

Inspection of Deanesfield Primary School

Queens Walk, Ruislip, Middlesex HA4 0LR

Inspection dates:	17 and 18 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils receive an excellent education at this school. This begins in the early years, where strong foundations are built. The school has high academic ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve highly, and their attainment is above national outcomes. Pupils' enjoyment in lessons is tangible, and they quickly become curious learners.

The school's motto, 'dream, believe, achieve and make a difference', is at the heart of the school. Respect and responsibility are firmly established. Consequently, pupils develop their confidence and determination to succeed. They conduct themselves with maturity and compassion for others. Pupils take pride in their achievements and champion each other.

The school provides an extensive range of enrichment opportunities to develop pupils' character and their awareness of the world around them. They go on trips to the Isle of Wight, museums, galleries, parks and libraries. Pupils are also encouraged to be active citizens. They support a local food bank and take care of an allotment, where they grow carrots, strawberries, courgettes, sweetcorn and lettuce. This produce is used in cooking lessons. Here, pupils learn how to cook different dishes, from pizza to fish cakes. In short, every opportunity for learning is taken. Pupils are safe here and thrive.

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

The school provides an ambitious and rich curriculum. Teachers use purposeful activities to consolidate and deepen pupils' learning. The knowledge that pupils need to learn is identified carefully and delivered coherently, so pupils repeat, practise and build strong understanding. For example, in mathematics, teachers carefully guide pupils to articulate their mathematical reasoning verbally before testing out their theories in practice. Pupils, including those with SEND, develop a secure body of knowledge and skills in different subjects.

Teachers have strong expertise. They make learning memorable through both the design of the curriculum and how they enrich pupils' learning. For example, pupils develop detailed understanding of the techniques of contemporary artists Yayoi Kusama and David Bromley. These inspire their own pieces of art, which are of exceptional quality. Trips also further deepen learning. For example, after a trip to a 'physics garden', pupils in Year 3 talked enthusiastically about pollinators and the importance of bees in the world.

The school identifies the needs of pupils with SEND quickly and effectively. It has high aspirations for these pupils' education. When needed, teaching is adapted to help pupils to access the curriculum. These changes are done sensitively to meet individual needs and support pupils to make meaningful contributions to discussions and activities. Pupils with more significant communication needs are given appropriate help to develop their speech and language effectively.

High-quality books and learning a rich vocabulary are at the heart of the curriculum. A love of reading is palpable. Pupils read widely and take advantage of the variety of libraries and reading spaces around the site. Pupils are provided with daily reading opportunities, and the phonics programme for younger pupils is delivered effectively. Reading is monitored very carefully, and bespoke support is given quickly to those pupils who need it. Therefore, pupils become fluent, accurate and avid readers.

Children in the early years make an excellent start to their education. They are given imaginative activities that develop their writing skills alongside their wider learning. For example, children compare photos of hospitals 'now and then' and write prescriptions based on healthy eating. Meanwhile, other children dress up as police officers and create speeding tickets, wanted posters and identification badges. Children complete these activities with high levels of concentration and are resilient to setbacks. Staff are highly skilled in their teaching. Their interactions are apt in developing children's language and love of learning.

Pupils attend school regularly and are highly motivated to learn. They are polite, well-mannered and courteous. Pupils are encouraged to reflect on their own behaviour and recognise the impact of their actions. They take their school's 'golden charter' very seriously. Many older pupils contribute to the school as 'rights rangers', 'playground buddies' and school councillors.

Difference is celebrated positively at the school, and pupils explore a variety of issues sensitively. Pupils learn to give articulate, considered responses. For example, younger children discuss animal rights in zoos through storytelling. Older pupils learn to reflect on some people's loss of practical skills due to the increased use of technology. The school's approach to preparing pupils for transitions in their lives is exceptional. When pupils join the school, all are given the same school equipment, which heightens the sense of belonging and community.

Leaders and governors ensure that all pupils are known and flourish. They strive to work in partnership with parents and carers and serve the local community. Staff are proud to work at the school and play their part in the culture of ambition and inclusion.

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	102377
Local authority	Hillingdon
Inspection number	10323317
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	682
Appropriate authority	The governing body
Chair of governing body	Stuart Kenworthy
Headteacher	Kris O'Sullivan
Website	www.deanesfieldschool.org.uk
Dates of previous inspection	6 and 7 June 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has specially resourced provision for eight pupils with SEND who need support with their speech, language and communication.
- The school provides breakfast and after-school clubs.

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). 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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, representatives from the governing body, a representative from the local authority, teachers and support staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, history, physical education and science. 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. Other subjects were also considered as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- Inspectors spoke to parents and considered the responses to Ofsted's online survey for parents, Ofsted Parent View, including the free-text comments. They also spoke to pupils and staff and took into consideration the responses to Ofsted's surveys for staff and pupils.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors observed pupils' behaviour across the school, including as they arrived and left the school.
- To evaluate the effectiveness of safeguarding, 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.

Inspection team

Sarah Saunders, lead inspector	His Majesty's Inspector
Seamus Gibbons	Ofsted Inspector
Alan McDougall	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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