

Moorfield Primary School

Address: Lyndhurst Avenue, Hazel Grove, Stockport, Cheshire, SK7 5HP

Unique reference number (URN): 134883

Inspection report: 19 May 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 

Pupils discuss their learning and produce work that, on the whole, shows they have the knowledge and skills they need to be ready for the next stage of their education. Typically, pupils read with understanding and write with fluency across the curriculum. They apply their mathematical skills with confidence. Pupils with special educational needs and/or disabilities, including those in the special educational needs unit, make appropriate progress from their starting points.

Overall, pupils' attainment at the end of Year 6 is broadly in line with national averages. In 2025, attainment in writing was below the national figure, including for disadvantaged pupils. However, this does not reflect the current quality of pupils' writing, which is of a higher standard. Published phonics attainment is below the national average. However, this is not reflective of the progress that most pupils make through the phonics curriculum. They read with comprehension using their phonics knowledge. Pupils' reading skills enable them to access the curriculum confidently.

Attendance and behaviour

Expected standard 

Leaders have a good understanding of matters related to attendance and behaviour across the school. They have consistently high expectations for attendance and communicate these to parents and carers. Leaders analyse attendance and persistent absence data rigorously. They consider individual pupils' attendance and trends over time. Leaders use this information to identify and address barriers to pupils attending regularly. The school's pastoral staff build positive relationships with families and provide personalised support and practical strategies. As a result, whole school attendance is above the national average and attendance for disadvantaged pupils has risen steadily to around the national figure.

Leaders have equally high expectations of pupils' behaviour. They have established a consistent approach to managing behaviour across the school. Pupils engage and listen well in lessons. They move around sensibly and work well together during outdoor lessons, such as physical education. There are times when some pupils feel that their peers can say unkind things. However, leaders deal with incidents of bullying or derogatory language quickly and effectively.

Staff prioritise warm, positive relationships. They adapt the start of the day for some pupils with special educational needs and/or disabilities. This means that every pupil can settle in quickly.

Curriculum and teaching

Expected standard 

Leaders understand the quality of curriculum and teaching across the school accurately. They act appropriately to bring about improvement. For example, staff teach phonics consistently well, and pupils have access to a range of books appropriate to their ability. The teaching of writing is largely consistent.

The teaching of mathematics is well established. Staff teach pupils key number skills and give them chance to use these skills to solve more complex problems as they get older.

Leaders have developed a curriculum that is broad and engaging. Teachers enhance lessons with trips, outdoor learning and visitors to school. In history lessons, the 'Moorfield Time Machine' gives pupils the opportunity to role play meeting individuals from the past. These opportunities bring the curriculum to life for pupils.

Leaders have ensured that the curriculum builds pupils' skills and knowledge over time. For instance, teachers make sure that pupils secure the important vocabulary that they need. Staff use ongoing assessment to identify gaps in pupils' understanding across the curriculum. Teachers regularly revisit earlier work to help pupils' understanding become more secure. Teachers generally adapt their lessons well to make sure that all pupils can learn and make progress through the curriculum.

Early years

Expected standard 

Leaders are knowledgeable about early years, and they prioritise giving children a good start to their education. They make sure that statutory requirements and care practices are appropriate and met. Leaders have developed a curriculum that is broad and covers the key knowledge that children need to learn.

Leaders prioritise early reading, and staff teach phonics consistently. Children learn to hold a pencil properly and the best way to sit when writing. Staff provide opportunities for children to practise these skills throughout the day. As a result, children read and write with increasing accuracy and fluency.

Staff support children through effective conversations and interactions. This helps children to develop their language and communication skills. This work is more recent, and leaders are working to embed this into practice.

Some children, including those in the special educational needs unit, follow highly individualised programmes that prioritise emotional regulation and engagement. This supports them to access learning more successfully and to develop greater independence. Staff closely follow the progress of each child day to day. They identify and address any gaps in knowledge quickly. This means that children are well prepared for transition to Year 1.

Inclusion

Expected standard 

Leaders identify pupils' needs quickly on their arrival in school. This process begins in the early years and also includes those pupils arriving in the middle of the year.

Leaders work with a range of services to ensure that pupils known to social care receive the support they need. Leaders understand the additional challenges faced by some pupils. They use well-informed strategies to help overcome these barriers. This includes the careful use of additional funding, such as the pupil premium grant, to support with learning. However, there are times when some pupils need more targeted help to access enrichment experiences, in order to enhance their personal development.

Leaders ensure that staff have the expertise they need to teach pupils with special educational needs and/or disabilities well. Staff use this expertise to work effectively with pupils who sometimes struggle to manage their emotions. They support children to stay calm. Some pupils face barriers to their wellbeing. Staff address these needs effectively. For example, they help pupils with sensory needs by making sure they have the breaks and input they need.

Staff in the school's special educational needs unit provide effective support for pupils with individual learning programmes. This includes supporting some pupils to access mainstream lessons where appropriate.

Leadership and governance

Expected standard 

Leaders understand the strengths of the school and take action when improvements are needed. Their focused work on developing the teaching of writing is reflected in the quality of pupils' work across the school.

Leaders have taken prompt action to establish a provision for younger pupils with special educational needs and/or disabilities. As a result, these pupils are settled, make progress and have a positive start to their school life.

Those responsible for governance meet their statutory duties. This includes challenging leaders on the effective use of additional funding to support the most vulnerable pupils.

Staff feel supported by leaders' consideration of their wellbeing. For example, teachers in each year group work together efficiently to reduce workload, and leaders ensure that expectations are realistic by providing additional time when required. Leaders carefully consider their approach to professional learning. They provide training for staff to help them meet the needs of the pupils they teach. Some staff complete leadership qualifications in their areas of responsibility. Staff work regularly with colleagues from other schools. They share their subject expertise and learn from the good practice of others.

Leaders have developed links with the community. For example, pupils support the work of local charities. Leaders' work with an independent bookshop has led to regular visits from authors and has raised the profile of reading across the school. Parents and carers are involved in the school's themed weeks. They meet with pupils to talk about their careers. Parents visit the school to perform and share their love of music and art.

Personal development and wellbeing

Expected standard 

Leaders have developed a coherent programme of personal development that is enhanced by a range of experiences. For example, in geography, teachers extend pupils' learning through a field study of the River Mersey. Pupils visit an air raid shelter to support their learning in history. These experiences engage pupils' interest and develop their connection to the local area.

Pupils understand how their bodies change as they get older. They learn about consent and the importance of respect within healthy relationships. Pupils appreciate the importance of choosing a healthy lifestyle. They learn about the benefits of exercise and the negative

impact of smoking and drug use. Pupils understand the dangers associated with local railway lines and learn to cycle safely. Pupils learn how to stay safe online. They understand the dangers of sharing personal information. Leaders ensure that staff are trained to support the pastoral needs of pupils. Pupils know how to access support when they need it.

Pupils learn about values such as democracy and freedom. They have a good understanding of different faiths. Leaders have designed a curriculum with books and resources that reflects the diversity of modern Britain. They make sure these are clearly visible throughout the whole school. Pupils respect others and speak thoughtfully about issues, such as discrimination.

Leaders provide pupils with the opportunity to develop their talents. Some pupils take part in drama and dance clubs. Others learn musical instruments, such as the violin and saxophone. Many pupils have the opportunity to develop their confidence through performance in front of a large audience with the school choir. Leaders ensure that enrichment opportunities are open to all pupils. However, there are times when some pupils, such as those facing disadvantage, do not take up those opportunities as regularly as their peers.

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

Pupils are happy to arrive in the morning, and they settle quickly to the routines of the day. They enjoy talking about the things they have been learning, such as the Mayan civilisation in Mexico and the Romans in Chester. Pupils enjoy lessons such as orienteering, where they develop their mathematical skills outdoors. In some lessons, pupils work with scientists to develop their investigation skills.

During their time in school, pupils progress through the carefully sequenced curriculum, learning new things year on year. This means that they are ready to move on to secondary school at the end of Year 6. Pupils, including those in special educational needs (SEN) unit, learn in a way and at a pace that is appropriate for them. Some pupils receive the support and adaptations they need to learn alongside their peers. Others have an individual curriculum designed carefully just for them. Pupils with special educational needs and/or disabilities make progress from their individual starting points.

Pupils take on leadership roles and are included in decision-making. For example, they helped design the school badge and are involved in developing plans for the new school building. Pupils take part in many activities that extend beyond the classroom. They represent the school in competitive sports, such as athletics and cricket. Older pupils have the opportunity to go on a residential trip where they build confidence and resilience.

Pupils enjoy warm professional relationships with staff. This includes pupils in the SEN unit, who are welcomed each morning with a happy smile. These relationships are central to pupils' wellbeing throughout the school day. Pupils behave well around school. They are confident that any issues, such as bullying, would be sorted out quickly and effectively by staff. Pupils feel safe in school and attend well.

Next steps

- Leaders should continue to develop the teaching of writing so that pupils develop greater accuracy and expertise and are able to apply this knowledge effectively.
 - Leaders should ensure that all pupils, particularly those facing disadvantage, have equitable access to all aspects of school life.
 - Leaders should continue to ensure that staff consistently maximise opportunities for high-quality interactions with children in the early years so that children develop and deepen their language and vocabulary securely.
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About this inspection

The co-chairs of the board of governors in this school are Georgina Facer and Suzanne Lockwood.

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 senior leaders, governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The inspectors confirmed the following information about the school:

The school includes a special educational needs unit for 27 pupils with special educational needs and/or disabilities, aged between 4 and 11 years old. This includes pupils with autistic spectrum disorder, social, emotional and mental health needs, moderate learning difficulties and severe learning difficulties.

The school currently uses no alternative provision.

Headteacher: Paul Anderson

Lead inspector:

Chris Fielding, His Majesty's Inspector

Team inspectors:

Lisa Finnegan, Ofsted Inspector

Kevin Simpson, 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 19 May 2026

School and pupil context

Total pupils

396

Above 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

420

Above 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)

8.33%

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

10.35%

Well above 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

8.84%

Below average

What does this mean?

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

National average: 15%

Location deprivation

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)

SEN unit

What does this mean?

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

Type of specialist provision (if applicable)

VI - Visual Impairment, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, MLD - Moderate Learning Difficulty, SLD - Severe Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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	62%	61%	Close to average
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	66%	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	77%	74%	Close to average
2024/25 (final)	84%	75%	Above
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	74%	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	70%	72%	Close to average
2024/25 (final)	57%	72%	Below
2023/24 (final)	80%	72%	Above
2022/23 (final)	72%	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	80%	73%	Above
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	82%	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	41%	46%	Close to average
2024/25 (final)	42%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
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	56%	62%	Close to average
2024/25 (final)	50%	63%	Below
2023/24 (final)	70%	62%	Close to average
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%	59%	Close to average
2024/25 (final)	42%	59%	Below
2023/24 (final)	90%	58%	Above
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	56%	60%	Close to average
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	70%	59%	Close to average
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	41%	68%	-27 pp
2024/25 (final)	42%	69%	-28 pp
2023/24 (final)	50%	67%	-17 pp
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	56%	80%	-24 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	70%	80%	-10 pp
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	59%	78%	-18 pp
2024/25 (final)	42%	78%	-37 pp
2023/24 (final)	90%	78%	12 pp
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	56%	80%	-24 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	70%	79%	-9 pp

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 (3 term)	4.1%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.6%	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 (3 term)	9.3%	13.0%	Below
2023/24 (3 term)	7.4%	14.6%	Below
2022/23 (3 term)	10.2%	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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