

Dean Field Community Primary School

Address: Cousin Lane, Ovenden, Halifax, HX2 8DQ

Unique reference number (URN): 145400

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Strong standard ●

Achievement

Strong standard ●

Since the school joined the trust, academic outcomes have improved considerably. Pupils achieve well. Disadvantaged pupils achieve especially well.

Pupils' attainment in reading at the end of key stage 2 is above the national average over time, as is their attainment in the Year 4 multiplication tables check. Pupils do well in the phonics screening check. Disadvantaged pupils and those with special educational needs and/or disabilities do especially well.

Pupils make marked progress in reading, writing and mathematics as they move through the school. This is true for disadvantaged pupils. Pupils' books show this progress clearly. In writing, their work grows in length, fluency and complexity.

Pupils build secure knowledge across the wider curriculum. As they revisit the important knowledge in each subject, they remember more, with many able to answer the curriculum's 'big questions' in detail. Pupils leave the school well prepared for secondary education.

Curriculum and teaching

Strong standard ●

Leaders have built a curriculum that is broad, ambitious and carefully sequenced from the early years to Year 6. It sets out the important knowledge that pupils need to learn and the order in which they will learn it. Leaders have a clear, accurate view of the quality of the curriculum across every subject and use this to keep improving it.

Teachers have secure subject knowledge. They return to earlier learning often, so that pupils remember it. In each subject, teachers identify the essential facts and ideas as 'must knows' and remind pupils of these regularly. Pupils in key stage 2, for example, describe human and physical features in geography with confidence. All pupils learn to play a musical instrument.

Reading is a high priority. Adults teach phonics with skill, using precise language to help pupils read unfamiliar words. Pupils who fall behind in phonics or writing receive prompt help, so that they catch up quickly. Handwriting is taught in dedicated lessons and contributes to pupils becoming increasingly fluent.

In mathematics, teachers use practical resources to build understanding and secure the foundations that pupils need. They move learning on quickly for the most able and give them suitable challenges. Across the curriculum, teachers plan well-chosen tasks, check pupils' understanding through questioning and give feedback that helps pupils improve. Pupils take real pride in the high-quality work they produce.

Early years

Strong standard ●

Children get off to an excellent start in the early years. Leaders have a deep knowledge of this phase. Every teacher spends time in early years, which gives the whole school valuable

insight into how children learn. Many children join with skills below those typical for their age, particularly in communication and language, and leaders are determined to meet these needs at the earliest opportunity.

Communication and language run through everything the school does in the early years. In their interactions with children, adults model rich vocabulary, for instance, when leading a discussion about whether animals are spotty or striped, or when talking about the days of the week and the weather. Children rehearse new words with many soon growing confident enough to describe the world around them.

The curriculum is planned with clear end goals in mind and sequenced carefully from Nursery into Reception. It gives a high priority to early reading and writing. Adults introduce writing thoughtfully, mindful of children's starting points. They teach children to be independent from their earliest days. Skilled adults deliver small-group sessions and timely catch-ups in number and writing. These close gaps between children and their peers quickly.

Adults track each child's next steps closely and share these with parents and carers. Children behave well and settle quickly into embedded routines. They enjoy communal mealtimes, where staff model conversation and good manners. Children are very well prepared for the next stage of their education.

Inclusion

Strong standard ●

Leaders' commitment to inclusion is evident throughout the school. They have created a culture in which staff understand the barriers that pupils face and expect every pupil to succeed. Leaders identify needs promptly, including the needs of disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known to children's social care.

The school has created its own specialist provision hub for pupils with the most complex needs. This nurturing, carefully planned space has made a marked difference to how well these pupils engage with school. Pupils there follow a bespoke curriculum and use calm, sensory spaces that help them to manage their emotions. The provision also supports pupils at risk of exclusion, helping them to remain part of school life.

In mainstream classes, pupils with SEND are fully included. Teachers adapt their teaching thoughtfully, using well-chosen resources and consistent approaches that pupils increasingly learn to use for themselves. Skilled adults provide support and step back as pupils' confidence grows, so that pupils become more independent.

Leaders make sure disadvantaged pupils and those with SEND take a full part in the wider life of the school. Both groups are well represented in extra-curricular clubs. The pupil premium strategy is rooted in research and aligned with the school's priorities. Leaders target the funding to improve pupils' progress, attendance and engagement. Staff are trained to put the strategy into practice.

Leadership and governance

Strong standard 

Parents and carers are overwhelmingly positive about the school. They value the family feel that leaders have created and appreciate the support the school gives to pupils with special educational needs and/or disabilities (SEND). Many praise the pastoral care their children receive, particularly for those facing challenges with their mental health. Leaders work effectively to involve families in school life, welcoming them in for activities, such as stay-and-read and outdoor learning sessions. Families take up these opportunities readily.

Leaders, trustees and governors act with integrity and a clear moral purpose. They put pupils' interests first in every decision. They have an accurate understanding of the school's strengths and the areas they want to develop. They take timely, well-judged action when necessary. Since the school joined the trust, its outcomes have improved considerably.

Leaders develop and value their staff. Teachers, including those at the start of their careers, describe very effective support, regular feedback and helpful professional development. Leaders are mindful of staff's workload and wellbeing. Staff feel well looked after.

Trustees and governors know their duties and carry them out effectively. They use reliable information to support and challenge leaders. They hold leaders to account for the quality of education, inclusion and pupils' outcomes. They check how well the school supports disadvantaged pupils and those with SEND. The school directs its resources carefully towards its priorities.

Personal development and wellbeing

Strong standard 

Leaders are passionate that pupils be well prepared for life beyond the school. They have built a broad personal development programme that covers relationships and sex education, religious education and pupils' spiritual, moral, social and cultural development.

Pupils take pride in a wide range of leadership roles, thoughtfully sequenced from Year 1 to Year 6. They serve as counsellors, librarians and monitors, carrying out their responsibilities with evident care. This culture of responsibility gives pupils confidence and a strong sense of belonging. Pupils who live out the school's values, such as honesty or respect, are celebrated. Their achievements and work are recognised and displayed. This all adds to pupils' sense of pride in themselves and their school.

Pupils have a secure understanding of the protected characteristics, the fundamental British values and cultural diversity. They know that it is wrong to discriminate against people because of who they are. Pupils are well prepared to play a positive part in modern British society.

Through the personal, social and health education curriculum, pupils learn how to keep themselves safe, including online and in the community. They learn about healthy relationships and, in age-appropriate lessons, about the changes their bodies go through. Pupils understand the importance of their physical and mental health. Regular assemblies reinforce these and wider messages, especially when an issue arises in the school's community.

Pupils broaden their horizons through clubs, trips, residential visits and visitors. They love singing in the choir. Annual financial workshops and links with the local community help to prepare pupils for their future lives. Effective pastoral support helps every pupil to feel valued and to take part fully in school life.

Expected standard

Attendance and behaviour

Expected standard 

Leaders place a high priority on attendance and treat it as a shared responsibility. Attendance is currently close to the national average and has improved this year. Persistent absence has fallen markedly. Leaders analyse attendance carefully and target support, where it is needed, paying particular attention to disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and pupils known to social care. The school's SEND hub has made a real difference to the attendance of some pupils. Leaders work with the local authority and other partners to reduce the barriers that keep pupils away. They do not become complacent as attendance improves. Leaders keep communicating with parents and carers about the importance of attending well.

Pupils behave very well. The school is calm and orderly. Clear routines are embedded from the early years onwards. Pupils move around the school sensibly and show positive attitudes in lessons. Relationships between pupils and staff are warm and respectful. Pupils are polite, well mannered and caring towards their school and one another. They are adamant that there is no bullying, and they understand the school's child-friendly anti-bullying messages. Staff deal with any issues quickly and fairly. Leaders use suspension appropriately. The school's specialist SEND hub is helping to reduce repeat suspensions. Where pupils need help to manage their behaviour, restorative approaches support them to put things right and quickly re-join school life.

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

Pupils are proud of their school and welcome visitors with warmth and enthusiasm. They talk happily about their experiences. Parents and carers echo this, describing a school with a real family feel, where children can thrive.

Children get off to a nurturing start in the early years. Staff prioritise each child's individual needs. Transitions, from joining the school to moving between year groups, are planned with great care, so that no child is left behind at these important points.

Pupils arrive to a calm and purposeful start each day. Well-established routines help them feel settled and ready to learn. Pupils feel safe and well cared for. They know that staff look out for their welfare, and that there is always an adult they can turn to.

Pupils behave well. The school is calm, and its high expectations for behaviour are upheld through clear routines and supportive relationships. Pupils are polite, well mannered and

caring towards one another. Pupils who live out the school's values are celebrated each half term. Bullying rarely happens and staff deal with it effectively when it does.

Pupils with special educational needs and/or disabilities are identified quickly and supported well. They enjoy activities such as sensory circuits, which help them feel ready to learn. Pupils with additional needs take a full part in lessons alongside their classmates.

Pupils enjoy their learning and achieve well across the curriculum. They take pride in their work. Beyond their lessons, pupils enjoy a range of clubs, trips and responsibilities that build their confidence. They take evident pleasure in opportunities, such as singing in the school choir for an audience of parents. Pupils benefit from experiences that support their personal development, and they leave the school well prepared for their next stage of education.

Next steps

- Leaders should continue their work with parents and carers to improve attendance and reduce persistent absence, so that a higher proportion of pupils attend school regularly.
 - Leaders and those responsible for governance should ensure that teaching consistently helps pupils to build and retain detailed knowledge across every subject, so that all pupils achieve highly over time.
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About this inspection

This school is part of The Family of Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Shameem Hussain, and overseen by a board of trustees, chaired by Nadim Najib.

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 senior leaders, representatives of the trust and those responsible for governance during the inspection.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision, which is unregistered.

Headteacher: Fiona Pether

Lead inspector:

Dughall McCormick, His Majesty's Inspector

Team inspectors:

Aidan Sadgrove, Ofsted Inspector

Alixena Lubomski, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

221

Close to 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

262

Close to 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)

55.84%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.33%

Well above 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

22.62%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

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	71%	61%	Above
2024/25 (final)	77%	62%	Above
2023/24 (final)	71%	61%	Above
2022/23 (final)	64%	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	88%	74%	Above
2024/25 (final)	86%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	93%	73%	Above

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	77%	72%	Close to average
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	79%	72%	Close to average
2022/23 (final)	75%	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	78%	73%	Close to average
2024/25 (final)	86%	74%	Above
2023/24 (final)	82%	73%	Above
2022/23 (final)	68%	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	68%	46%	Above
2024/25 (final)	62%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	73%	46%	Above
2022/23 (final)	71%	44%	Above

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	90%	62%	Above
2024/25 (final)	77%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	100%	60%	Above

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	76%	59%	Above
2024/25 (final)	62%	59%	Close to average
2023/24 (final)	82%	58%	Above
2022/23 (final)	82%	58%	Above

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	76%	60%	Above
2024/25 (final)	77%	61%	Above
2023/24 (final)	82%	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	68%	68%	1 pp
2024/25 (final)	62%	69%	-8 pp
2023/24 (final)	73%	67%	5 pp
2022/23 (final)	71%	66%	4 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	90%	80%	11 pp
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	91%	80%	11 pp
2022/23 (final)	100%	78%	22 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	76%	78%	-2 pp
2024/25 (final)	62%	78%	-17 pp
2023/24 (final)	82%	78%	4 pp
2022/23 (final)	82%	77%	5 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	76%	80%	-4 pp
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	82%	79%	2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	71%	79%	-9 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 (3 term)	7.1%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	6.5%	5.9%	Close to average

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 (3 term)	21.7%	13.0%	Above
2023/24 (3 term)	20.7%	14.6%	Above
2022/23 (3 term)	20.7%	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.

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