letters and words. The school is adapting the curriculum to make it more challenging, relevant and exciting by making links between the different areas of learning. However, planning does not always identify sufficient opportunities for pupils, especially the higher attainers, to work independently and use their initiative. Enrichment is good and includes a good range of extra-curricular activities, numerous sporting, musical and cultural activities that support pupils' personal development well. Good links with partner European Schools are broadening the pupils' understanding of Global Citizenship.

### **Care, guidance and support**

#### **Grade: 2**

The school looks after its pupils well. Child protection procedures are thorough and risk assessments are of a good quality. Support for pupils' welfare is strong and the guidance they are given contributes to their good personal development. For example, the Ark nurture group offers good support for vulnerable pupils and their parents each afternoon. Improved procedures for monitoring academic progress are enabling staff to identify quickly those who are falling behind or having difficulties. There are effective systems to ensure the smooth induction of new pupils, many of whom arrive at other than the usual time, so they quickly feel part of the school family. Teachers are successfully using targets to help pupils understand what they need

to do to improve their work. However, not enough is done across the school to give pupils a consistent, clear understanding of what they must do to improve.

## **Leadership and management**

### **Grade: 3**

The headteacher and new leadership team are working with determination to increase pupils' achievement. Self-evaluation, which now involves staff at all levels, provides an accurate diagnosis of the school's strengths and weaknesses. The school is setting itself realistic yet challenging targets and achieving them. The plan outlining areas for improvement is both manageable and appropriate. The school is right to focus on developing the role of subject leaders so they have an even greater influence on the quality of teaching and learning across the school. Currently, they do not contribute sufficiently to improving consistency and raising achievement. The school contributes well to community cohesion. The school engages well with the wider community both here and abroad. Governors satisfactorily fulfil their responsibilities and are increasingly holding the school to account for its performance in order to sustain improvement.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

06 November 2008

Dear Children

Inspection of Edith Moorhouse Primary School, Carterton, OX18 3HP

Thank you very much for making us so welcome when we visited your school recently. We enjoyed talking to you and your views and opinions have given us a lot of helpful information. We thought you might like to know more about what we found out.

Your school is giving you a satisfactory education, but we could see that it is getting better. Here are a few of the things we liked most of all.

- You behave well and get on well with each other.
- You listen carefully to what your teachers say and enjoy practical activities.
- The school council represents your views well and you all help the school to run smoothly.
- You enjoy the extra-curricular activities that are organised for you. I was particularly impressed to see you arrive back at school with a splendid trophy as winners of a local sporting tournament. Well done!
- All of the adults in your school make sure that you are well looked after.

All of the adults in your school want it to be even better. Here are some of the things we have suggested they should do so that you can improve your work.

- Your teachers need to give you even more opportunities to use your own initiative during lessons and to work independently.
- There are more good lessons now than there used to be and we are asking your school to try to improve on this and make all of the lessons good or better. This will help all of you to make good progress especially with writing.
- We would also like those teachers in charge of subjects to find out more about the different ways they could check how well you are doing. This will help them to make your work even better than it is.

You can all help by continuing to work hard and by listening carefully to your teachers' advice. We are sure that you are ready for this challenge!

Yours sincerely

John Earish

Lead Inspector