

Moor Nook Community Primary School

Ribbleton Hall Drive, Ribbleton, Preston, Lancashire PR2 6EE

Inspection dates

1–2 May 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching, although improving, does not promote high expectations of pupils well enough across the school. Consequently, the progress that pupils make is not consistently good across the curriculum.
- Over time, the progress that pupils have made in key stage 2, particularly in mathematics, has been low. This is improving for current pupils. Pupils in key stage 2 have not had sufficient opportunities to practise their reasoning skills when solving mathematical problems.
- Some pupils, including the most able, are not consistently challenged. As a result, these pupils have not made the progress of which they are capable.
- Leaders have designed a broad and balanced curriculum. However, middle leaders' new initiatives are at a relatively early stage and need embedding to support pupils in developing their subject-specific skills.
- The progress of disadvantaged pupils is improving for current pupils, but, over time, these pupils have not made good progress.
- Significant turbulence in staffing in the past two years has contributed to too many pupils not making good progress in key stage 2.

The school has the following strengths

- This school is an improving school. Leaders and governors are determined and highly ambitious for pupils. They have improved school provision, such as personal development, behaviour and welfare and early years.
- School leaders, governors and the local authority know the school well and have an accurate understanding of the school's strengths and weaknesses.
- Children get off to a good start in early years. Teaching is effective and children make good progress. They are well prepared for Year 1.
- Pupils are happy and say that they feel safe. Their spiritual, moral, social and cultural development is promoted well.
- Behaviour is good. Pupils are respectful of the views and beliefs of other pupils and adults.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and progress, particularly in mathematics, by ensuring that:
 - teachers have high expectations for all pupils
 - work is appropriately challenging for all pupils, particularly the disadvantaged and most able
 - recent initiatives to improve pupils' recall and reasoning skills are built on so that differences are diminished in pupils' learning in key stage 2.
- Continue to develop the effectiveness of leadership and management by ensuring that:
 - middle leaders develop the curriculum to promote pupils' subject-specific skills consistently well across subjects
 - the sharp focus on the way in which the pupil premium is used further improves the progress made by disadvantaged pupils across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- This is an improving school. Following a period of high staff turnover, the new leadership team has taken determined action to improve teaching and raise outcomes. They have successfully improved the early years and pupils' personal development, behaviour and welfare. These improvements ensure good foundations for the future. This demonstrates there is good capacity for future improvement.
- Over time, the progress of pupils in key stage 2, including disadvantaged pupils, in mathematics has been weak. While the progress made by current pupils is stronger, leaders recognise more needs to be done to improve the progress they make.
- The headteacher works closely with the governors, and senior and middle leaders, to bring about improvements. With effective support from local authority advisers, senior leaders have taken steps to improve the quality of teaching. The quality of monitoring is much stronger and as a result, leaders have a much more accurate view of the school's strengths and what needs to be improved. They have focused on the right areas for improvement and have targeted professional development to raise standards. Although teaching is not yet consistently good, attainment and progress are improving for current pupils.
- Links with parents and carers are good. The majority of parents say their children are happy and well looked after in school. While most parents hold a positive view of the school, some are concerned with past staffing instability. A minority say that their children are not challenged sufficiently and do not make the progress they could.
- Significant turbulence in staffing in the past two years has contributed to too many pupils not making good progress in key stage 2, particularly in mathematics. This situation is changing quickly. Leaders have recruited carefully and there is now a stable team of staff who are focused and determined in their roles. Although there are early signs of progress improving, it is not consistently good. Too many most-able pupils do not reach the higher standards of which they are capable.
- The use of pupil premium funding has ensured that the personal development and welfare of disadvantaged pupils have improved considerably since the last inspection. For example, pupils access a free breakfast club which has a positive impact on punctuality and behaviour. The use of this funding has also begun to improve the academic progress of current pupils.
- Leaders have significantly improved the school environment so that it is engaging and vibrant. As a result, pupils feel safe and happy, and enjoy coming to school.
- Leaders provide staff with opportunities for high-quality continuous professional development. This is having a positive impact on the improving quality of teaching and learning. For example, the mathematics lead has provided training for staff on developing rapid recall and reasoning skills in some classes. Although at an early stage, this is having a positive impact.
- Pupils with special educational needs and/or disabilities (SEND) are supported well, and their progress is tracked accurately. Consequently, the special educational needs

funding is used effectively by leaders and pupils make good progress.

- The curriculum is broad and balanced. It has been revised by leaders and designed to provide rich opportunities for pupils' learning. This includes themed curriculum weeks and visits. For example, Year 6 pupils benefit from a residential visit to Coniston. Teachers make links which help pupils to develop literacy and numeracy skills across the curriculum, such as writing in history topics. There is also a range of extra-curricular activities which include clubs for gardening and art.
- Leaders ensure that pupils are well prepared for life in modern Britain. For example, there is an elected school council and pupils talk confidently about democracy. They also learn about Christianity and other faiths such as Islam. The curriculum effectively develops pupils' spiritual, moral, social and cultural knowledge.
- The school makes good use of sport premium funding to enhance the health and well-being of all pupils. Sports coaches work regularly with pupils, who have many opportunities to participate in a range of activities, both in class time and out of school, for example in dance, yoga and cricket.

Governance of the school

- Governance has improved since the last inspection. Governors now have an accurate understanding of the strengths and weaknesses of the school. They are closely involved in monitoring school performance alongside school leaders. Leaders provide governors with accurate evaluations and areas for improvement. This ensures that governors are well informed when deciding school priorities.
- Governors play a key role in identifying where teaching expertise needs to strengthen. This helps them to make strategic recruitment decisions and ensures that staffing is more stable and has a stronger balance of skills and expertise.
- The impact of training by the local authority is evident in how much more informed governors are regarding school performance and how well they now challenge and hold leaders to account, particularly regarding school data. For example, they have prioritised improving outcomes for most-able pupils.
- Governors have strengthened their understanding of school leadership with the support of the local authority advisory service. This is having a positive impact; for example, recent minutes of governor meetings show they ask more challenging questions and increasingly hold leaders to account.
- Governors are highly aspirational and want the very best for pupils. They are passionate and strongly committed to ensuring that the pace of improvement accelerates further.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that statutory checks are made on the suitability of staff, governors and visitors to ensure that they are safe to work with children.
- There is a strong culture of safeguarding. This is because all staff are clear about their responsibilities. Alongside governors, they have up-to-date safeguarding training. As a

result, pupils feel safe and happy in school and know what to do if they have a concern.

- The school employs a learning mentor who, along with other staff, enjoys positive relationships with parents and children. The support for vulnerable pupils is effective. Pupils feel safe and well cared for. All those spoken to said that they enjoy school. They are well informed about various aspects of keeping themselves safe, including when using the internet.

Quality of teaching, learning and assessment

Requires improvement

- Although improving quickly, the quality of teaching has not been consistently good over time, particularly in key stage 2. Expectations have not been high enough for all pupils and the level of challenge provided has not been sufficient, particularly in mathematics.
- Although there are examples of strong teaching in some year groups, this is not a consistent picture across the school and across subjects. Improvements are strongest in the teaching of reading and writing.
- Work is not consistently matched to meet pupils' different skills and abilities. Pupils' work shows the most able pupils are not suitably challenged because the work is sometimes too easy. Consequently, pupils do not make the progress of which they are capable.
- Teachers' approaches to developing pupils' writing skills are improving; for example, there are more opportunities for pupils to write at length and practise their skills. This is exemplified in pupils' English and topic books and in the information the school holds for current pupils, which shows stronger progress.
- The teaching of mathematics is improving but not as strongly as reading and writing. Over time, teachers have not provided pupils in key stage 2 with sufficient opportunities to apply their mathematics skills effectively. The recently appointed subject leader for mathematics has introduced new strategies in lower key stage 2 such as promoting 'rapid recall' and developing reasoning skills. Although these strategies are at a relatively early stage, there is evidence of improvement in pupils' knowledge and skills. The reorganisation of Year 6 classes is also having a positive impact. Workbooks and information from leaders show that current pupils are now making good progress.
- Reading is promoted well and is taught effectively. The good teaching of phonics and early reading has securely ensured that the proportion of pupils reaching the expected standard in the national phonics check is in line with the national average. Pupils use their secure skills to work out unknown words when reading new texts.
- Teachers' good subject knowledge adds confidence to their explanations and instructions. Questioning is used well to check on pupils' understanding and to extend learning.
- Pupils' work shows that teachers do not consistently challenge the most able pupils to achieve the highest standards. Consequently, too few of these pupils have the opportunity to achieve greater depth at the end of key stage 1 or the higher standards at the end of key stage 2.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are well informed about different types of bullying. They say that incidents of bullying rarely happen, but if concerns do arise, staff deal with them quickly.
- Pupils say that they feel safe in school and know how to keep themselves safe. They are very aware of the need to stay safe when using modern technology.
- Pupils gain a good understanding of healthy lifestyles through their physical education and science lessons. Pupils talk with confidence about how to stay safe using the internet and are aware of 'stranger danger'.
- Pupils are friendly and helpful, and get on well together. They listen to each other and show respect for the views and feelings of others. They play well together during breaktimes. Pupils are polite and courteous and orderly when moving around the school.
- Leaders know pupils well and provide effective support for those with identified social, emotional and behavioural needs. Leaders, teachers and the learning mentor work well with outside agencies to seek specialist advice when necessary. They use this advice effectively to meet the needs of individuals.

Behaviour

- The behaviour of pupils is good.
- Behaviour around the school and in class is good. Pupils are well-mannered and courteous, and generally display positive attitudes. However, occasionally, when learning is not matched to their needs, pupils get distracted and fidgety and can lose their attention.
- The school is a calm, friendly and welcoming environment. Pupils are very friendly, greet adults, hold doors open and show a good level of respect for others. Most pupils cooperate well in group and paired work and friendships are strong across the school.
- Leaders work hard to ensure that pupils' attendance is as high as possible. They have a wide range of strategies in place and attendance has improved. Current rates of absence are broadly in line with the national average and persistent absence, which was above the national average in 2018, is now much improved.

Outcomes for pupils

Requires improvement

- The results of national assessments show that over time, the proportion of pupils attaining the expected standard at the end of key stage 1 is broadly in line with the national average and is improving. In 2018, the proportion of pupils reaching the expected levels at the end of key stage 1 increased and was slightly above the national average in reading, writing and mathematics.

- The proportion of disadvantaged pupils attaining the expected standard has varied in recent years; however, in 2018, this was higher than the national average for reading, writing and mathematics. Data for current pupils shows that this upward trend is continuing and mathematics progress is stronger.
- In 2018, the results of national assessments at the end of Year 6 showed that the proportion of pupils reaching the expected level had improved but was slightly below the national average. This represents average progress for reading and writing. However, progress in mathematics was low, although progress was better for disadvantaged pupils. Teaching in key stage 2 is now improving and, as a result, progress is improving. School information and pupils' work show that the proportion of pupils making expected progress across key stage 2 is much higher; however, work in books shows progress is not as consistently strong in mathematics as in English.
- The proportion of pupils gaining greater depth in both key stages 1 and 2 has been low compared to national averages over time. Until recently, this group of pupils has not been targeted or challenged effectively enough. However, recent actions by leaders have ensured that it is improving for current pupils. This is also true for those pupils who are disadvantaged.
- Test results show that in the past, disadvantaged pupils' progress has been inconsistent. Leaders have analysed what the school needs to improve, particularly in key stage 2, and have taken action to strengthen teaching. This is having a positive effect for current pupils and the improvements to teaching are evident in pupils' better progress. For example, current disadvantaged pupils are making stronger progress in their writing skills since the start of this academic year.
- The proportion of pupils who reach the expected standard in the Year 1 phonics screening check is consistently in line with the national average. This is a result of well-structured, organised phonics teaching in early years and key stage 1.

Early years provision

Good

- The new early years leader has ensured that the early years provision, which required improvement at the time of the last inspection, is now good. Leaders have improved resources and facilities; combined with training and support for staff, this ensures that children are taught effectively and make good progress.
- The leader for early years has a clear view of the strengths and weaknesses of the early years provision. She has used this information to create a vibrant, bright and stimulating learning environment. Staff provide many opportunities for children to develop their creative abilities, both indoors and outdoors.
- Staff nurture children's learning skilfully, both academically and socially, as a result of well-planned activities and because of the positive relationships between children and adults.
- Children are very well cared for in an engaging environment. This contributes to their good behaviour. There is an effective culture of safeguarding in the early years. All statutory requirements for the welfare of children are met.

- A large proportion of pupils enter early years with knowledge, skills and abilities which are below those typical for their age. By the end of early years, the proportion of pupils who attain a good level of development is in line with the national average. This represents good progress and means that most pupils are ready for Year 1. The proportion of children exceeding a good level of development is below the national average because most-able children are not always challenged to make the progress of which they are capable.
- Strategies to assess children's development have improved and are generally accurate. Teaching staff focus on individual children and design activities around the children's needs and interests. Children show a high level of engagement and concentrate for lengthy periods because activities are generally well matched to their needs.
- Disadvantaged children make good progress because leaders ensure that additional funding is used effectively. As a result, this group of children makes similar progress to other children.
- Parents receive regular information about their child's life at school and work collaboratively to support their learning. For example, parents attend the 'Come Read with Me' sessions and this is having a positive impact on reading standards.
- Leaders liaise effectively with a range of outside agencies to support children in early years. For example, staff work closely with the speech and language therapist. This has a positive impact for the pupils who require this support.

School details

Unique reference number	119236
Local authority	Lancashire
Inspection number	10057926

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Cllr Brian Rollo
Headteacher	Suzanne Clough
Telephone number	01772 796 009
Website	www.moornook.co.uk/
Email address	bursar@moornook.lancs.sch.uk
Date of previous inspection	8–9 November 2016

Information about this school

- This school is a smaller-than-average-sized primary school.
- The proportion of pupils known to be eligible for free school meals is above the national average.
- The proportion of pupils from a minority ethnic background is below the national average. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils with SEND is near to the national average. The proportion of pupils with an education, health and care plan is below average.
- The school runs a breakfast club.

Information about this inspection

- Inspectors observed learning in all classes. Inspectors held a range of meetings with the headteacher, deputy headteacher, other staff, governors and representatives of the local authority.
- A wide range of school documentation was scrutinised by inspectors, including safeguarding records, monitoring records, governors' minutes, self-evaluation documents and records relating to pupils' behaviour and attendance.
- Inspectors scrutinised a range of pupils' work, including during lessons and in meetings with leaders. They observed pupils' behaviour at breaktime and lunchtime.
- Inspectors gained the views of pupils by speaking to them informally during lessons and at playtime. The lead inspector also met formally with a group of pupils. The inspectors listened to some pupils read.
- Inspectors took account of 13 responses to the online questionnaire, Parent View. Inspectors also considered the school's parental questionnaires and spoke to several parents at the start of the school day. Inspectors also took into account the views of 12 staff who completed the online questionnaire.

Inspection team

Gary Bevin, lead inspector

Ofsted Inspector

Claire Cropper

Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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