

Inspection of Deepdale Community Primary School

St Stephen's Road, Deepdale, Preston, Lancashire PR1 6TD

Inspection dates: 13 and 14 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud to attend Deepdale Community Primary School. They appreciate the sense of belonging that they feel. They told inspectors that any new pupils are quickly made to feel welcome. Pupils feel happy and safe in school. They said that there is always someone to talk to if they have any worries or concerns.

Pupils behave well. They are polite and well mannered. Pupils told inspectors that everyone gets along well together. They are confident that staff will deal with any incidents of bullying swiftly. Pupils are eager to learn and have positive attitudes towards their learning.

Pupils are enthusiastic about the range of sports clubs on offer. They enjoy representing their school in competitions.

Teachers expect much more from pupils than they did in the past. Teachers' high expectations of what pupils can achieve are reflected in leaders' ambitious curriculum plans in Years 1 to 6. Pupils work hard and achieve well. They have risen to the challenge that leaders have set for them. However, leaders' curriculum plans in early years are not as well organised or ambitious as they are across the rest of the school. This means that some children are not as well prepared for Year 1 as they should be.

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

Leaders have developed a suitably ambitious curriculum for pupils in Years 1 to 6 that is planned and sequenced carefully. Leaders have identified the most important content that pupils need to learn and by when they should have learned it. For example, in geography, pupils build on their knowledge of continents from Year 2 when learning about the climate and the environment in Year 5. However, leaders have not designed the early years curriculum as well. The curriculum does not outline clearly enough what children should know and remember. As a result, some children are not prepared to make a strong start in Year 1.

In Years 1 to 6, teachers choose appropriate activities to help pupils to learn the curriculum content. Teachers have a strong knowledge of the subjects that they teach. They use assessment well to check on what pupils have learned and to identify what they need to learn next. Pupils in Years 1 to 6 develop a detailed knowledge of subjects across the curriculum.

Leaders have systems in place to identify the individual needs of pupils with special educational needs and/or disabilities (SEND). Teachers ensure that this group of pupils in key stages 1 and 2 receive effective support so that they can access the curriculum successfully. However, some children with SEND in early years do not benefit from the same high-quality support. This is because leaders have not ensured that staff in early years have sufficient expertise to support this group of children as well.

Pupils across the school, including children in early years, behave well in lessons. They can concentrate on their learning because there are few distractions. Teachers address any low-level disruption swiftly. Leaders have created a behaviour system that is easy for pupils and staff to understand. Pupils value the rewards that they receive for good behaviour.

Leaders have made sure that staff are trained well to deliver the early reading curriculum, including in early years. Children are taught to read as soon as they start in Reception Year. Pupils read books that match precisely to the sounds that they are learning. This means that they can read with accuracy and increasing confidence. By the end of Year 2, almost all pupils are fluent and confident readers. Older pupils talked with enthusiasm and knowledge about the books that they have read. Teachers encourage pupils to use the school libraries. Pupils have access to a wide range of high-quality books to develop their vocabulary and spark their imagination.

Leaders provide many opportunities for pupils, including children in early years, to learn about the world beyond Deepdale. For example, pupils can meet other pupils from different schools across Lancashire through an exchange programme. Older pupils benefit from opportunities to take on leadership roles, such as those of prefects and 'buddies' for younger pupils. Teachers ensure that pupils learn about other faiths and cultures. Prior to the COVID-19 pandemic, pupils enjoyed visits to places of worship, museums and galleries.

Leaders and governors are ambitious for the school. Governors provide effective challenge and support around leaders' work, such as leaders' actions to develop the curriculum in key stages 1 and 2. Staff morale is high. They appreciate that leaders have worked to ensure that their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors are aware of their responsibilities in relation to safeguarding. They know their community well and they are aware of the risks, including online risks, that pupils may face. Pupils learn how to keep themselves physically and emotionally safe. For example, pupils learn about healthy eating and healthy relationships.

Staff receive regular safeguarding training. They know how to report any concerns about pupils' well-being. The pastoral team provides a wide range of effective support to pupils and their families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not provided staff in early years with appropriate training about how to meet the needs of children with SEND. Therefore, staff do not have the

knowledge that they need to support some of these children well. As a result, some children do not achieve as well as they should. Leaders need to ensure that staff in early years have the necessary expertise to meet the needs of children with SEND effectively.

- Leaders have not ensured that the early years curriculum identifies the important knowledge that children need to learn and by when. This prevents teachers from designing learning that builds on what children know and can do already. As a result, children are not as well prepared for Year 1 as they should be. Leaders must ensure that the curriculum in early years prepares children well for the next stage of their education.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119228
Local authority	Lancashire
Inspection number	10200786
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	655
Appropriate authority	The governing body
Chair of governing body	Ridwanah Gurjee
Headteacher	Nawal Mirza
Website	www.deepdalecommunityprimary.co.uk
Date of previous inspection	29 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher and other senior leaders. Inspectors also met with a group of subject leaders and a group of teachers.
- The lead inspector met with representatives of those responsible for governance. The lead inspector also spoke on the telephone with a representative of the local authority.
- Inspectors spoke with pupils in meetings and around school. Inspectors observed pupils reading to trusted adults in school.

- Inspectors considered responses to Ofsted’s online questionnaire, Parent View, and reviewed responses to Ofsted’s staff questionnaire.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and science. For each deep dive, inspectors visited lessons with leaders and reviewed pupils’ work. Inspectors spoke with some pupils to discuss their learning. Inspectors also discussed the curriculum in some other subjects with teachers and leaders.
- Inspectors reviewed a range of documentation about the school. This included leaders’ records relating to safeguarding, attendance and behaviour.

Inspection team

Emma Jackson, lead inspector	Ofsted Inspector
Joan Grant	Ofsted Inspector
Karen Bramwell	Ofsted Inspector
Pamela Potter	Ofsted Inspector

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