

Moss Hey Primary School

Address: Eskdale Avenue, Bramhall, Stockport, Cheshire, SK7 1DS

Unique reference number (URN): 106090

Inspection report: 13 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have created a learning environment that is a harmonious place to belong and flourish. Pupils enjoy coming to school. Leaders track absence diligently and respond quickly when there is a concern. They work closely with pupils and their families to overcome barriers to attendance in a proactive way. This means that pupils, including those with any disadvantage, are rarely absent and attendance remains above national average levels.

The school is calm and welcoming. Pupils understand the expectations and relish the praise and rewards that they receive for working hard and trying their best. They show high levels of self-discipline and manage their emotions well. Staff step in quickly when pupils need guidance, although this is rare. Unwanted behaviour is addressed immediately, which means that pupils can learn well without any disruption.

Children in the early years develop positive learning behaviours. Pupils across the school build on this strong start. They listen attentively to their teachers and take pride in their work. Staff understand pupils' individual needs and use a range of approaches to help them understand routines and manage their emotions. This includes, for example, teaching pupils to manage emotions and use language to talk about feelings. This creates a respectful environment where pupils feel ready to learn.

Expected standard ●

Achievement

Expected standard ●

Pupils, including those who are disadvantaged, typically achieve well over time. Published outcomes show that the proportion reaching the expected standard in reading, writing and mathematics at the end of key stage 2 is above national averages. Younger pupils secure strong early reading knowledge, reflected in the high proportion who meet the expected standard in phonics.

Leaders have accurately identified that fewer pupils reach greater depth in writing. They have taken action to address this, and improvements are evident in the stronger quality of pupils' written work. The school ensures that pupils gain the appropriate knowledge and skills across the curriculum. For example, older pupils deepen their mathematical knowledge, building on their secure understanding of number facts gained in the early years. Across the school, pupils' work is of a high quality. Overall, pupils are well prepared for their next steps in education.

Curriculum and teaching

Expected standard ●

The curriculum is designed well. Leaders have refined it to identify the essential learning within all subjects. Teachers provide opportunities for pupils to use and apply their

knowledge across the curriculum and make links in their learning. These connections deepen pupils' understanding and strengthen the development of their skills. The school wide focus on vocabulary helps pupils to express ideas clearly and recall previous learning with confidence.

In early years and key stage 1, the most important knowledge is taught through consistent approaches to reading, writing and mathematics. Through careful checks on pupils' learning, staff are quick to spot pupils who need help to catch up. They provide effective support for pupils, particularly in reading. Older pupils build on this essential learning successfully. In their lessons, for example, they apply their secure and fluent reading to access complex texts and expand their knowledge across subjects.

Leaders make sure that teachers have the subject knowledge to teach the curriculum well. They know pupils' needs and adapt their approaches appropriately. This helps pupils with special educational needs and/or disabilities to achieve well. Leaders' routine checks ensure that teaching remains highly effective in providing what pupils need.

Inclusion

Expected standard 

Leaders are committed to providing a school experience that is fully inclusive. They make sure pupils can take part in all aspects of school life, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). For instance, every pupil is supported and encouraged to join in the clubs and activities on offer.

Staff act quickly when they notice a pupil may need extra help. They carry out purposeful checks to understand what support is required. The school's well-considered plans ensure that pupils with SEND typically learn the curriculum alongside their peers. The school regularly evaluates the impact of additional funding and the support that disadvantaged pupils receive to check that it is making a positive difference. Overall, pupils with vulnerabilities grow in confidence and independence because they get the help they need at the right time. This helps them to progress well in all aspects of their development and learning.

Staff have a secure understanding of the school's approach to inclusion. They receive a range of training to support pupils successfully. Leaders work closely with parents and carers and other professionals to help pupils learn and plan their next steps. Parents and staff value these meaningful partnerships and know they lead to success for pupils.

Leadership and governance

Expected standard 

Leaders make decisions with pupils' best interests at the forefront. They have focused in recent years on strengthening their ambitious curriculum, and this work has had a positive impact on pupils' learning and achievement. This currently includes well-focused actions to refine the early years provision and ensure that children learn as well as they can from the outset.

Those responsible for governance know the school well and meet their statutory duties. Governors hold leaders to account for the impact of their actions, such as for improving pupils' performance in national tests and the quality of teaching. They maintain a clear focus

on how additional funding is spent to help disadvantaged pupils achieve their full potential. Overall, governors have secure oversight of the school's work and priorities. For example, reviews carried out by link governors helps leaders' practice to evolve and improve. Nevertheless, in a few instances, records related to safeguarding do not record as clearly as they could the actions the school takes to promote pupils' welfare. This reduces the quality of information leaders have to assure themselves about this aspect of the school's work.

Staff are highly positive about working at the school. They appreciate leaders' commitment to their workload and wellbeing and the clear communication that helps to them feel supported. Staff value the training they receive, noting how it strengthens their expertise, including those who are new to teaching.

Parents and carers recognise the work the school do to provide a caring and nurturing place to be. They trust staff to care for their children and to provide them with a range of learning opportunities.

Personal development and wellbeing

Expected standard 

Pupils benefit from a comprehensive personal development programme. The school encourages pupils to reflect on their beliefs and to develop character traits such as being a 'resilient rhino'. Consequently, pupils learn not to give up when learning becomes challenging. Pupils understand how to maintain their physical and mental wellbeing. They recognise the importance of sleep, exercise and limiting screen time. Pupils learn about managing risk and healthy relationships through the school's relationships and sex education and health education curriculum. They understand how to express how they feel and the importance of speaking out when things are not right.

Leaders are passionate about providing a wide range of experiences for all pupils, including the most disadvantaged. Pupils take part in trips that deepen their learning across the curriculum. For example, they study a United Kingdom river in geography and visit places of interest in history. Pupils learn to play instruments and create masterpieces to showcase in their school art gallery. Alongside this, activities, such as dance, karate and tennis, develop pupils' wider talents and interests. Leaders track participation and adapt opportunities to ensure that no one misses out.

Pupils appreciate the diversity of modern Britain. They are clear about their rights both as citizens and as pupils of Moss Hey. For example, they practise democracy by voting for their school council representatives and understand why laws are important. As a result, pupils develop an understanding of fundamental British values and how they link to the values that they have created for their school. They use this and a secure knowledge of differences to speak out against discrimination.

Leaders provide highly effective pastoral support. This ensures that pupils, including those with special educational needs and/or disabilities, access nurture provision, are confident about asking for help and know support is available. Overall, pupils including disadvantaged pupils, develop emotional maturity and are well prepared for life beyond their school.

Needs attention

Early years

Needs attention 

Leaders are ambitious for children to have a positive start to their school journey. However, some teaching does not realise this ambition effectively. This is because opportunities for children to practise and develop their knowledge and skills independently are not planned and taught consistently well. This limits how securely children learn and develop knowledge across the curriculum. Similarly, while staff use high-quality texts to build children's vocabulary, some teaching does not deepen and extend children's understanding of language sufficiently well. This also reduces children's preparedness for their next steps in learning. Leaders are continuing to strengthen staff's expertise and enhance learning opportunities so that children are better prepared for Year 1.

Leaders have developed the early years foundation stage curriculum to identify the knowledge and skills children need for Year 1. Staff work closely with parents and carers to understand each child's strengths and areas for further support. This information helps staff adapt the curriculum to overcome children's barriers to learning, including for those with special educational needs and/or disabilities. Children are taught well in early reading, writing and number. Staff deliver the phonics programme clearly, helping children to read simple words with increasing accuracy.

Children settle quickly into the Reception class, benefiting from predictable routines and caring staff who help them feel safe and secure. They are supported to manage their emotions and develop positive behaviours. Children are happy and engaged learners.

What it's like to be a pupil at this school

Pupils are proud to be part of Moss Hey. They enjoy coming to school and attend regularly. Nurturing relationships sit at the heart of school life. Staff know pupils well and show genuine care. Pupils can confidently identify trusted adults and speak openly about any worries. As a result, they feel safe, valued and that they truly belong.

Pupils achieve well and show positive attitudes to learning. Teaching generally supports them to build knowledge and skills effectively. Leaders are strengthening this further so that children in the early years make similarly positive progress from their starting points. Pupils with special educational needs and/or disabilities receive timely and effective support that reduces barriers to learning and wellbeing. They access the curriculum fully and achieve well alongside their peers. By the end of Year 6, pupils are well prepared for the next stage of their education.

Pupils behave well and demonstrate kindness to one another. They are polite and respectful to staff and visitors. Pupils understand what it means to be a good friend. Older pupils take pride in supporting younger children as 'Reception buddies'. Pupils say bullying does not happen and understand that any concerns would be dealt with quickly. Pupils learn how to stay safe and care for their wellbeing, including online safety and mental health. They learn about diversity, different religions and family structures and the importance of acceptance.

Pupils value the range of opportunities beyond the academic curriculum. They participate in a variety of sports and represent the school enthusiastically in competitions, such as football and cross-country. Pupils thrive in positions of responsibility, including roles such as wellbeing and eco-councillors. These experiences help them develop leadership, citizenship and an understanding of how they can make a positive difference in their school and wider community. Pupils are well prepared for life in modern Britain.

Next steps

- Leaders should ensure that safeguarding records provide a full picture of the actions taken by the school to promote pupils' wellbeing.
 - Leaders should ensure that recent developments to early years ensure that staff plan and model high-quality opportunities for children to practise and deepen their knowledge independently so that learning is more consistently embedded across the curriculum.
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About this inspection

The chair of the board of governors in this school is Owen Twiss.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by his Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with with the members of the governing body, including the chair of governors. They also spoke with the headteacher, the deputy headteacher, the special educational needs coordinator, the designated safeguarding lead and other school leaders. Inspectors met with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Mrs Elise Messham

Lead inspector:

Emily Morris, His Majesty's Inspector

Team inspectors:

Jake Nicklin, Ofsted Inspector

Valmai Roberts, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context**Total pupils**

195

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

3.08%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.10%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.69%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	61%	Above
2024/25 (revised)	81%	62%	Above
2023/24 (final)	82%	61%	Above
2022/23 (final)	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25 (revised)	94%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (revised)	81%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25 (revised)	94%	74%	Above
2023/24 (final)	88%	73%	Above
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25		47%	

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25		63%	
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25		59%	
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25		61%	
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25		69%	
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25		78%	
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.1%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	3.3%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.5%	13.3%	Below
2023/24 (3 term)	6.4%	14.6%	Below
2022/23 (3 term)	3.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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