

# Inspection of Moss Park Primary School

Moss Park Road, Stretford, Manchester M32 9HR

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Inspection dates:	13 and 14 May 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since April 2009. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Pupils thoroughly enjoy attending their school, where they celebrate everyone being different and unique. They benefit from a culture where all pupils are supported to be their best, while finding their individual talents and interests. Pupils feel that staff keep them safe and empower them to know how to stay safe out of school.

The school has high expectations for all pupils. This is reflected in how well pupils achieve and in their readiness for the next stage in their education. Pupils are eager to learn and proud to share what they know and remember. Pupils with special educational needs and/or disabilities (SEND) receive the support they need to be confident and successful learners alongside their peers.

Around school and in lessons, pupils' behaviour is exemplary. The school sets high standards and pupils respond positively to these expectations. Pupils demonstrate highly positive and mature attitudes to learning. They show determination and are encouraged to develop their leadership skills by acting as digital leaders, well-being ambassadors, play leaders and art leaders.

An extensive range of opportunities to enhance pupils' personal development is on offer for all pupils. The 'Boarding Pass' programme provides a rich range of experiences, which includes learning to play an instrument, a theatre experience and nature-based education. Pupils also benefit from a well-designed finance programme, culminating in the creation of enterprise schemes from Year 1 to Year 6. Pupils profit from the school's exceptionally well-designed enrichment programme. For example, many pupils attend extra-curricular clubs such as yoga, drama and athletics.

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

Since the junior school joined together with the infant school, it has wasted no time in constructing a suitably ambitious curriculum for children in the early years and pupils from Year 1 to Year 6. The changes to the curriculum have been successful. Pupils achieve well.

The high-quality professional development which all staff receive enables them to deliver the intended curriculum effectively. They provide activities that engage pupils deeply in their studies. This means that pupils know and remember more of their learning. However, some pupils have gaps in their learning due to weaknesses in the previous curriculums. While teachers check pupils' knowledge carefully and take steps to address gaps in learning, the newness of the curriculum means that there has not been sufficient time to help pupils overcome deficits in their knowledge. At times, this makes it difficult for them to recall what they have learned previously.

The school identifies the additional needs of pupils with SEND quickly and accurately. Staff are well trained to meet the needs of these pupils. Staff work closely with external agencies, and with parents and carers, to support pupils with SEND to access the full curriculum. These pupils build positive relationships with others and achieve well.

The school has prioritised the importance of pupils being able to read with fluency and understanding. Staff deliver the phonics programme effectively. They swiftly identify any pupil who is not keeping up with the phonics programme. The school puts appropriate support in place so that these pupils develop secure reading knowledge alongside their peers, and become confident, fluent readers. Pupils have access to a diverse range of high-quality texts. Older pupils talk enthusiastically about the books that they have read, using the school library and the work that they have completed with authors.

The school has shaped the curriculum carefully to make sure children in the early years learn and achieve well. Activities are deliberately designed to develop children's language and communication skills. Children show high levels of engagement and concentration.

Pupils are taught the difference between right and wrong. They behave impeccably. Pupils are courteous to each other and to adults. They learn how to articulate their thoughts and feelings exceptionally well. The school is unwavering in its efforts to promote regular attendance. Pupils' rates of attendance are high.

Beyond lessons, pupils are encouraged to be active citizens in their community, leading projects which raise money for charities and carrying out litter picking.

The school supports pupils exceptionally well for life in modern Britain. Pupils have a deep understanding of, and respect for, the differences between people and communities. They develop feelings of empathy and have a true sense of belonging, being proud to be a member of their school.

Members of the governing body provide valuable support and challenge to the school. They understand their statutory duties well. Staff are very positive about the support that they receive and the consideration that is given to their workload and well-being. Staff are proud to be part of the school team.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, due to curriculum changes, some gaps in pupils' knowledge have not been addressed. This makes it difficult for some pupils to recall their prior learning. The school should ensure that its work to identify and remedy gaps in knowledge is embedded so that pupils gain a secure foundation for their future learning.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	106323
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10366727
<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>	454
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Allan Humphris
<b>Headteacher</b>	Sally Nunwick
<b>Website</b>	<a href="http://www.mossparkprimary.co.uk">www.mossparkprimary.co.uk</a>
<b>Date of previous inspection</b>	1 and 2 April 2009, under section 5 the Education Act 2005

## Information about this school

- Moss Park Junior School amalgamated with Moss Park Infant School on 1 April 2023 and became Moss Park Primary School.
- The current headteacher and chair of governors took up their positions in 2017.
- The school does not make use of any alternative provision for pupils.
- The school operates a breakfast club and an after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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 that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, physical education, geography and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils from key stages 1 and 2 read to a familiar adult. She spoke with some pupils about their reading and writing.
- Inspectors spoke with the headteacher and other school leaders. The lead inspector met with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority and the school's external adviser.
- Inspectors talked with staff and leaders about their workload and well-being.
- Inspectors met with the leaders responsible for attendance, behaviour, early years, the provision for pupils with SEND and pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with pupils about their wider experiences of school. They looked at a range of documents related to pupils' welfare and education. Inspectors also observed pupils' behaviour during lessons and around school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and for pupils. Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.
- Inspectors considered a range of documents provided by school leaders and staff. This included the school development plan, records of governing body meetings and headteacher's reports.

## Inspection team

Lisa Littler, lead inspector	Ofsted Inspector
Schylene Ferris	Ofsted Inspector
Kevin Simpson	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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