

Inspection of Moss Hey Primary School

Eskdale Avenue, Bramhall, Stockport, Cheshire SK7 1DS

Inspection dates: 29 and 30 September 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils flourish and achieve well at this small, friendly school. Their joy of learning is reflected in their high rates of attendance.

Most pupils work hard and live up to the high expectations that staff have of them. Pupils share warm, caring and supportive relationships with staff. Pupils are happy and feel safe. They know that staff are there to help them if they have any worries or concerns. Pupils make friends across year groups and show respect to one another. Pupils play happily together in the playground.

Most pupils behave well and move around the school in an orderly manner. They are polite and well mannered. Bullying rarely happens. If it does, staff sort it out quickly.

Pupils take an active role in the running of the school through their roles as school councillors, sports ambassadors and computer monitors. Pupils in Year 6 particularly enjoy the responsibilities they have of being buddies to children in the Reception class.

Parents and carers are positive about the school and the many opportunities afforded to their children. Most are proud of their children's achievements. Parents typically commented: 'My child has thrived at this school, both academically and emotionally.'

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

The headteacher knows her school well. She has a clear view of the strengths of the school and its priorities for development. Working with her staff and governors, she is determined to give pupils, including those with special educational needs and/or disabilities (SEND), the best possible start to their education.

Leaders have designed a curriculum that is ambitious and meets the requirements of the national curriculum. School curriculum plans identify the core knowledge that pupils must learn and the order in which it should be taught. However, in some subjects, curriculum plans do not detail the fundamental knowledge that children in the Reception class need to learn in order for them to access the curriculum in Year 1.

Leaders are not complacent. They are keen to further improve the design of the curriculum. In some subjects, curriculum plans have been adjusted to provide planned opportunities for pupils to revisit prior learning and make links with other subjects in the national curriculum. This will help pupils make connections in their learning, know more and remember more. However, these plans are at an early stage of development in some subjects.

As soon as the children enter the Reception class, they are immersed in stories and rhymes. Staff take every opportunity to develop and extend children's vocabulary.

Children start learning phonics right from the start. All staff in the Reception class and key stage 1 use the same approach to the teaching of phonics. Pupils, including those in the Reception class, read books that are matched to the sounds that they know. Pupils who are falling behind are given the support they need to help them to catch up quickly.

Older pupils in key stage 2 show a real love of reading. They talk with confidence about their favourite authors and the different types of books they like to read. However, teachers in key stage 2 have not had access to the same high-quality phonics training as their colleagues. This means that these staff may lack confidence and competence in supporting older pupils who are less proficient readers.

Teachers have secure subject knowledge and present new learning clearly. Any misconceptions are usually dealt with well. Some pupils can recall prior learning. For example, pupils told inspectors that during the Stone Age people lived in caves, slept on stones, hunted wild animals and wore bear skins. Most pupils are keen to learn and concentrate well in class.

Pupils with SEND learn alongside their friends and have their needs identified and met promptly. The special educational needs coordinator works closely with teachers to enable them to make adaptations to the curriculum. Leaders work well with other agencies to ensure that pupils with SEND are supported effectively.

Pupils are taught about mutual respect and tolerance. They talk fondly about the wide range of trips and after-school clubs they experienced prior to COVID-19 (coronavirus). Some of these activities have now restarted. Pupils understand the importance of a healthy lifestyle, including eating a nutritious and balanced diet.

Governors are knowledgeable about the school and are supporting leaders skilfully with the refinements they are making to the curriculum. They act as critical friends, offering support and challenge in equal measure.

Most staff are proud to work at the school. They appreciate how senior leaders consider their workload to ensure they have a life outside school. Staff typically comment: 'The headteacher is very aware of teachers' workload and is careful not to put excessive burdens on staff.'

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Staff are well trained and have a secure understanding of the signs and symptoms of abuse. They can identify when pupils are showing signs of distress and when there is a change in their demeanour. Staff have a clear understanding of procedures to follow should they be concerned about a child's welfare.

Vulnerable families are well supported by the school and other agencies. New staff undergo relevant checks to ensure they are suitable to work at the school. Pupils are taught to keep themselves safe. They understand what constitutes a healthy relationship. They know how to keep themselves safe when online and of the importance of consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are refining the curriculum. They have adapted curriculum plans in some subjects to provide planned opportunities for pupils to make links with other subjects and revisit prior learning. Leaders need to ensure that curriculum plans in all subjects are of the same high standard from the early years to Year 6. This will help deepen further pupils' knowledge and understanding.
- Teachers in key stage 2 have not been trained to teach phonics. This could inhibit them from supporting older pupils who are less confident readers. Leaders should ensure that these teachers are as well trained in the teaching of phonics as the rest of the teaching staff in the school. This will ensure they have the knowledge and skills to support older pupils who are struggling to read.

How can I feedback 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	106090
Local authority	Stockport
Inspection number	10200804
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair of governing body	Owen Twiss
Headteacher	Elise Messham
Website	www.mossheyprimary.co.uk
Date of previous inspection	6 February 2018, under section 8 of the Education Act 2005.

Information about this school

- Since the last inspection, a new headteacher and a new chair of governors have been appointed.
- The school does not use alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation.
- Inspectors spoke with the headteacher, deputy headteacher and staff.
- Inspectors also spoke with governors and with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with the subject leader, looked at curriculum plans, visited a sample of lessons, spoke to some pupils

about their learning and looked at examples of their work. The lead inspector listened to pupils as they read with a familiar adult. Inspectors also looked at curriculum plans and spoke to leaders and pupils about some other subjects.

- Inspectors spoke to parents as they brought their children to school at the start of the school day.
- Inspectors observed the behaviour of pupils in classrooms, as they walked round the school, in the playground and in the dining hall.
- Inspectors considered 77 responses to Ofsted Parents View, the online questionnaire and 36 free-text comments. Inspectors reviewed 20 responses to the staff questionnaire and 75 responses to the pupil questionnaire.
- Inspectors also looked at a range of documentation, including that relating to safeguarding.

Inspection team

Sheila Iwaskow, lead inspector

Her Majesty's Inspector

Joan Williamson

Ofsted Inspector

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