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Suzanne Clough
Headteacher
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Dear Ms Clough

Requires improvement: monitoring inspection visit to Moor Nook Community Primary School

Following my visit to your school on 18 May 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the 2020-21 COVID-19 (coronavirus) pandemic. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

The school should take further action to:

- ensure that teachers use curriculum plans in art and languages to design learning that builds logically on what pupils already know and can do
- ensure that subject leaders support teachers to check on what pupils know and remember.

Context

Since the last inspection, one member of the senior leadership team has left the school. One new assistant headteacher and one new teacher have been appointed. One new governor has joined the school.

Since September 2020, the school has faced a period of turbulence due to considerable levels of pupil and staff absence caused by COVID-19. Your plans to improve the school have continued, although at a slower rate than you anticipated.

Main findings

You, school leaders and governors have identified and prioritised the right actions to improve the school. Experienced senior leaders have provided subject leaders with effective support. This support has helped subject leaders to develop their curriculum expertise and hone their leadership skills. Leaders check routinely that their work is bringing about the necessary improvements. This is helping to ensure that pupils benefit from a better quality of education. You have successfully laid strong foundations for future improvement.

Since the previous inspection, you have made substantial improvements to many aspects of the school's curriculum. Firstly, you and other leaders ensured that new curriculum plans were suitably ambitious, including for disadvantaged pupils and those pupils with special educational needs and/or disabilities. Subsequently, in each subject, leaders set about identifying what pupils, including children in the early years, need to learn and when.

Due to the impact of COVID-19, some of leaders' work to develop the curriculum has been delayed. As a result, subjects are now at different stages of development. For example, subject curriculums in science, English, mathematics, and history are clearly designed and delivered well. In these subjects, pupils make links between new learning and what they have learned previously, helping them to know and remember more. In other subjects, such as art and languages, subject leaders have only recently started to deliver the improved curriculums. In these subjects, there are times when pupils are unable to build effectively on what they have learned before.

Subject leaders continue to review and refine their systems to check what pupils know and remember. This work is more advanced in subjects such as English and mathematics. In these subjects, teachers use assessment information well to check on pupils' learning. Teachers use this assessment information effectively to shape their planning for future learning. However, this is not as well established in other subjects. This means that teachers do not have an accurate understanding of what some pupils know and can do in some subjects.

You have continued to develop the school's consistent approach to the teaching of early reading and phonics, including in the early years. You have invested in reading

materials and books that pupils can read at home. These resources are designed carefully to match the sounds that children and pupils know. Pupils are growing in confidence and reading more accurately and fluently. Staff provide appropriate support for those older pupils in key stage 2, who need additional help to catch up with their reading.

Governors are supportive of your efforts to improve the school. They continue to develop their skills and expertise. They are informed well about the quality of the curriculum. They use this information well to check on the pace of leaders' improvements, holding you and other senior leaders to account effectively.

Additional support

You value the support provided by the local authority and an external adviser. They challenge and support you well to further improve the quality of education that pupils receive. You have found this work particularly helpful in developing subject leaders' curriculum expertise.

Evidence

During the inspection, I met with you and other senior leaders. I spoke with subject leaders and other members of staff. I met with the chair and vice-chair of the governing body. I also met with the external adviser and a representative of the local authority to discuss the actions taken since the last inspection.

I visited lessons, spoke with pupils, and observed pupils read to trusted adults. I examined the school improvement plan, curriculum plans and safeguarding documentation. I considered the ten responses to Parent View, Ofsted's online questionnaire, the eight free-text comments and the 11 responses to Ofsted's staff questionnaire.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lancashire. This letter will be published on the Ofsted reports website.

Yours sincerely

John Donald
Her Majesty's Inspector