

# Inspection of Dean Field Community Primary School

Cousin Lane, Ovenden, Halifax HX2 8DQ

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Inspection dates: 8 to 9 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Dean Field Community Primary School is a school where pupils are at the heart of everything that leaders and staff do. Parents feel the school has been transformed. One parent summarised the strength of feeling by saying, 'teachers and staff are incredibly supportive and nurturing to the children'.

Pupils are happy at school. Bullying rarely happens and, if it does, they are confident that an adult will sort it out quickly. Pupils play well together. They are proud that they can play any type of game, regardless of gender. However, sometimes a small minority of older pupils use homophobic language.

Pupils access a range of extra-curricular activities. They particularly enjoy the Harry Potter and construction clubs. Leaders provide opportunities for pupils to become active citizens. School councillors, junior wardens and eco warriors feel that they make a difference. For example, school councillors ensure all pupils can make friends.

Leaders have high expectations for pupils. Pupils with special educational needs and/or disabilities (SEND) are particularly helped to achieve well. Adults actively support pupils' well-being and mental health. Pupils know the motto 'I really DO matter'. One pupil summed up the views of many by saying, 'If I have a worry at night, it is okay as I will be at school tomorrow.'

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

In subjects such as English and mathematics, a well-planned curriculum ensures that pupils build their knowledge over time. Leaders have thought carefully about what pupils, including children in Nursery and Reception, need to know. Pupils study all of the subjects in the national curriculum. They also learn useful skills that will help them in later life, such as how to manage money. In some foundation subjects, leaders have not considered carefully enough the precise knowledge that pupils need to learn. As a result, pupils do not always have the prior knowledge they need to understand new topics.

In subjects such as mathematics and English, teachers check regularly what pupils know and can remember. Pupils who fall behind receive help to catch up quickly. For example, pupils in mathematics remember how to multiply fractions well because they have received the precise help they need. In some subjects, such as art and geography, teachers do not consistently check that pupils have remembered the most important parts of the curriculum. This means that some gaps in pupils' learning are not always identified quickly enough.

Teaching pupils to read is given priority. Pupils learn to read with fluency and accuracy. Teachers ensure pupils have books which accurately match the sounds they are learning. Pupils enjoy listening to teachers read from books which link to the topics they are learning as part of the daily story time. Pupils can choose books from the school's library to read on their own or with a member of their family.

The provision for pupils who have SEND is a strength of the school. Pupils who need additional support work with skilled staff who know them well. There are carefully considered plans in place for each pupil. Pupils with SEND are supported successfully to develop independence and improve their confidence to be ready for the next stage of their education.

Children in the early years get off to a good start. Leaders plan the curriculum so that children learn new knowledge and engage in activities that capture their imaginations. At the time of the visit, children were learning about 'under the sea'. They understood how different animals lived on earth and in the sea. Children were beginning to look at the features of jellyfish and recreating them through art work.

Pupils behave well. They move calmly around the school. In lessons, they listen carefully to teachers. Pupils are proud of their written work.

Leaders ensure that pupils learn about different faiths and types of families. Pupils understand the rights of the child and the importance of respecting difference. The majority of pupils show this understanding in the way they interact with each other. However, older pupils sometimes use homophobic language. They do not always understand why this is unacceptable.

Staff are proud to work at this school. Staff value opportunities to work with other colleagues from a partner school in the trust. This helps staff develop their skills and reduces their workload. Staff who are new to teaching feel well supported by leaders.

Governors and trustees know the school well. They make appropriate checks on the quality of education and safeguarding using partners from the local authority. They provide robust challenge and support to leaders. This has helped the school to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

A positive safeguarding culture underpins the work of school leaders. Pupils' safety and well-being are priorities. Staff are able to identify pupils who may be at risk of harm. Leaders respond quickly to safeguarding concerns. They work with external partners and families to ensure pupils who are vulnerable are kept safe and

supported appropriately. Leaders know pupils well. Leaders understand the local risks in the community. Pupils benefit from lots of opportunities to learn about knife crime, safe relationships and the dangers of drug and alcohol misuse.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have not precisely defined the most important knowledge pupils should know in some foundation subjects. Some pupils have gaps in their understanding of some important concepts as a result. Leaders should ensure that curriculum plans are carefully considered in order that pupils learn important knowledge over time.
- In some foundation subjects, such as art and geography, assessment is not fully developed. This means that some gaps in pupils' knowledge are not identified quickly enough by teachers. Leaders should ensure that assessment systems are in place so that teachers check what pupils know and remember of the curriculum.
- Some pupils do not fully understand the protected characteristics. Some older pupils use homophobic language and do not understand why this is not acceptable. Leaders should further develop pupils' understanding of protected groups so that all pupils are prepared for life as citizens in modern Britain.

## **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

<b>Unique reference number</b>	145400
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10212097
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Mellalieu
<b>Headteacher</b>	Fiona Pether
<b>Website</b>	<a href="http://www.deanfieldschool.co.uk">www.deanfieldschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is one of two schools in The Family of Learning multi-academy trust.
- The school opened in January 2018 as a sponsored academy.
- The current headteacher took up post in March 2018.

## 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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy headteacher and the chief executive officer for the trust. Inspectors also held meetings with leaders responsible for attendance, behaviour and personal development.
- Meetings were held with the chair of the board of trustees, who is also the chair of the governing body, alongside other members of the governing body.

Inspectors also reviewed a sample of minutes from local governing body meetings.

- Inspectors undertook deep dives in the following subjects: reading, mathematics, geography and art. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector met with the designated safeguarding leader. The single central record was also scrutinised. Inspectors reviewed the school's safeguarding records and spoke to pupils and staff about safeguarding.
- A range of documentation provided by the school was reviewed. This included the school improvement plan, curriculum documentation and school policies.
- Inspectors took into account the 38 responses from parents who completed Ofsted Parent View, Ofsted's online questionnaire. No pupils or staff completed Ofsted's online staff and pupil surveys.
- Inspectors met with groups of staff, including teachers and support staff. They met with groups of pupils, including single-sex groups in key stage 2.
- An inspector listened to pupils read.

### **Inspection team**

Natasha Greenough, lead inspector

Ofsted Inspector

Jenny Thomas

Her Majesty's Inspector

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