

Inspection of Deanery Church of England Primary School

Fox Hollies Road, Walmley, Sutton Coldfield, West Midlands B76 2RD

Inspection dates:	12 and 13 November 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Jayne Lockett. Deanery Church of England Primary School is a single-academy trust. The trust is overseen by a board of trustees, co-chaired by Andrew Hewston and Emma Taylor.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness 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 June 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are very proud to be a part of this highly successful school. They feel happy and safe, valued and heard. Pupils are respectful and thoughtful and treat one another kindly. On the rare occasions when behaviour falls below the school's high expectations, pupils have confidence that the school will sort it out.

The school has high ambitions for all pupils. Pupils with special educational needs and/or disabilities (SEND) study the full curriculum alongside their peers. The school sets high expectations for behaviour in lessons, and pupils strive to meet them. They display exemplary attitudes to learning. Older pupils become focused, independent and resilient learners. As a result, they achieve very well across the curriculum, producing work of a high quality. By the time pupils leave Year 6, they are very well prepared for their next adventures in education.

An impressive drive to provide pupils with life in all its fullness stands out in the variety of enrichment activities the school offers. Whether it is representing the school at competitive sporting events or taking on a role as a peer mediator, pupils relish contributing to their school life and its successes. Pupils are genuinely active partners in this vibrant learning community.

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

The school has put in place a curriculum that is exciting and meaningful to pupils. Much thought has gone into how the most important knowledge in each subject is organised to build pupils' understanding over time. This is resulting in pupils developing secure knowledge and skills. They become skilled writers and expert historians with a firm grasp of chronology. They develop into accomplished mathematicians who enjoy a challenge.

Teachers present information clearly and provide precise instruction and guidance. They use effective questioning to draw out learning and deepen pupils' thinking. Lessons are characterised by a palpable enthusiasm and excitement for learning. Revisiting previous learning is a common thread across lessons. Pupils understand that learning builds on what they already know and prepares them for what they will learn next.

Children in Nursery and Reception get off to a flying start to their education. The school identifies children who have SEND early on and provides effective support. Children quickly settle into established routines in a safe, enabling environment. High-quality and abundant resources are readily accessible, and staff use these highly effectively. Staff interact extremely skilfully with pupils, modelling precise language while exuding warmth and care. A carefully structured curriculum enables children to succeed in all areas of learning, and they do. Children successfully gain the foundational skills and knowledge they will need to continue to be successful as they move to Year 1.

Early reading has a high priority. In Reception, children start daily phonics lessons. The school has ensured staff are well trained to teach these lessons precisely and consistently. Children develop secure phonics knowledge quickly. Staff spot when children are

struggling with phonics and provide effective, timely support to ensure they keep up with their peers. By the end of key stage 1, pupils become confident, fluent readers who love to read. They read widely and often, becoming discerning consumers of literature.

The extent to which the curriculum extends beyond the academic is impressive. Pupils benefit from a wide range of personal development opportunities. These include weekly enrichment afternoons, extensive extra-curricular clubs and a wealth of leadership roles. Pupils run the school library, serve as worship leaders and become playmakers for younger pupils. They visit the theatre and places of worship, go on residential trips and often undertake charity work. Many pupils work towards earning their 'Junior Duke' award. This includes a range of personal challenges to build life skills and independence. Through their personal, social and health education lessons, pupils gain an excellent understanding of equality. All in all, pupils are very well placed to become active, caring citizens.

Pupils behave exceptionally well around the school due to the well-understood and consistently applied rules and expectations. The school also works tirelessly to ensure that pupils attend regularly, and they are rarely absent.

Leaders at all levels are highly effective. They are driven by a clear vision that focuses on achieving excellent outcomes for all pupils. They make careful checks on the quality of provision and swiftly address aspects that could be even stronger. There is a culture here of continual improvement that staff feel very much a part of. The school supports staff well in terms of their workload and well-being. Staff appreciate this and are very proud to work at Deanery Church of England Primary School.

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	137155
Local authority	Birmingham
Inspection number	10322828
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	Board of trustees
Chair of trust	Andrew Hewston and Emma Taylor
Headteacher	Jayne Lockett
Website	www.deanery.bham.sch.uk
Dates of previous inspection	12 and 13 June 2013, under section 5 of the Education Act 2005

Information about this school

- The school became a single academy in August 2011.
- As a Church of England school, this school is subject to inspections under section 48 of the Education Act 2005. The school was inspected in October 2021 and received a grade of good. The next inspection will be within five years of the last section 48 inspection.
- The school provides before- and after-school care.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other leaders, including the special educational needs coordinator.
- 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 carried out deep dives in these subjects: reading, mathematics, English, art and design and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- An inspector listened to some pupils read, including to school staff.
- Inspectors visited lessons in some other subjects.
- An inspector met with members of the board of governors, including the co-chairs.
- An inspector spoke with a representative from the diocese.
- Inspectors observed pupils’ behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors considered responses to Ofsted Parent View, including parents’ free-text responses. Inspectors also took account of responses to Ofsted’s staff and pupil surveys.
- The lead inspector reviewed a range of documents, including school improvement plans, the school’s website and minutes from governors’ meetings.
- An inspector spoke to parents at the school gate.

Inspection team

Gareth Morgan, lead inspector

His Majesty’s Inspector

Philip Hamilton

Ofsted Inspector

Susan Ray

Ofsted Inspector

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