

Inspection of The Deans Primary School

Stanwell Road, Swinton, Manchester M27 5TD

Inspection dates: 2 and 3 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013.

What is it like to attend this school?

Pupils love coming into The Deans Primary School each day. They revel in plentiful opportunities to benefit from all that the school has to offer. Staff know pupils and their families extremely well. As a result, pupils flourish. They are happy and safe in school.

The school is ambitious for all pupils including those with special educational needs and/or disabilities (SEND). Pupils strive to meet the school's high expectations. They benefit from a high-quality curriculum alongside a nurturing approach to their well-being. As a result, pupils achieve exceptionally well.

Pupils' behaviour is exemplary both in lessons and around school. Pupils learn about the differences between people, and they treat each other with the utmost care and respect. Pupil leaders, such as the inclusion and diversity ambassadors, contribute purposefully to the school community.

The school provides a wealth of activities for pupils to learn beyond the academic curriculum. For example, pupils become experts in a range of unusual sports including flag football. The school environment is used to considerably enhance pupils' experiences. For instance, pupils have camped out in the field and have learned to swim in a pool that was temporarily installed in the playground.

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

The school has carefully constructed a broad and ambitious curriculum that begins in the early years. The school has ensured that each subject curriculum is meticulously designed to build the core knowledge that pupils need to know and remember by the end of Year 6.

Staff regularly check that pupils have embedded the knowledge that they need for their next steps of learning. Staff are quick to spot any gaps in pupils' learning. Pupils are swiftly provided with the expert support needed to rectify any misconceptions that they have. Pupils, including those with SEND, are extremely well prepared for the next stage of their education.

Teachers have excellent subject knowledge and they deliver the curriculum with clarity and precision. Pupils enjoy their learning and they readily immerse themselves in the activities that teachers have skilfully designed for them. When necessary, staff carefully adapt the delivery of the curriculum to ensure that pupils with SEND can fully access their learning alongside their peers.

The school prides itself on its language-rich environment that children benefit from as soon as they begin in the early years. Staff seize every opportunity to develop children's communication skills in readiness for Year 1. Children in the early years thrive.

All pupils have access to a range of carefully selected texts and pupils of all ages can describe their favourite stories and authors. The school has implemented several initiatives to build a love of reading. For example, children in the early years delight in discovering who their mystery reader is each week.

Staff have received the training that they need to deliver the phonics programme effectively. Pupils are provided with books that are well matched to the letters and sounds that they know. Pupils read regularly and those that need further help with their reading receive the support that they need to catch up quickly. As a result, pupils become fluent and confident readers.

Staff identify pupils who may have SEND quickly and accurately. Staff are furnished with the information and training that they need to cater for pupils' additional needs well. The support for pupils extends beyond the academic curriculum, and staff have helped pupils to successfully build their social skills and resilience.

The atmosphere across the school is harmonious and purposeful. Pupils are clear of the boundaries that staff have set for them. On occasion, if pupils struggle to self-regulate, they are provided with the support that they need to correct their behaviour. The school provides pupils with freedom to build their skills of independence and self-direction, especially when they are playing in the outdoor areas. By the end of Year 6, pupils have grown into mature and well-rounded young people.

Pupils value their time in school and they understand the importance of attending regularly. The school works closely with families to provide effective support when pupils' rates of attendance need to improve. Most pupils are rarely absent from school.

The school has developed an extensive programme to build pupils' personal development. For example, pupils acquire a far-reaching knowledge of how to stay safe online and how to keep themselves fit and healthy. Pupils learn about and celebrate diversity. An extensive range of clubs, music lessons, trips and visits help to build the talents and interests of pupils extraordinarily well. The school is passionate about ensuring that all pupils, including those from disadvantaged backgrounds, participate in a breadth of extra-curricular activities.

Governors are highly knowledgeable and they use their considerable expertise to support and challenge the school effectively. When making decisions, the school is considerate of the impact on staff's workload. Staff value the high-quality training that they receive, and the support that they are given, to enable them to carry out their roles effectively.

Parents and carers were unanimous in their praise for the school. For example, they value the many opportunities that they have to speak with staff. Parents appreciate how swiftly the school responds to any concerns that they raise.

Safeguarding

The arrangements for safeguarding are effective.

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	105924
Local authority	Salford
Inspection number	10337634
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	The governing body
Chair of governing body	Andrew York
Headteacher	Stephen Kirkpatrick
Website	www.thedeansprimary.co.uk
Dates of previous inspection	22 and 23 May 2013

Information about this school

- Since the last inspection, the school has moved into a new building and the number of pupils and staff has increased considerably.
- A new headteacher and a new chair of governors have been appointed since the last inspection.
- Leaders make use of one unregistered provider for a small number of pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, physical education and art and design. For each deep dive,

inspectors discussed the curriculum, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work.

- Inspectors observed pupils reading to a trusted adult.
- Inspectors spoke to pupils about their experiences of school and their views about behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors spoke with the headteacher, other senior leaders and members of staff.
- The lead inspector met with members of the local governing body, spoke with a school improvement partner and a representative of the local authority.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments.
- Inspectors also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

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