

Mellor Primary School

Address: Knowle Road, Mellor, Stockport, Cheshire, SK6 5PL

Unique reference number (URN): 137542

Inspection report: 14 April 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.

Expected standard

Achievement

Expected standard 

Leaders ensure that pupils achieve well across subjects. This is reflected in the end of Year 6 tests and assessment results. Pupils, including those with special educational needs and disadvantaged pupils, are well prepared for the next steps in education.

Pupils enjoy reading and choosing new books in the school library. They understand what they read and use this to support their learning in other subjects. In mathematics, pupils show a secure understanding of number and can solve problems with accuracy. They explain their thinking using simple methods. In subjects such as science and history, pupils remember key knowledge and they are able to recall what they have learned.

Pupils' written work is clear and their ideas are well organised. Pupils typically use correct spelling. However, some pupils do not form letters as well as they should. This means that they lack the fluency needed to write longer pieces at pace.

Attendance and behaviour

Expected standard 

Leaders set high expectations for pupils' behaviour and this is typically reflected across the school. Pupils behave well in lessons and around the school. They are polite and responsible. Pupils show positive attitudes to learning and to one another. Their positive relationships with staff help pupils to feel valued. Leaders and staff create a school where everyone is treated with kindness and bullying or discrimination are not accepted. Staff address any concerns promptly. Pupils who need extra help to manage their behaviour receive support from caring staff so that learning is not disrupted.

Attendance is a priority for leaders. They analyse attendance information closely at whole school level and for different groups. Leaders use this information well to identify patterns and trends. This ensures that they know the barriers that stop some pupils from coming to school. Leaders working closely with external professionals and parents and carers to reduce absenteeism. As a result, most pupils attend school regularly.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the curriculum and the way it is taught across the school. They have acted decisively to strengthen the curriculum. By introducing new curriculums in some subjects, they have improved clarity for staff about what pupils should learn and when this should happen. Leaders have ensured the curriculum reflects the school's context. For example, they have recently introduced a new approach to developing pupils' communication skills. Each curriculum is ordered logically so that it builds pupils' skills and knowledge progressively over time. Teachers understand the needs of the pupils in their care and they typically adapt their teaching to enable those pupils with barriers to learning to succeed.

Staff usually teach the curriculum well. This includes the teaching of basic skills in reading, writing and mathematics. Teachers routinely check what pupils know and can do and they

provide extra help for those who need to catch up, for example, making sure that pupils keep pace with the phonics programme. Teachers identify errors in pupils' work and their misconceptions. However, they do not always encourage pupils to learn from their mistakes. This has the greatest impact on those pupils who need greater stretch and challenge.

Inclusion

Expected standard 

Leaders ensure that everyone in school feels included. They know pupils well and they act promptly to identify the barriers that might prevent some pupils, including those with special educational needs and/or disabilities, from succeeding. Leaders ensure that pupils who need extra support get the right help at the right time.

Leaders provide staff with relevant guidance and training. This helps staff to adapt their teaching and provide appropriate support for those pupils who need it. Leaders work closely with other professionals to make sure that pupils' needs are known and understood.

Additional funding, such as the pupil premium funding, is used well to help remove barriers to disadvantaged pupils' learning and wellbeing. For instance, some pupils receive support for their wellbeing through work with the school's resilience coach. Leaders work well with the local authority to support looked after children. These actions help pupils feel included and ready to learn.

Leaders track the impact of their work on pupils' progress carefully. They use this information to adjust their support strategies when needed.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and the areas that need further work. They have identified the right priorities and are taking action to improve the school further. This includes a focus on spoken language, developing the work of subject leaders and improving the early years provision.

Leaders care about staff's wellbeing and workload. Staff feel valued and supported in their roles. This helps to create a positive working environment where staff enjoy coming to work. Staff take part in professional learning opportunities to develop their knowledge and skills. This ensures that they are well equipped to deliver the curriculum.

Parents and carers speak positively about the school and hold it in high regard. Leaders build links with families and the wider community. They also work with a range of professionals to improve provision so that all pupils can achieve and thrive.

Trustees and members of the local governing body know the school well. They provide support and challenge to leaders. They visit the school regularly and take time to understand its work. They fulfil their statutory duties. The trust oversees the work of the local governing board to ensure there are clear lines of communication and a shared understanding of roles and responsibilities.

Pupils benefit greatly from the opportunities they receive to foster their personal development and wellbeing. This includes pupils with special educational needs and/or disabilities and those who are disadvantaged. Leaders ensure that pupils learn how to develop a good mindset. Pupils learn to try their best and not fall at the first hurdle.

Pupils enjoy a range of trips which extend their learning. For instance, Year 3 pupils take part in hands-on experiments at a science museum and Year 4 pupils perform in a Shakespeare festival at a local theatre. Older pupils develop independence during two residential visits in Years 5 and 6. Clubs such as choir, dance and girls' football help pupils to develop their skills and talents.

Some pupils take on leadership roles. These experiences help them to grow in confidence. These includes the role of bee-keeper, tending to the school's two hives. Later, pupils develop entrepreneurial skills when the honey is sold or when they run the school's eco refill shop. Pupils develop their beliefs about important environmental issues. They take pride in attending the local area's green summit and town hall debate. These experiences help pupils to learn about the wider world and how they can influence positive action about issues that concern them.

Staff teach pupils how to stay healthy and safe. Pupils understand how to make safe choices and the importance of exercise and eating well.

Pupils are taught about a range of faiths and cultures. They develop an understanding of fundamental British values. Pupils understand the meaning of tolerance, preferring to show acceptance instead. Pupils are kind and caring. They understand what makes a good friend. When pupils need help to manage their feelings or friendships, pupils turn to staff for help and support.

Needs attention

Early years

Needs attention 

Leaders are at an early stage of improving early years provision. The curriculum aims to meet children's needs and most pupils are prepared for Year 1. However, the impact of these intentions is not consistent across the Nursery and Reception classes. Children do not have enough opportunities to build on what they learn during focused teaching sessions when they move into independent play. As a result, their learning is not deepened. Children are also not supported well enough to develop their spoken language. Some staff do not extend children's talk or introduce new language to help children express their ideas clearly.

When guided by adults, children learn well. For example, children learn the sounds they need to begin to read and write with confidence due to the clear delivery of the phonics programme. Staff also focus on key knowledge such as the use of capital letters and full stops. Staff interact well with children, showing care and encouragement. Children feel safe and happy in the early years environment. They have plenty of space to play freely and take

safe risks. This supports children's confidence and ability to work and play with others. Staff work closely with parents and carers so that barriers to children's learning are identified early and suitable support is in place.

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

Mellor is a school at the heart of the village. Pupils and staff are proud of its history. Each morning, pupils are welcomed by staff who know them well. They especially appreciate the beautiful woodland grounds that surround their classrooms. Pupils benefit from the many opportunities they have to learn outdoors. This helps them to develop a responsibility to care for the environment. In the early years, children have the opportunity to climb, dig and plant in the large outdoor provision. Pupils are safe and happy. They benefit from the nurturing approach from staff who are committed to the school's mission to 'make people shine'.

Pupils enjoy learning the ambitious curriculum. They achieve well. This is reflected in the end of Year 6 results from national tests and assessments. Pupils with special educational needs and/or disabilities, and other pupils who experience barriers to success, are supported to learn all that they can. Pupils attend school regularly.

Pupils are respectful. They are keen to work together. They are encouraged to develop meaningful relationships with one another and the local community. Unkind behaviour, including bullying, is not tolerated. Staff deal with rare occurrences swiftly.

Pupils appreciate taking part in many memorable activities. They sing carols at the local train station and celebrate their school grounds during the open gardens day.

Pupils enjoy sporting success in lacrosse and cross country with many opportunities to experience competitive play. There are opportunities to learn violin, keyboard and woodwind as well as to join the school choir. Additional funding is utilised well to enable all pupils, including disadvantaged pupils, to have access to this rich offer. Pupils develop as responsible young citizens who are ready to meet the challenge of their secondary education by the time they leave Year 6.

Next steps

- Leaders should ensure that children in the early years learn consistently well across all areas of learning, especially in communication, so that they are better equipped for their move into Year 1.
 - Leaders should ensure that pupils develop accurate letter formation so that they can write fluently and at length.
 - Leaders should ensure that teachers encourage pupils to learn from their mistakes or misconceptions so that all pupils, especially those who need greater stretch and challenge, achieve more highly across the curriculum.
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About this inspection

This school is part of the Honeycomb Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jim Nicholson (CEO), and overseen by a board of trustees, chaired by David Hoult .

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 HMI.

Inspectors spoke with the headteacher and other leaders during the inspection. They also spoke to the CEO, trustees and members of the local governing body, including the chairs of each board.

The inspectors confirmed the following information about the school:

The school has had a change in senior leadership since the last inspection. The current headteacher took up post in September 2025.

Leaders do not make use of alternative provision.

Headteacher: Gemma Parkin

Lead inspector:

Frith Murphy, His Majesty's Inspector

Team inspectors:

Kathryn Nichol, Ofsted Inspector

Ian Shackleton, 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 14 April 2026

School and pupil context

Total pupils

229

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)

7.55%

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

1.75%

Below 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

11.79%

Close to 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	71%	61%	Above
2024/25 (revised)	71%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	71%	60%	Above

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	86%	74%	Above
2024/25 (revised)	86%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	89%	73%	Above

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	76%	72%	Close to average
2024/25 (revised)	82%	72%	Above
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

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	84%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	86%	73%	Above

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	S	46%	S
2024/25 (revised)	S	47%	S
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	S	62%	S
2024/25 (revised)	S	63%	S
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	S	59%	S
2024/25 (revised)	S	59%	S
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	S	60%	S
2024/25 (revised)	S	61%	S
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	S	68%	S
2024/25 (revised)	S	69%	S
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	S	80%	S
2024/25 (revised)	S	81%	S
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	S	78%	S
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
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)	3.6%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	3.7%	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)	5.4%	13.3%	Below
2023/24 (3 term)	6.6%	14.6%	Below
2022/23 (3 term)	5.4%	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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