

Inspection of Great Moor Infant School

Southwood Road, Great Moor, Stockport, Cheshire SK2 7DG

Inspection dates: 30 and 31 January 2024

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	Requires improvement

What is it like to attend this school?

Pupils, including children in the early years, benefit from a stronger education than they did at the time of the previous inspection. They achieve well due to an improved curriculum and the school's high expectations for their academic success.

Pupils live up to the renewed school values. These help pupils to make sensible choices and to treat each other with care and respect. Pupils benefit from positive, nurturing relationships with staff. They know that staff will listen to them and offer help if they have any worries. This makes the school a happy and safe place to be. Pupils said that they enjoy coming to school.

Pupils behave well in and around the school. They are keen to learn. Children in the early years follow the routines that staff teach. This helps them to understand how to take turns and share equipment. This creates a harmonious environment.

Pupils enjoy the range of clubs that they can attend, such as Spanish and singing. They contribute to the life of the school through their leadership responsibilities. This is particularly true for pupils in Year 2 who can become librarians and lunchtime monitors.

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

The school has designed a curriculum that inspires its pupils to learn well. The knowledge that pupils should acquire has been identified. This knowledge is carefully ordered starting from the early years and continuing to Year 2.

Teachers value the training opportunities that they receive to deepen their understanding of how to teach the curriculum effectively. Their subject knowledge is strong, and they introduce new learning clearly. Teachers provide opportunities for pupils to revisit their prior learning. This helps pupils to build up their knowledge securely. Teachers regularly check pupils' understanding in lessons and they address any misconceptions. Typically, pupils achieve well.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) quickly. These pupils receive the support that they need to be fully involved in school life. However, at times, teachers do not adjust their delivery of the curriculum well enough to help pupils with SEND learn all that they should.

The school has prioritised the reading curriculum. In the early years, children experience a range of stories and rhymes. They are encouraged to explore and find out about the world around them. Staff encourage children to talk and extend their vocabulary. Highly trained staff teach the phonics programme well. Reading books are carefully matched to the sounds that children in the early years and pupils in key stage 1 know. Pupils at risk of not keeping up with the phonics programme are identified quickly. They receive timely support to develop their reading knowledge. Most pupils become fluent and confident readers by the time they leave Year 2.

Children in the early years settle into school life smoothly. They quickly learn how to behave and how to treat others. Pupils in key stage 1 build on this strong start. They work hard in lessons and conduct themselves well around the school. Pupils are very welcoming to visitors.

The school has a sharp focus on pupils' attendance. It ensures that pupils and their families understand the importance of attending school regularly. The school takes swift and effective action to ensure that parents and carers receive the support that they need to improve their children's attendance.

In the early years, children's personal development is fostered well. Rich opportunities, including trips and visitors to school, help children in the Nursery and Reception classes to find out about the world around them. Recent improvements in key stage 1 mean that pupils in Years 1 and 2 can build on this strong start. For example, pupils can access a broader range of clubs that meet their interests. Pupils also gain an age-appropriate understanding of fundamental British values. However, pupils in key stage 1 do not have access to the same wealth of experiences outside of school that they enjoyed when they were in the early years. At times, this limits their knowledge of the wider world.

Governors fulfil their statutory duties well. They have contributed to the school's improvement. Although there have been many changes since the previous inspection, the school has remained mindful of staff's well-being. Their workload has been considered carefully when introducing change.

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, teachers do not adapt the delivery of the curriculum well enough to meet the needs of pupils with SEND. This hinders the progress of this group through the curriculum. The school should ensure that staff are suitably equipped to design learning that enables pupils with SEND to learn all that they should.
- There are fewer opportunities for pupils to experience life beyond the classroom in key stage 1 than there are in the early years. At times, this limits older pupils from deepening their knowledge of the wider world. The school should ensure that pupils have greater opportunities to enhance their understanding of the world around them.

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

Unique reference number	106048
Local authority	Stockport
Inspection number	10313978
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair of governing body	Steven Hurst
Headteacher	Yvonne Dobson
Website	www.greatmoor-inf.stockport.sch.uk
Dates of previous inspection	23 and 24 November 2021, under section 5 of the Education Act 2005

Information about this school

- There have been some changes to the senior leadership team since the previous inspection.
- The school does not use alternative provision.
- The school has recently opened its own wraparound club.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, the deputy headteacher and members of the senior leadership team.
- Inspectors carried out deep dives in early reading, geography, physical education

and science. 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.

- Inspectors also explored other subject areas.
- The lead inspector met with four representatives of the governing body.
- The lead inspector met with a representative of the local authority.
- The lead inspector observed pupils in Year 1 and Year 2 reading to an adult.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's staff and pupil surveys. Inspectors spoke with parents before school to gather their views and opinions about the school.
- To evaluate the effectiveness of safeguarding, 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 explored the staff's views about their workload and well-being.

Inspection team

Bev Dolman, lead inspector	Ofsted Inspector
Louise Smith	Ofsted Inspector
Lisa Hesmondhalgh	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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