

Inspection of Moss Valley Primary Academy

Cutnook Lane, Irlam, Salford, Greater Manchester M44 6GX

Inspection dates:	25 and 26 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is David Nightingale. This school is part of Kings Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Amanda Nicholson, and overseen by a board of trustees, chaired by Laurence Cooper.

What is it like to attend this school?

Pupils feel happy and well cared for at this friendly, inclusive school. They embody their school's values to be respectful, hard-working, resilient and independent. They are courteous towards adults and supportive of one another. Pupils are celebrated for their individuality and are well supported to succeed.

The school has high expectations of pupils. Pupils focus wholeheartedly on their lessons and talk about their learning confidently. From Nursery to Year 6, pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils appreciate their rich learning environment. They enjoy the recognition that they receive for behaving well and trying their best in lessons. Pupils are confident that if they have any worries, there is always an adult in the school who will listen and help.

The school provides many opportunities for pupils to take on positions of responsibility. These include being in the pupil parliament, being subject ambassadors and playground leaders. These opportunities increase pupils' confidence and communication skills. Pupils carry out their duties with pride. In addition, pupils attend a variety of clubs such as tag rugby, chess and football. They talked excitedly about competing in local sports competitions for their school.

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

Since joining the trust, the school has reviewed some of its curriculums. It has ensured that curriculums are ambitious and engaging for all pupils. From the early years to Year 6, the school has mapped out the important information that pupils will learn. This helps to ensure that pupils build a secure body of knowledge over time.

Staff deliver the current curriculum well, explaining things clearly and using well-chosen activities. However, on occasion, pupils do not have the opportunity to practise and apply their new learning. This hinders some pupils from being challenged and learning new skills as well as they should. Staff identify and resolve ably any misconceptions in pupils' learning. They use their checks on pupils' understanding effectively to identify gaps in knowledge and shape pupils' future learning.

Pupils and staff are passionate about reading. Older pupils enthusiastically discussed their favourite authors with inspectors and recounted a recent visit from a poet. Staff deliver a well-organised phonics programme with confidence. They act swiftly to help any pupils who find reading more difficult. These pupils receive effective support so that many keep up and catch up with their peers. Most pupils become fluent, accurate readers.

From the moment children enter the early years, their independence and self-belief are nurtured. Staff model high-quality communication and language through exciting learning activities. As a result, children can articulate and explain things well when talking to each other or adults. They are well prepared for Year 1.

The school identifies quickly the needs of pupils with SEND. The parents and carers of these pupils appreciate the nurturing support that the school provides to them and to their children. Pupils in the Orchard and Acorn specially resourced provisions for pupils with SEND (specially resourced provisions) are integrated into mainstream school as much as possible. Thoughtful lesson adaptations ensure that pupils with SEND thrive in all aspects of their development.

Pupils move around the school sensibly and are attentive in their lessons. This allows everyone to learn without distraction. Pupils trust staff to deal with any rare incidents of misbehaviour quickly. The school prioritises attendance. Staff build positive relationships with parents to ensure that families receive the support that they need to reduce absence levels. The school's systems for improving pupils' attendance work well and attendance rates have improved significantly.

The school has carefully designed a programme to develop pupils' character. Pupils spoke excitedly about their trips, for example to the zoo, to a local telescope observatory and to various places of interest in London. The school goes to great lengths to prioritise inclusivity. It offers alternative high-quality activities to ensure that no pupil misses out on valuable learning experiences. Pupils know how to keep themselves physically and mentally healthy. They can recognise the signs of healthy and unhealthy relationships. They say that everyone should be treated with respect. However, pupils' understanding of fundamental British values and the protected characteristics is underdeveloped. As such, they are not as well prepared for their next steps as they could be.

Governors know their school community very well and are committed to getting the best for the children here. They acknowledge the investment that the trust has made in resourcing the school to bring about positive changes. Governors and trustees hold school leaders to account successfully for the quality of education that children receive. Staff welcome the consideration that leaders have of their workload and well-being. They appreciate particularly the school's bespoke approach to high-quality training. Staff reported feeling motivated and valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, pupils do not have the opportunity to practise and apply their learning independently. This prevents some pupils from developing the depth of subject knowledge of which they are capable. The school should ensure that teaching allows for pupils to practise and extend what they have learned.
- Some aspects of pupils' wider development are not secure. This means that they are not as well prepared for life in modern Britain as they could be. The school should

ensure that pupils gain a deeper knowledge of fundamental British values and the protected characteristics so that they are ready for their next steps.

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	150415
Local authority	Salford
Inspection number	10392744
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	Board of trustees
Chair of trust	Laurence Cooper
CEO of the trust	Amanda Nicholson
Headteacher	David Nightingale
Website	www.mossvalleyacademy.uk
Date of previous inspection	Not previously inspected

Information about this school

- Moss Valley Primary Academy joined Kings Academy Trust in June 2023. When its predecessor school, Moorfield Community Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- The school makes use of one unregistered alternative provision.
- The school manages an on-site breakfast- and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher and other senior leaders and staff. She also met with members of the trust, including the chair of trustees, and the governing board.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. 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.
- The inspectors also considered the curriculum in some other subjects.
- The inspectors observed some pupils from Year 1 to Year 3 reading to a familiar adult.
- 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.
- The inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school.
- The inspectors considered the responses to Ofsted's online parent survey, Ofsted Parent View, including the free-text comments. The inspectors also considered the responses to Ofsted's survey for staff and for pupils.

Inspection team

Ruth Moran, lead inspector

His Majesty's Inspector

Carolyn Duncan

Ofsted Inspector

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