



Dear Parents and Carers,

20<sup>th</sup> March 2026

Following on from our recent OFSTED inspection on 3<sup>rd</sup> & 4<sup>th</sup> February 2026, I am delighted to share with you the final version of our inspection report which is attached to this email.

In their report, OFSTED have confirmed that Deepdale Community Primary School has successfully achieved and are secure in all of the **'Expected'** grading standards in all areas. We are delighted to report that OFSTED have recognised, validated and celebrated our school's numerous strengths. We are naturally exceptionally proud of this recognition and I would like to thank each and every member of the school team for the work they do to support the children of Deepdale Community Primary School.

I also wanted explain some important changes to the Ofsted inspection framework. Many parents across the country have found the new system confusing, so I hope this letter helps you understand it more clearly. These changes affect how all schools are judged. Alongside this letter, a video is going to be posted on ClassDojo, this video is produced by OFSTED for parents and explains the new system.

One of the biggest changes is that the grade **"Expected"** is now much harder to achieve than the previous grade **"Good."** If a school receives **"Expected,"** it means the school is meeting a high standard. It is something to be proud of. Because of this change, it is not useful to compare a previous **"Good"** grade with a new **"Expected"** grade. They are based on different rules, different expectations, and a higher level of evidence.

Another important change is the level of scrutiny placed on School Leaders. Inspectors now spend more time looking at leadership and setting higher expectations across all areas of the school. I see the dedication and commitment that staff at Deepdale show every day. They continue to work hard in all circumstances, and their efforts make a huge positive difference to children.

**Please see below some of the fantastic and excellent comments from the report.**

- 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.
- 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.
- 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
- Leaders have implemented effective systems to promote punctuality and support higher rates of attendance, particularly for pupils with special educational needs and/or disabilities.
- Pupils' behaviour across the school is typically calm and orderly. This positive culture is underpinned by staff's high expectations and well-established routines.
- Leaders use their skills effectively to design a curriculum that is well designed and logically sequenced. It is ambitious for all pupils.
- Teachers explain new learning carefully and with precision.

- 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 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. Staff interact skilfully with children. They model rich vocabulary and extend thinking through play.
- 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 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.
- 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
- 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.
- 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.
- 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.
- 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
- 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.
- 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.

I hope that you as parents and carers are as delighted with the OFSTED report as much as we are. I want to thank you for the support, understanding, and kindness that you show to our school staff. Your encouragement matters, and it is deeply appreciated by everyone working with your children.

As always, our core purpose remains the same. We want every child, from every background, to reach their full potential. We continue to hold high expectations because we want the very best for our pupils. Everything we do is aimed at helping children grow academically, personally, and socially, so they can become confident and capable young people ready for life in the modern world.

Thank you for your continued superb support, your fantastic encouragement, and the ongoing trust you place in our school each day. If you have any questions, please feel free to contact us.

Yours sincerely

*Nawal Mirza*

Headteacher