

# Inspection of Moor Nook Community Primary School

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

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Inspection dates: 13 and 14 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## What is it like to attend this school?

Pupils trust staff to help them if they have any concerns or worries. This makes pupils feel safe. Pupils, and children in the early years, learn the importance of respect. Everyone is made to feel welcome at this school, regardless of their differences. Pupils get on well together and make friends easily. They said that this makes them feel happy and that they enjoy coming to school.

Pupils behave well in school. This is because staff have high expectations of pupils' conduct. Pupils learn with little interruption. If bullying does happen, leaders and staff deal with it quickly.

Overall, pupils experience a well-designed curriculum. Staff expect pupils to achieve highly. Children in the early years are well prepared for the demands of key stage 1. By the end of Year 6, most pupils are ready for their next stage of education.

Pupils value opportunities to take on responsibilities, such as being a values ambassador or a member of the school council. They appreciate the opportunities that they get to visit different places, such as the theatre and local galleries. Pupils enjoy extra-curricular activities.

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

Leaders have established a broad and balanced curriculum across the school, including in the early years. The curriculum is ambitious for all pupils, including those pupils with special educational needs and/or disabilities (SEND). Teachers have the subject expertise knowledge that they need to present information clearly to pupils. The curriculum ensures that children in the early years develop and succeed. Overall, pupils across the school achieve well.

In most subjects, leaders have clearly identified the important knowledge that pupils should learn in each topic. In the main, leaders and teachers understand what pupils should know and remember at the end of each term, each year and each key stage. In these subjects, teachers typically use leaders' assessment systems well to identify and address pupils' misconceptions.

In one or two subjects, leaders' curricular thinking is less clear. Some leaders have not identified all the important knowledge that pupils should learn. Some teachers do not know exactly what knowledge to teach to pupils. Sometimes, teachers are unclear on how to check if pupils have remembered their learning. Consequently, in these subjects, some pupils do not build their knowledge over time as securely as they do in others.

Leaders have ensured that children in the Reception Year, and pupils in key stage 1, benefit from a well-delivered phonics programme. Staff are well trained to deliver the early reading curriculum. They ably support children and pupils to learn the sounds that letters represent. Teachers' checks help them to identify pupils who

need extra help. The support that these pupils receive helps them to keep up and catch up with their peers. Most pupils become fluent and confident readers by the end of key stage 1.

Reading is of high importance in all year groups. Pupils understand the value of reading regularly and widely. Leaders have ensured that all pupils experience the enjoyment that comes from reading.

Leaders have effective systems in place to identify pupils with additional needs. Leaders work closely with other professionals to ensure that pupils with SEND receive the timely support that they need. Staff adapt the delivery of the curriculum well for pupils with SEND. This means that pupils with SEND learn well and follow the same curriculum as their classmates.

Pupils, including children in the early years, behave well. They treat classmates and adults with thought and consideration. Pupils regularly display good manners. They model a perspective of treating others in the same way they would like to be treated themselves. Children in the early years quickly learn the school rules and routines. For example, they listen attentively to staff and cooperate well with their classmates.

Leaders have carefully selected opportunities to enhance pupils' wider personal development. Pupils learn the importance of keeping fit and eating healthy foods. They understand the value of forging positive friendships.

Governors focus on achieving the best possible outcomes for all pupils. They support and challenge leaders on the quality of education for pupils. Leaders and governors are considerate of staff's workload and well-being when making decisions about policies and procedures.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive appropriate safeguarding training. They are vigilant to the signs that pupils may be at risk of harm. Staff follow clear procedures to report any concerns that they have about a pupil. Leaders respond to any concerns in a timely manner. They work well with other professionals and external organisations, when required.

Leaders ensure that the curriculum provides opportunities for pupils to learn about the dangers that they may face in their everyday lives. For example, pupils learn how to protect themselves from harm when working and playing online. They benefit from lessons on keeping themselves safe near water and in the community.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a few subjects, teachers are unsure of the important knowledge that pupils should learn and when this information should be taught. This hinders some pupils' achievement. Leaders should ensure that they identify the essential knowledge that pupils must learn across all subjects.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	119236
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10256086
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Brian Rollo
<b>Headteacher</b>	Suzanne Clough
<b>Website</b>	<a href="http://www.moornook.co.uk">www.moornook.co.uk</a>
<b>Date of previous inspection</b>	18 May 2021, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.
- A daily breakfast club is in operation.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- The inspectors completed deep dives in the following subjects: early reading, mathematics, and art and design. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at children's and pupils' work. The inspectors also looked at the curriculum and pupils' work in some other curriculum subjects. The lead inspector listened to pupils read to a familiar adult.
- Inspectors spoke with the headteacher, other school leaders and members of staff.

- An inspector spoke with representatives of the governing body, including the chair of governors.
- An inspector spoke with representatives of the local authority.
- Inspectors checked the arrangements for keeping pupils safe. They looked at a range of documentation and spoke to leaders and staff. Inspectors also spoke to pupils about whether they felt safe in school.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the views of staff shared through Ofsted's online survey for staff.
- An inspector spoke with parents and carers. They considered the responses to Ofsted Parent View. This included the free-text responses.

### **Inspection team**

David Robinson, lead inspector

His Majesty's Inspector

Katie Hague

Ofsted Inspector

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