

# Moor Nook Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119236
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339385
<b>Inspection dates</b>	19–20 May 2010
<b>Reporting inspector</b>	Suzi Clipson-Boyles

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

---

<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 of pupils on the school roll</b>	153
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Rollo
<b>Headteacher</b>	Mrs Heather Horne
<b>Date of previous school inspection</b>	28 September 2006
<b>School address</b>	Ribbleton Hall Drive Ribbleton Preston PR2 6EE
<b>Telephone number</b>	01772 796009
<b>Fax number</b>	01772 655427
<b>Email address</b>	head@moornook.lancs.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 May 2010
<b>Inspection number</b>	339385

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. They observed nine teachers in eight lessons and also carried out several shorter visits to classrooms plus observations of group teaching by teaching assistants. They met with pupils, staff, governors, parents, carers and other partners to discuss the work of the school. They also looked at a range of other evidence including pupils' books, the school's assessment and tracking data, planning, policies and its school improvement documents. Parents and carers submitted 77 questionnaires that were all read and analysed by the team. Inspectors also looked at questionnaires from the pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress in Key Stage 1 of pupils with special educational needs and/or disabilities and of more-able pupils
- the teaching and learning of science
- how the school evaluates the successes of children in the Early Years Foundation Stage.

## Information about the school

The school is situated on a housing estate to the east of Preston and is smaller than average in size. It is a full service extended community school and additional pre-school provision is available on the school site. This is subject to a separate inspection by Ofsted. Nursery children, many of whom attend the pre-school in the morning, join the Reception class for afternoons in the school's Early Years Foundation Stage Unit. Almost all pupils are from White British backgrounds. A high percentage has special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals is considerably greater than the local authority and national averages. Since its last inspection the school has received various quality marks; most recently, it has received the International Schools Award and the Healthy Schools Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Moor Nook Community Primary School is an outstanding school that provides superb education and care. There is no doubt that every child really does matter here, and every child achieves extremely well. The nurturing and welcoming atmosphere is clear from the moment you arrive. The environment is attractively presented, well-organised, stimulating and child-friendly. But much more than this, staff are totally focused on ensuring that all pupils reach high levels of personal development and academic achievement. The progress that all groups make has improved consistently year on year since the last inspection. Attainment was in line with national averages in 2009 tests and in science exceeded national averages as a result of carefully planned improvements to the teaching. These results represent good achievement because many pupils start school well below the expected levels. There is clear evidence to show that standards are now starting to rise further and some of the current Year 6 pupils are working above national average levels. Pupils throughout the school who need different types of support are quickly identified. They receive well-planned support from a team of skilled teaching assistants to help them catch up. The learning mentor and counsellor also make a significant contribution to progress. For many pupils this additional support also helps to build confidence and self-esteem. Pupils with special educational needs and/or disabilities make progress that is equally outstanding as that of other pupils because they are extremely well taught, encouraged and supported.

Most outcomes for pupils are outstanding, including their behaviour. This is driven by the outstanding leadership and management of the school. The inspirational headteacher sets a determined example to her excellent team that staff must be seeking to improve continuously. This means that pupils receive the very best quality teaching, curriculum, care, guidance and support. In every classroom learning and progress are priorities. Pupils engage with this well because teachers are very skilled at capturing their interest as well as expecting them to work hard. Capacity for continuous improvement is outstanding. The school has improved many aspects of its work, which has led to highly positive results for its pupils. This is due to the continuous and rigorous evaluation of all aspects of provision to see if these are making a difference to pupils. Where things are not good enough, they are carefully considered and changed quickly for the better. One example is the way that everyone has worked relentlessly to improve attendance, which was extremely low at the last inspection. A range of approaches have proved highly successful and attendance is now average. The pupils and many parents and carers are proud of this achievement and rightly so. However, there remain a small number of persistent absentees whose attendance at school is too low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

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

- Ensure that current high rates of progress are maintained throughout the school so that attainment rises to above average and remains so.
- Raise attendance to above average by working with the small number of families whose children continue to be persistently absent.

## Outcomes for individuals and groups of pupils

1

Pupils achieve exceptionally well and thoroughly enjoy school. They love learning and are keen to do well. In lessons they listen attentively and focus on their work with great enthusiasm. Pupils work cooperatively in groups and independently with equal skill. They respond excitedly to new learning, especially the more creative experiences that the school routinely provides. All groups of pupils, regardless of background or ability, make excellent progress. Pupils with special educational needs and/or disabilities in all three key stages thrive and blossom due to the excellent targeted support provided. More-able pupils also do well throughout the school because expectations are high and they are appropriately stretched in every class. The calm, happy and caring environment supports and helps pupils' behaviour to develop well through clear consistently applied rules and lots of rewards for good behaviour. In particular, they know how to take responsibility for their own actions and are confident they can always ask for help if they need to calm down or talk about a problem. They are very knowledgeable about how to stay safe and healthy and are good ambassadors out in the local community. The school council is very active and regularly contributes to the school's improvement. Pupils' spiritual, moral, social and cultural development reaches high levels. They talk maturely about right and wrong and think deeply about their own and others' experiences. Several examples were seen, during the inspection, of pupils resolving problems in the playground and acting fairly towards each other during decision-making activities. They talk with great depth about similarities and differences between cultures in the United Kingdom and globally, and zero tolerance of racism is well embedded.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Outcomes for pupils are as strong as they are because the school's provision in all respects is outstanding. Teaching is highly effective in each of the three key stages. In most classrooms it is outstanding and in the rest it is good. Lessons are planned so that pupils learn rapidly through activities that are enjoyable. Drama is used regularly as an effective stimulus for pupils' writing and other learning. A real strength of the school is the way pupils are systematically targeted for extra support. Teaching assistants are organised to maximum effect so that all groups of pupils make outstanding progress. The curriculum is varied, balanced and exciting. It serves the needs of all pupils well because staff are constantly reviewing how to make it even better. For example, previous low levels of attainment in science have been turned around as a result of changes to teaching and resources. Pupils now love science and standards are well above national averages. The curriculum is extended beyond the school day with a range of clubs that pupils love to attend. Inspectors were sorely tempted to join in with the cheer leading at lunchtime – it looked great fun! Many extended services support pupils and their families extremely well and reflect the highest quality care, guidance and support. The nurturing is embedded at every level because all staff know the pupils very well. Likewise, they know their families well and do their utmost to help parents and carers to continue this support at home.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	<b>1</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Outstanding leadership and management are evident in the headteacher's absolute determination that every child will succeed well. Promoting equal opportunities and tackling discrimination are at the heart of the school's belief systems. Staff at all levels work daily to the highest standards to ensure that no pupil is underachieving or unhappy. When that is found to be the case they act swiftly and effectively to remedy the situation. Morale is high among this strong and happy team, and the partnership between teachers and teaching assistants works well. Likewise, partnerships with other agencies, businesses and communities make a significant contribution to the outstanding outcomes. Capacity for continued improvement is outstanding. The school has an impressive track record of improvement since its last inspection. Continuous improvement is embedded within the reflective culture of the school. All aspects of the school's work are regularly and rigorously monitored to check that things are working well and to see what could be better. There is a sharp focus on priorities and these are always guided by what is best for pupils. This means that actions taken make a noticeable difference to pupils. The school's outstanding practice is used to help other schools. Safeguarding is one example of this because the school's approach to child protection and safety is exemplary. All requirements are fully met and policies and practice go above and beyond basic requirements. The school's promotion of community cohesion has a huge impact on its local community and global learning partners as well as the pupils at Moor Nook. Vigorous analysis and audit leads to action plans that operate to build further on its strengths in this area of the school's work. Governors have a high profile within the school and are well organised. They offer good support and hold the school to account appropriately.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Early Years Foundation Stage

As a result of outstanding provision in the Early Years Foundation Stage Unit, children make excellent progress in all areas of learning. When children start in Nursery, their knowledge and skills vary. However, for the vast majority they are well below expected levels for their age. Children are nurtured and taught using the highest quality approaches. A great variety of activities are creatively planned to provide exciting opportunities to explore, experiment, practise and learn. Inspectors had to tiptoe across an exciting 'glitter river' one day to get into the room! Children learn through challenging play opportunities indoors and outside. Often they will make their own choices and follow their particular interests. At other times the highly skilled adults will work with them in ability groups to teach them specifics and move their learning forward. This carefully planned combination leads to rapid progress for all children. They also learn how to cooperate with each other and their behaviour is excellent. This is a particular achievement for a considerable number of children whose social and personal skills were in the early stages when starting Nursery. Their tidying up skills are also amazing, which is fortunate because the unit is an Aladdin's cave full of fascinating materials and resources to encourage them to learn! This inspirational provision is due to excellent leadership and management of the Early Years Foundation Stage by the teacher. She is constantly pushing the boundaries of what is possible in order to extend these children's learning. For example, the innovative teaching of early reading and writing skills coaxes even the most reluctant children to play with letters and sounds. The books that children talked about and read enthusiastically to an inspector were proof that this approach is highly effective. Regular and detailed analysis means that all staff know all children exceptionally well. Observations and assessments inform the planning on a daily basis so that opportunities for learning are adapted if necessary and learning maximised. Strong partnership with parents and carers means that children are also helped productively to learn at home. Parents and carers speak very highly of this provision and appreciate the support that they and their children receive.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Almost all parents' and carers' questionnaires gave overwhelmingly positive responses about all aspects of the school. In particular, some parents and carers expressed



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

appreciation of how the school helps them to help their children by providing useful courses in basic skills. One comment reflects the rest well: 'I feel the school does a brilliant job. My child has developed intellectually, emotionally and socially.' They feel that their children are well cared for and are impressed with the way their children learn and develop. They also appreciate the time that teachers give to talk to parents and carers when needed. Inspectors fully agree.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moor Nook Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	58	31	40	0	0	0	0
The school keeps my child safe	64	83	13	17	0	0	0	0
The school informs me about my child's progress	57	74	19	25	1	1	0	0
My child is making enough progress at this school	47	61	30	39	0	0	0	0
The teaching is good at this school	55	71	22	29	0	0	0	0
The school helps me to support my child's learning	52	68	25	32	0	0	0	0
The school helps my child to have a healthy lifestyle	41	53	35	45	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	48	39	51	0	0	0	0
The school meets my child's particular needs	40	52	36	47	0	0	0	0
The school deals effectively with unacceptable behaviour	46	60	28	36	2	3	0	0
The school takes account of my suggestions and concerns	37	48	38	49	0	0	0	0
The school is led and managed effectively	46	60	30	39	1	1	0	0
Overall, I am happy with my child's experience at this school	55	71	22	29	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 May 2010

Dear Pupils

Inspection of Moor Nook Community Primary School, Preston, PR2 6EE

It was a pleasure to meet you when we visited your school recently. You were all very welcoming and kind to the other inspectors and to me. Thank you for the help you gave us by sharing your views and showing us your work.

We think Moor Nook is an absolutely brilliant school and we have judged it to be outstanding. It is a very caring and welcoming place where you feel extremely safe and well looked after. Teachers and teaching assistants help you all make excellent progress in your work. They plan interesting lessons so you have lots of fun and learn really well in every class. Your behaviour is excellent. You work hard and cooperate well together in groups. You also get on with work on your own when asked. We were very impressed with the effort you have made to improve attendance – well done! Also, the Year 6 test results have been going up since your last inspection. Science results are especially strong because the teachers have changed the way they teach science and you have a special science room where you do fun activities.

Miss Horne and Mrs Paterson are excellent leaders of your school. They and the staff do everything they can to continue to make things better for you. They listen carefully to what you and your parents and carers say about the school, so everyone's ideas and views are used to keep on improving things. The governors are good at helping the school too. Your learning, skills and understanding continue to get better all the time because everyone works together in this way. We have asked the school to keep a close eye on two things. First, we have asked your teachers to make sure that the outstanding progress you make continues so that test results in English and mathematics rise to above average. Second, we want the school to keep working helpfully with families of those few pupils who still take too much time off school so that the school's overall attendance improves even more. We know that you will do your bit to help by continuing to work hard, attending school regularly and behaving well. We wish you all a happy and successful future in the next stages of your education.

Yours sincerely

Dr Suzi Clipson-Boyles

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**