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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
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Suzanne Clough
Headteacher
Moor Nook Primary School
Ribbleton Hall Drive
Ribbleton
Preston
PR2 6EE

Dear Ms Clough

Additional, remote monitoring inspection of Moor Nook Primary School

Following my remote inspection with Jackie Stillings, Her Majesty's Inspector (HMI), of your school on the 10 and 11 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the 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 provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in May 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- Since the previous inspection, there has been a restructure of the leadership team. This resulted in a new assistant headteacher for the early years and key stage 1 being appointed. Two new governors have joined the governing body.
- During the autumn term 2020, approximately one half of pupils across all year groups were educated remotely for a short period of time.
- At the time of this inspection, approximately one in 10 pupils were attending school. This included around one half of all vulnerable pupils and all pupils with an education, health and care plan.

Main findings

- Each day, teachers plan and deliver lessons in English, mathematics and at least one of the other subjects. The planned curriculum is the same for those pupils in school and for those working remotely. Your actions, and those of your staff, have made sure that all pupils continue to have access to a relevant and well-planned curriculum.
- Since the previous inspection, you have worked with staff and governors to improve the curriculum and the effectiveness of subject leadership. Curriculum plans, in most subjects, identify the knowledge that pupils will learn and the order in which they will learn it. Learning is carefully sequenced so that pupils can build on what they know over time. Subject leaders now have the expertise to check that the curriculum is being delivered as planned.
- The pandemic has slowed down your work to improve curriculum planning in some subjects, such as art, computing, history and geography. Additionally, changes to subject leadership, in a few areas, have delayed this development work further. Although effective curriculum plans have been written for most of these subjects, leaders have not had the opportunity to implement these plans fully.
- Pupils at home and in school continue to study the full range of subjects. In most subjects, pupils follow the school's usual curriculum; this is especially the case in English and mathematics. In some other subjects, such as computing, art and science, subject leaders and staff have adapted curriculum plans appropriately. They have carefully considered what access pupils have to resources when they are at home. For example, in computing, topics that require specific programmes, such as coding, will be taught when all pupils return to school.
- Leaders have made sure that pupils, including vulnerable pupils, have access to electronic devices so they can access the curriculum at home. When pupils do not engage in learning, staff act quickly. They provide support to pupils

and their families, such as daily online communication. As a result, pupils' engagement in learning has increased over the course of the current lockdown.

- Improving pupils' reading skills across the school is a priority for everyone. You and the staff make sure that pupils, including vulnerable pupils, learn phonics every day. Pupils in school and at home access pre-recorded phonics lessons which match the school's phonics programme. Pupils who fall behind in their reading receive regular support to develop their phonic knowledge. This is helping them to catch up. Younger pupils, including children in the early years, have access to a range of decodable books in school and online. Staff match these books to the sounds that pupils know.
- Leaders have ensured that all staff know how to adapt what they are teaching to meet the full range of pupils' needs. For instance, teachers use video clips to help pupils with special educational needs and/or disabilities to better understand what is being taught. This enables pupils to learn well.
- You and other leaders are also aware of the importance of supporting pupils emotionally, whether they are learning at home or in school. Pupils take part in activities such as 'well-being Wednesday' and are encouraged to have time away from their computers throughout the day. This is helping pupils to be fit, active and happy.
- Despite the impact of COVID-19, governors have ensured that the school's curriculum continues to improve. They provide support and challenge to leaders. They are increasingly effective at monitoring the school's work and holding leaders to account. For instance, in most subjects, governors have met with subject leaders and reviewed the content of their curriculum plans. Governors are now beginning to check that the curriculum that is being delivered remotely is effective.
- The local authority has provided a wide range of challenge and support. They have helped you and other leaders to prioritise, monitor and evaluate actions effectively. The local authority has also provided strong support to subject leaders and teachers, which has resulted in many improvements being made to the school's curriculum.

Evidence

This inspection was conducted remotely. We held meetings with you, other senior leaders and subject leaders, staff, pupils, governors and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We looked at a wide range of documentation, including curriculum plans, and minutes of meetings of the governing body. We also sampled the work completed by

pupils since the third lockdown came into force and watched pre-recorded lessons that teachers created for pupils receiving remote education. We heard pupils from the Reception Year and Year 3 read to a trusted adult. We also considered the responses of 17 staff 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 website.

Yours sincerely

Julie Barlow
Her Majesty's Inspector