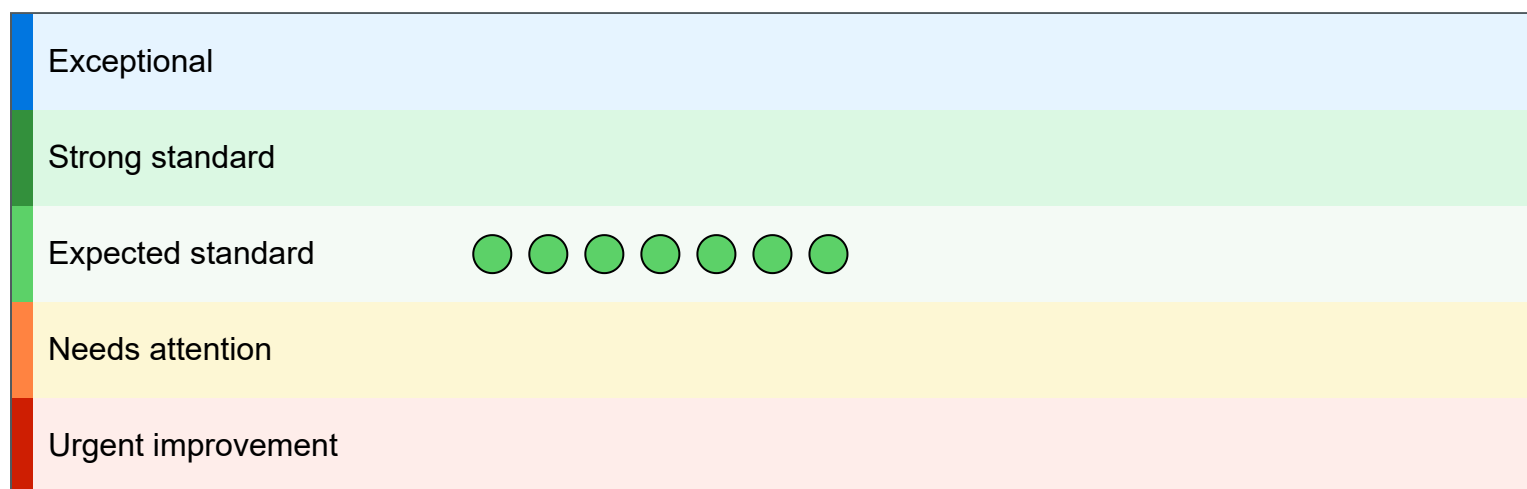


Deepdale Community Primary School

Address: St Stephens Road, Deepdale, Preston, Lancashire, PR1 6TD

Unique reference number (URN): 119228

Inspection report: 3 February 2026



✔ 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 

Most pupils achieve well. Disadvantaged pupils, those who speak English as an additional language and those with special educational needs and/or disabilities make appropriate progress from their starting points. This is reflected in their attainment and progress in national tests and also in the quality of the work that pupils produce at school. Pupils who have followed the school's phonics scheme for the entire programme attain standards that are broadly in line with the national average. The percentage of pupils achieving the expected standard in the multiplication tables check has been significantly above the national average for the last 3 years. Over time, pupils build mostly secure knowledge across a range of subjects. By the time they finish Year 6, the average progress that pupils have made in reading, writing and mathematics is often greater than similar pupils nationally.

Attendance and behaviour

Expected standard 

Leaders have implemented effective systems to promote punctuality and support higher rates of attendance, particularly for pupils with special educational needs and/or disabilities. Staff respond swiftly and proactively to any concerns about pupils' absence rates. Leaders provide pupils and their families with timely support. Their actions have resulted in reductions in absence rates over time.

Pupils' behaviour across the school is typically calm and orderly. This positive culture is underpinned by staff's high expectations and well-established routines. Pupils try to do their best in lessons. Low-level disruption is uncommon. If behaviour does fall below leaders' expectations, staff and leaders typically address it swiftly and effectively. Pupils who struggle to regulate their emotions benefit from positive support, particularly from the school's effective pastoral team. Bullying is taken seriously by leaders. Any incidents are dealt with appropriately and without delay. Pupils behave well during social times, demonstrating courtesy and respect to staff and each other.

Curriculum and teaching

Expected standard 

Leaders use their skills effectively to design a curriculum that is well designed and logically sequenced. It is ambitious for all pupils. Teachers' secure subject knowledge typically enables them to implement the curriculum well. Teachers explain new learning carefully and with precision. They break down curriculum content into smaller steps and provide useful adaptations to support pupils to access the curriculum with growing confidence. This includes pupils with special educational needs and/or disabilities and those who speak English as an additional language.

Teachers model the use of spoken language and ambitious vocabulary choices confidently. This supports pupils to access new knowledge in other subjects as well as in English and mathematics. Leaders prioritise securing pupils' foundational knowledge in early reading, writing and number. Teachers use effective assessment methods to identify swiftly any pupils who need extra support in mastering these basic skills. These pupils benefit from

targeted practice to help them keep up with their learning. Leaders have recently made some changes to their assessment systems, in particular in history and geography, to enhance pupils' learning further. It is too soon to see the full impact of this work on pupils' learning in these subjects.

Early years

Expected standard 

Leaders have implemented an engaging and ambitious early years curriculum. It is logically sequenced from Nursery to Reception and builds purposefully across all areas of learning. Leaders have made thoughtful refinements where children's needs are greatest. For example, staff have developed their provision for supporting children's physical development and early language so that they gain the physical control and vocabulary that they need to succeed later on in their learning.

The learning environment is calm and purposeful. Indoor and outdoor spaces are organised to engage children and spark their interest in learning. For example, children delighted in serving the inspector different flavours of pretend ice cream, writing down the order and carefully counting out the right number of scoops. Staff interact skilfully with children. They model rich vocabulary and extend thinking through play.

The teaching of phonics is systematic and effective. Children confidently recall sounds that they have learned. Staff use assessment information with precision. They know children well and notice small steps in children's learning. Staff adjust activities and interactions so children revisit ideas and deepen their understanding over time.

Clear routines support children to move confidently between activities and manage transitions smoothly. Children respond well to adults. They quickly grow in confidence and independence, making progress in their learning.

Inclusion

Expected standard 

Leaders have created a positive culture where pupils with different needs are welcomed and supported to succeed, both academically and socially. Disadvantaged pupils, and those with special educational needs and/or disabilities (SEND), are fully included in the life of the school.

Leaders work effectively with external partners to identify accurately any barriers to pupils' learning or wellbeing. Through carefully targeted and impactful training, staff skilfully support vulnerable pupils successfully. This includes pupils with SEND and those who are known or previously known to social care, as well as those who speak English as an additional language.

Leaders work in partnership with parents and external agencies to plan and put in place helpful adaptations to the curriculum. This work is particularly effective in supporting pupils with complex needs, including those pupils with SEND who have educational, health and care plans. The school's well-thought-out adjustments help to reduce any barriers to pupils' learning so that they access the same curriculum as their peers successfully.

Leaders check the progress that pupils make carefully, particularly those who are disadvantaged. They adjust provision when needed. Leaders use additional funding thoughtfully to support these pupils. For example, leaders have provided effective extra help for pupils who need it to improve their oracy and reading skills.

Leadership and governance

Expected standard ●

Leaders use information about the school's strengths and weaknesses to inform their school improvement priorities. They evaluate the impact of their actions carefully to identify where further work is needed. As a result, there have been sustained improvements at the school over time.

Provision for pupils with special educational needs and/or disabilities, including those with more complex needs, is carefully considered by leaders. Decisions are based on pupils' best interests as well as an accurate understanding of pupils' barriers to learning or any changes to their needs. Well-considered adaptations enable pupils to access the curriculum successfully. Leaders have a clear understanding of the challenges facing some disadvantaged pupils. They invest appropriately in high-quality targeted support, enabling these pupils to achieve as well as their peers.

Staff training is closely aligned with leaders' priorities. There are effective opportunities for staff to engage with educational research and practice. This includes staff at the beginning of their career. As a result, most staff feel well supported and valued by leaders. They appreciate the way that their wellbeing is considered when leaders make changes that affect them.

Leaders and governors are highly committed to the school. They fulfil their statutory duties well. Governors engage constructively with leaders about school improvement priorities, offering both support and challenge in equal measure. To further strengthen their oversight, governors would benefit from receiving more helpful information, including analysis of incidents of poor behaviour, the impact of pastoral support on pupils, and the actions that leaders take following feedback from parents and carers.

Personal development and wellbeing

Expected standard ●

Leaders have designed a well-sequenced programme that supports pupils to learn about the wider world. The programme teaches pupils about important issues such as equality and diversity. For example, pupils enjoy working with other pupils from a range of different schools. They also learn about different faiths and cultures and the importance of showing tolerance and respect for others. Pupils show an awareness of the fundamental British values.

Sport plays a significant role in the school's offer. Pupils participate in the local 'panathlon' events, which support pupils from different vulnerable groups to represent the school in local competitions. Pupils appreciate the opportunity to learn to play a musical instrument. They enjoy visits from different authors and participating in extra-curricular events focused on science, technology and mathematics. However, the school's overall development programme could be further strengthened by increasing the breadth and depth of

opportunities for pupils to foster and develop their talents beyond predominantly sporting activities.

Pupils demonstrate an age-appropriate understanding of how to keep themselves safe, including when working online. They also learn about different ways to stay healthy. Events such as anti-bullying week, online safety week and road safety awareness days are woven throughout the curriculum. Pupils also enjoy taking part in yoga sessions to promote their wellbeing. They look forward to events such as mental health awareness week.

The quality of pastoral support is a particularly positive feature of the school's work. Pupils with any barriers to learning, including those who are disadvantaged, quickly get the help that they need to achieve well academically and emotionally. The school extends this support to families in the form of workshops and other community events.

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

Pupils enjoy their time at Deepdale Community Primary School and attend regularly. Each day starts positively with a warm greeting from staff who know pupils well. This helps pupils, including those with special educational needs and/or disabilities, to feel safe and secure. Pupils are confident that adults will act promptly and sensitively if they have any troubles or concerns or if any bullying incidents occur.

Pupils describe their school as 'a family', where everyone feels welcome, no matter their background or their culture. Pupils strive to live up to the school's motto, 'harmony in diversity'. Pupils work and play well together. Children in the early years engage happily with the interesting range of learning activities on offer. Typically, pupils behave well. In classrooms, pupils usually listen carefully to their teachers and generally stay focused on their learning.

Children in the early years and pupils who speak English as an additional language particularly benefit from the school's strong focus on developing their language and vocabulary. This helps pupils to make a positive start to their education and to settle in quickly. Pupils generally achieve well across the curriculum, whatever their particular needs are. They are well prepared for the next stage of their learning.

Pupils enjoy being included in the day-to-day life of the school. They proudly take on roles to help make the school a better place. For example, they work as members of the junior leadership team, the eco council, or as play leaders. Pupils enjoy representing the school in many sporting competitions. They value the opportunities that they have to make a difference to their community. Pupils enjoy raising money for different charities. They also look forward to visiting older residents in the local care home.

Next steps

- Leaders should fully embed the recent changes to their assessment systems in a small number of subjects so that teachers can more readily adapt and adjust future teaching

activities based on this information.

- Leaders should build on the strengths of their personal development programme to ensure that pupils have more varied opportunities to expand their interests and foster their talents so that they are even better prepared for the next stage of their education.
 - Leaders should further strengthen the quality of information that they provide to governors so that governors are even better equipped to hold the school to account for its work.
-

About this inspection

The chair of the board of governors in this school is Helen Almond.

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. The lead inspector met with members of the governing body, a representative of the local authority and a school improvement partner who supports the school. Inspectors spoke to pupils, looked at their work and visited a range of lessons. The inspection team scrutinised a range of the school's documents and considered responses to Ofsted's surveys for staff, pupils and parents.

The inspector confirmed the following information about the school:

The school uses no alternative provision.

The school runs a before-school breakfast club.

Headteacher: Nawal Mirza

Lead inspector:

Louise McArdle, His Majesty's Inspector

Team inspectors:

Linda Griffiths, Ofsted Inspector

Ian Cooper, Ofsted Inspector

Kathryn Pym, His Majesty's 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 3 February 2026

School and pupil context

Total pupils

699

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

682

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)

28.57%

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

1.43%

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

8.01%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	62%	61%	Close to average
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	69%	61%	Above
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	70%	74%	Close to average
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	67%	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	74%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	71%	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 (revised)	75%	74%	Close to average
2023/24 (final)	84%	73%	Above
2022/23 (final)	80%	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	48%	46%	Close to average
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	59%	46%	Above
2022/23 (final)	35%	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	59%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	62%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	48%	60%	Below

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)	71%	59%	Close to average
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	58%	58%	Close to average

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	72%	60%	Above
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	74%	59%	Above
2022/23 (final)	71%	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	48%	68%	-20 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	59%	67%	-8 pp
2022/23 (final)	35%	66%	-31 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	59%	80%	-21 pp
2024/25 (revised)	62%	81%	-19 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	48%	78%	-30 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)	71%	78%	-8 pp
2023/24 (final)	63%	78%	-15 pp
2022/23 (final)	58%	77%	-19 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	72%	80%	-8 pp
2024/25 (revised)	71%	81%	-10 pp
2023/24 (final)	74%	79%	-5 pp
2022/23 (final)	71%	79%	-8 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)	6.3%	5.2%	Above
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	7.5%	5.9%	Above

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)	17.8%	13.3%	Above
2023/24 (3 term)	15.7%	14.6%	Close to average
2022/23 (3 term)	28.6%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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