

CASE STUDY

EDITH MOORHOUSE PRIMARY SCHOOL (3-11)



SCHOOL CONTEXT

Edith Moorhouse Primary School is a member of the River Learning Trust. Located in the Oxfordshire town of Carterton, it currently has about 370 pupils on roll, with around a third of these coming from Armed Forces Families serving at RAF Brize Norton. Whilst the majority of serving parents work for the RAF, a small minority are employed by the British Army. RAF Brize Norton is the largest RAF Station in the UK with approximately 5,800 Service Personnel, 1,200 contractors and 300 civilian staff. The Station is home to the RAF's Strategic and Tactical Air Transport and Air-to-Air Refuelling forces, as well as host to many lodger and reserve units. Two members of staff, one of whom is a member of the Senior Leadership Team, have allocated Armed Forces children's responsibilities.

<https://www.edith-moorhouse.oxon.sch.uk/>

This case study describes the clarity, as well as the distributed leadership, of Edith Moorhouse Primary's approach to supporting its large number of Armed Forces families. Additional support for Service children is informed by an evidence base and analysed rigorously for its impact.



SELF-ASSESSMENT GUIDANCE

Emerging practice	Developing practice	Embedding practice
<p>Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent.</p> <p>School leaders will be beginning to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.</p>	<p>Schools with developing practice will be addressing this principle's question to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation.</p> <p>School leaders will have considered how they are addressing this principle's question and are taking steps to embark on a regular programme of reflection, monitoring and evaluation. Practice at this level is likely to be either not fully embedded or consistently applied by all staff, or both.</p>	<p>Schools with embedding practice will fully address this principle's question with well-established work that is routinely monitored and evaluated and showing evidence of impact.</p> <p>School leaders will have fully addressed this principle's question and regularly monitor, review and evaluate their strategies to demonstrate the impact. Practice at this level will be both embedded and consistently applied by all staff.</p>

EXAMPLES FROM PRACTICE

<p>1.1 To what extent are all those involved in leadership, governance and Armed Forces support aware of funding and other resources available to support Armed Forces children?</p> <ul style="list-style-type: none"> There is a carefully thought through Service Pupil Premium (SPP) strategy. This is documented, openly available on the school's website, shared with all leaders and discussed multiple times throughout the year. Some staff meetings are dedicated to SPP updates so that middle leaders have a good awareness. The school has two named contacts: the Deputy Headteacher is the Service Pupil Champion, and a teaching assistant acts as an Assistant. This information is published on the school website, alongside a dedicated webpage entitled 'Children of the Armed Forces' which celebrates the school's links with the Armed Forces and provides parents with some supportive resources. Additionally, the school's Service children feature heavily on the website's enrichment page. There is a knowledgeable Armed Forces link governor who oversees additional funding streams, including SPP. The local governing body also has military representation, currently with one being a serving member of the RAF and another who is former serving. 	<p>EMERGING DEVELOPING EMBEDDING</p>
<p>1.2 To what extent do you monitor how dedicated funding is spent?</p> <ul style="list-style-type: none"> The school's Service Pupil Premium strategy statement is formally reviewed three times per year. The school's Service Pupil Champion maintains a working spreadsheet of all dedicated funding expenditure, and this is shared with the school business manager for monitoring purposes. Conversations between the two staff members take place as required, sometimes weekly. The monitoring spreadsheet also includes a tab detailing any spend on individual Service children and the reasons for this. 	<p>EMERGING DEVELOPING EMBEDDING</p>
<p>1.3 To what extent is support informed by evidence and monitored for effectiveness?</p> <ul style="list-style-type: none"> There are rigorous and focused procedures in place, used regularly, to monitor the effectiveness of all bespoke Armed Forces children support, as well as any discrete projects. The outcomes are shared with staff and influence further developments. Impact is measured in a wide variety of ways. These include half-termly academic performance reviews, monthly analyses of attendance data, and the participation rates of before and after-school care (which is particularly popular with Armed Forces families) and extra-curricular clubs. The last of these includes the <i>Dandelions Club</i>, aimed solely at Armed Forces children. 	<p>EMERGING DEVELOPING EMBEDDING</p>

1.4 To what extent do Armed Forces family voices and Armed Forces representation inform those responsible for leadership, governance and Armed Forces support?

EMERGING
DEVELOPING
EMBEDDING

- The school operates an 'open door' to any parent. This includes the Headteacher being present at the school gate every morning, whenever possible, to meet families as a first point of contact.
- Armed Forces support is influenced by pupil and parental feedback. For example, a recent parent voice exercise was undertaken to gather views on the school's educational visits, with another planned (at the time of writing) for the end of the current *Dandelion's Club* group.
- School leaders ensure that the School Council, and other pupil groups, have Service child representation, and that there is Armed Forces representation on the Governing Body.

1.5 To what extent do those responsible for school governance ensure Armed Forces children's outcomes are monitored and appropriate support is delivered?

EMERGING
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- The school's Service children are tracked as a distinct group, with attainment, attendance and participation data shared with the Governing Body. Comparisons are made with the outcomes of non-disadvantaged children to ensure the highest of expectation. This informs the school's Service Pupil Premium strategy and approaches to spending.
- Minutes of Governing Body meetings evidence governors' scrutiny of Armed Forces children's outcomes, both academically and pastorally.

1.6 To what extent do your admissions arrangements take account of Armed Forces families' frequent, mid-term and short notice moves?

EMERGING
DEVELOPING
EMBEDDING

- Admissions procedures include clear advice for all staff involved in admissions on frequent, mid-term and short notice moves. The school has adopted its own 'Service Pupil Promise' which is displayed in school and on the school [website](#). This includes references to effective school-to-school transition.
- A transition form has been created that is sent to schools of any children joining Edith Moorhouse, so that staff can provide effective transition and plug 'gaps' / minimise missed learning opportunities.
- Alongside the school's two Service Pupil Champions, two full-time pastoral support staff members support pupils, including following their admissions. One is a trained Emotional Literacy Support Assistant (an educational psychology-led intervention for promoting the emotional wellbeing of children and young people) whilst the other has been trained in effective nurture support.
- The Service Pupil Champion maintains strong links with the local RAF Station, enabling her to gather relevant information about any potentially disruptive moves on the horizon.

SCHOOL LEADER ADVICE

Instrumental in the school's successes with supporting its military families is an unwavering commitment of staff to listen to children and parents and to then provide effective, tailored pastoral support as required. Pupils too are encouraged to adopt this approach. This was recognised by inspectors in the school's 2019 inspection:

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." (Ofsted inspection report, October 2019)