

Moorside Primary School

Address: Holdsworth Street, Swinton, Greater Manchester, M27 0LN

Unique reference number (URN): 105910

Inspection report: 26 February 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

Curriculum and teaching

Expected standard 

Leaders have developed new and refreshed curriculums for phonics, English and other subjects. The curriculums are having a positive impact on pupils' learning and their enjoyment of school. These learning programmes map out a clear progression route which enables pupils to learn all that they should over time.

Leaders have an accurate insight into the teaching of the curriculum. This has helped to ensure that staff's professional learning is targeted to the areas of greatest need. Consequently, most teachers are following the new curriculums carefully. Their raised expectations mean that pupils are expected to work hard and present their work to a high standard. Typically, teachers check on gaps in pupils' knowledge and adjust their teaching so that new learning is built on a secure foundation.

Early reading is taught effectively. The gaps that pupils have acquired in writing are generally being addressed. Pupils gain the vocabulary that they need to talk about their work in detail. Leaders have turned their attention to the mathematics curriculum, with some early signs of success in terms of arithmetic. However, the curriculum does not help a few pupils to gain the same level of confidence when working with shape, space and measures.

Early years

Expected standard 

The recent overhaul of the early years provision means that children learn all that they should. They are increasingly well prepared to meet the demands of the key stage 1 curriculum. Children benefit from caring relationships with staff who know their needs well. In partnership with parents and carers, and the use of different assessment procedures, children's barriers to learning, for example gaps in their speech, language and communication skills, are known quickly. This ensures that children receive the help that they need to overcome the obstacles that stop them from thriving.

The curriculum is seamlessly designed so that children in the Nursery class become fully prepared for their time in the Reception Year. In turn, children make a smooth transition into Year 1 because they have the knowledge that they need to succeed. Staff and leaders have engaged productively with external support to improve their practice. Early reading and writing are taught systematically and children gain an early understanding of number. This means that they have a secure foundation on which to build as their learning journey continues through each year group. Staff interact positively with children, whether in small group activities or independent play, to foster their vocabulary and communication skills.

Inclusion

Expected standard 

Leaders' renewed approach to identifying pupils' needs is effective. The collective wisdom of the inclusion team, along with comprehensive tracking information, means that the barriers to learning faced by different groups of pupils, including those with special educational needs and/or disabilities, are known, understood and acted upon. This includes pupils who may have multiple obstacles that hinder their academic success or emotional wellbeing.

Leaders have implemented a raft of strategies to support pupils' access to learning and to safeguard their emotional wellbeing. They consult with parents and carers and utilise external support effectively. Staff are suitably trained to ensure that the different approaches make a difference. Leaders check the impact of this work closely. As a result, pupils progress well from their different starting points.

Typically, teachers are gaining greater knowledge of how to adapt their teaching. This is stronger in some classes than in others. Leaders ensure that gaps in pupils' learning do not widen, while some teachers build their expertise to meet the needs of all pupils within the classroom.

The strategy to support disadvantaged pupils is extremely thorough. The needs of each pupil are understood and additional funding is used wisely to help reduce their obstacles to learning or experience of the world.

Personal development and wellbeing

Expected standard 

Pupils, including those who are disadvantaged, benefit enormously from a carefully tailored personal development programme that prepares them well for life in modern Britain. The personal, social, health and economic education curriculum ensures that pupils learn how to stay physically and mentally healthy. Pupils know how to stay safe when working online or in their life beyond the school gates. Older pupils understand the importance of personal space, the hallmarks of unhealthy relationships and how to resist the pressure exerted by others to do something that they know is wrong.

Pupils learn about different faiths and cultures. They understand that diversity in their community and the wider world is something that commands respect. As such, they accept others for who they are. They do not judge others on the basis of the colour of their skin, their disabilities or their family unit. They are pleased to belong to a school where differences are celebrated. Pupils gain an insight into the fundamental British values by voting for school councillors and other young leaders. In applying for leadership roles, pupils come to understand the importance of putting their best foot forward in a competitive market place.

A wide range of trips, visitors to school and extra-curricular clubs ensure that pupils' interests and talents are fostered. These opportunities are open to everyone, so that pupils with special educational needs and/or disabilities and those who are disadvantaged can benefit from the rich offer. Pupils talk fondly of their trip to a zoo and older pupils very much look forward to their end-of-year residential experience. Through the opportunities to play and learn outdoors and in conjunction with the many leadership roles, pupils learn the importance of responsibility, team work, self-control and resilience.

Needs attention

Achievement

Needs attention 

Over time, pupils, including disadvantaged pupils, have not achieved well. The 2025 published data shows that the proportion of Year 6 pupils who gained the expected standard in reading, writing and mathematics was below the national average. This situation is being reversed quickly and convincingly. Pupils' books show that they are gaining a wide range of knowledge across different subjects. They remember what they have been taught. They are equipped to build new learning on their secure prior knowledge. As such, many pupils, including those with special educational needs and/or disabilities, are progressing well through the curriculum.

Younger pupils develop a secure grasp of basic skills in reading, writing and mathematics. This means that they are well equipped to meet the demands of the more complex learning they encounter as they move through each year group.

Attendance and behaviour

Needs attention 

Pupils' attendance rates are below the national average. Typically, more pupils are persistently absent from this school than is the case nationally. However, leaders' successful work to identify the reasons why some pupils do not attend school often enough are bearing fruit. Close work with external partners and families means that attendance rates for individual pupils and for some groups of pupils are improving over time.

Pupils' behaviour has turned a corner. The new approach to managing behaviour is understood by all and is having a positive impact. Consequently, incidents of poor behaviour are reducing, as is the proportion of pupils who are suspended from school. The vast majority of pupils behave well and show self-control and respect for others. Pupils give their full attention to their learning. This is reflected in their books which show a sense of pride in their achievement. Pupils move around the school calmly. They thoroughly enjoy taking part in the many activities that are on offer during social times. Pupils who find managing their emotions difficult are supported well. Potential challenges are dealt with quietly and in a kindly manner. This enables these pupils to reintegrate back into their lessons without fuss. Incidents of bullying or other harmful behaviours are dealt with appropriately.

Leadership and governance

Needs attention 

This school has undergone a challenging period in its history. This has resulted in unrest for a few staff and some parents and carers, who shared their views during the inspection, losing faith in the school's effectiveness. Members of the recently established interim executive board are quickly gaining an accurate insight into the school. They have appropriate plans in place to work productively with leaders so that the journey of improvement continues. Even so, it is early days in terms of governance. As such, there is no proven track record of impact.

Senior leaders form a cohesive team, and understand their roles and responsibilities. Their collective work has made a tangible difference to pupils' experiences of school. This is

because all of their actions are firmly predicated on pupils' best interests. The early years provision, and the curriculum across the rest of the school, has been overhauled, pupils are achieving much better than in the past and they are typically behaving well. Set against a backdrop of challenging circumstances, leaders have shown the resilience and determination to take the right action at the right time.

Leaders have invested heavily in refreshing teachers' skills to deliver the curriculum and to meet pupils' various needs. This is appreciated by many who are proud to work at the school. Even so, a few staff have found the pace of change difficult and report that this has had a negative impact on their workload and wellbeing.

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

Warm smiles and kindly words greet pupils as they enter the school building each morning. This sets the tone for the day. A calm start and well-established routines mean that pupils settle quickly and enjoy their learning. Leaders' successful work to identify barriers to learning means that pupils, including those with special educational needs and/or disabilities, receive effective support. This support aids their learning, promotes their wellbeing and fosters their sense of belonging. Pupils know that they are a valued member of the Moorside team. They are very proud that their school treats everyone equally, regardless of their differences.

Pupils forge positive and trusting relationships with staff. This means that pupils are confident to share their worries or report their concerns about bullying. They know that such incidents are dealt with appropriately. Pupils feel safe and well cared for and are happy at school.

Most pupils behave well. They adhere to routines, listen to their teachers and show respect to their peers and to staff. Those pupils who find managing their behaviour more challenging receive sensitive support to safeguard their wellbeing and ensure the learning of others is not disrupted. Although pupils' attendance is improving, some pupils do not attend school often enough.

Pupils have not achieved as well as they should. Improvements in the curriculum are reversing this situation. Pupils, including children in the early years, are making greater gains in their learning due to the well-structured curriculum that is typically taught well. Even so, a few older pupils have some gaps in their mathematics learning.

Pupils benefit from a carefully crafted programme that extends and enriches their personal development. This sets them up well for their next steps in life as young citizens in modern Britain.

The school has been on a rapid journey of improvement. Members of the interim executive board have quickly gained an accurate view of the school's strengths and priorities for improvement. Even so, they are new to their governance roles and, as such, in the early stages of demonstrating their effectiveness.

Next steps

- Leaders should ensure that the positive changes to the English curriculum are mirrored fully in the mathematics curriculum so that more pupils gain the knowledge that they need to tackle those aspects of the subject where they are less confident to help them achieve well.
 - Leaders should ensure that they build on the recent developments to ensure that all teachers are fully confident in adapting their teaching to meet pupils' different needs within their classrooms.
 - Leaders should ensure that they maintain their focus on attendance so that pupils' absence rates continue to reduce over time.
 - Members of the new interim executive board (IEB) should build on their insights into the school and use this knowledge to work productively with leaders so that the school's improvement journey is maintained.
 - Leaders and members of the IEB should work together to ensure that they rebuild the trust and confidence of parents and carers.
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About this inspection

The chair of the interim executive board (IEB) is Margaret Woodhouse.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other leaders and staff during the inspection. They also met with a representative of the local authority and members of the IEB. Inspectors spoke with parents and carers at the start of the school day. They took account of the views that were shared on Ofsted Parent View.

Inspectors visited lessons and breaktimes. They reviewed pupils' books and talked to pupils about their learning and their views of school life.

The inspectors confirmed the following information about the school:

The school uses one registered specialist provision as alternative provision.

There have been changes to leadership since the previous inspection. The current headteacher took up post in September 2024. The leadership team has been restructured. The governance arrangements at the school have changed. The IEB had been in place for a matter of weeks at the time of the inspection.

Suzanne Howard: Headteacher

Lead inspector:

Jo Olsson, His Majesty's Inspector

Team inspectors:

Liz Davidson, Ofsted Inspector

Cleo Cunningham, Ofsted Inspector

Sue Bowman, 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 26 February 2026

School and pupil context

Total pupils

651

Well 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

690

Well 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)

29.31%

Close to 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

3.38%

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

10.75%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	53%	61%	Below
2024/25 (revised)	47%	62%	Below
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	56%	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	68%	74%	Below
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	67%	74%	Below
2022/23 (final)	68%	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 (revised)	63%	72%	Below
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	73%	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	69%	73%	Close to average
2024/25 (revised)	64%	74%	Below
2023/24 (final)	66%	73%	Close to average
2022/23 (final)	76%	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	40%	46%	Close to average
2024/25 (revised)	32%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	39%	44%	Close to average

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 (revised)	57%	63%	Close to average
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	55%	60%	Close to average

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	64%	59%	Close to average
2024/25 (revised)	57%	59%	Close to average
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	71%	58%	Above

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	55%	60%	Close to average
2024/25 (revised)	46%	61%	Below
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	61%	59%	Close to average

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	40%	68%	-28 pp
2024/25 (revised)	32%	69%	-37 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	39%	66%	-28 pp

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%	-23 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	58%	80%	-22 pp
2022/23 (final)	55%	78%	-23 pp

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	64%	78%	-14 pp
2024/25 (revised)	57%	78%	-21 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	71%	77%	-6 pp

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	55%	80%	-24 pp
2024/25 (revised)	46%	81%	-34 pp
2023/24 (final)	58%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	61%	79%	-18 pp

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)	5.6%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	6.5%	5.9%	Close to average

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)	16.8%	13.3%	Above
2023/24 (3 term)	17.5%	14.6%	Close to average
2022/23 (3 term)	18.8%	16.2%	Close to average

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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