

Inspection of Davyhulme Primary School

Canterbury Road, Urmston, Manchester M41 0RX

Inspection dates: 10 and 11 April 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 as 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 June 2013.

What is it like to attend this school?

Pupils flourish at this happy and friendly school. Teachers are aspirational for pupils' achievement. They equip pupils with highly effective learning behaviours that help them to succeed in lessons. Pupils take great pride in their education and enjoy sharing their vast knowledge with others. The school has created a climate for learning that enables pupils, including those with special educational needs and/or disabilities (SEND), to excel in all that they do.

Pupils behave impeccably. They treat each other with unwavering kindness and respect. Pupils seize every opportunity to learn something new. For example, they relish the exciting opportunities that are on offer each Friday, such as outdoor learning, cooking and lessons in languages and music. These experiences inspire pupils to develop new talents and interests.

Pupils have a deep appreciation of, and respect for, the many differences that exist between people. They make a positive contribution to the life of the school. For example, the pupil communication group has worked with staff to introduce exciting playtime activities. Older pupils avidly take on the roles of sports and play leaders, organising games and activities for pupils to enjoy at lunchtime. These opportunities build a strong sense of common purpose throughout the school.

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

The school and the governing body have an unswerving commitment to providing the best possible education for pupils at this school. Governors are exceptionally well informed. This enables them to support the school well and to hold it to account effectively.

From the beginning of the early years, the school has meticulously designed an ambitious curriculum that equips pupils with a deep and rich body of subject knowledge. Inspectors were impressed by what pupils knew and their ability to make connections in their learning. Extensive careers information and enrichment opportunities are woven seamlessly throughout the curriculum to raise pupils' aspirations and enthusiasm for their future lives.

Teachers benefit from a wealth of training and support. The school ensures that teachers know precisely what information to teach and how it connects to what pupils have learned in the past. This enables teachers to design highly effective learning experiences. Teachers make effective use of a range of resources that promote and enhance pupils' understanding. Pupils are proud of their learning and delight in sharing their work with others.

The school has implemented highly effective approaches to assessment. Staff check to make sure that pupils' learning is developing remarkably well. They are adept at recognising and addressing pupils' misconceptions swiftly so that these do not

persist over time. Staff are trained equally well to identify and provide effective support for any specific difficulties that may become barriers for pupils with SEND.

Reading is at the heart of the curriculum. Staff deliver the phonics programme consistently. Children in the Reception Year quickly learn the sounds that letters represent. Staff provide additional support for pupils who struggle with reading. This helps these pupils to catch up quickly. The books that pupils read closely match the sounds that they have already learned. This supports them to become confident, fluent readers by the end of Year 2.

Pupils have access to a wide variety of well-chosen, high-quality texts in classrooms and in the school libraries. Visits to the library encourage pupils to read more widely and often. Added to this, the school arranges visits from a variety of published authors to develop pupils' understanding of different genres. Pupils become competent readers, who enthusiastically discuss the books that they have enjoyed the most.

Pupils manage their own feelings and behaviour extremely well. Staff expertly guide pupils to follow the school's rules and to uphold its values. Pupils work with determination and care. Classrooms buzz with purposeful learning activities.

The curriculum is enhanced by a deliberate and well-thought-out programme of assemblies, visiting speakers and excursions to enrich pupils' broader knowledge of the world around them. Pupils represent the school in sports. They participate in school productions and enjoy a vast array of clubs and activities each week.

Pupils have a thorough understanding of fundamental British values. For example, they talked about the laws and rules of the country and about the importance of democracy. Pupils show high levels of respect and consideration towards each other. For example, Year 6 pupils enjoy running the 'quiet area' at lunchtimes so that pupils can relax and enjoy each other's company. Pupils develop a strong sense of culture and of other religions. Pupils' well-being and mental and physical health are promoted exceptionally well by the school.

Staff benefit from many opportunities that the school provides to develop their knowledge and expertise. They value the high level of support that they receive from the school and the governing body. For example, they appreciate the priority placed on high-quality training. This equips staff well to carry out their roles with confidence and to continue to develop themselves professionally.

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	106316
Local authority	Trafford
Inspection number	10337642
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	513
Appropriate authority	The governing body
Chair of governing body	Gary Towers
Headteachers	Patrick McDowell and Kate Brookes
Website	www.davyhulmeprimary.com
Dates of previous inspection	11 and 12 June 2013, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school's leadership structure has changed. There are currently two co-headteachers.
- A new chair of governors has been appointed since the school was last inspected.
- The school does not use any alternative provision for 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 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 of the school.
- Inspectors carried out deep dives in early reading, mathematics, history and physical education. They met with subject leaders and with teachers. Inspectors

visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning.

- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- 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.
- The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. They took account of the responses to Ofsted's pupil survey, including the free-text comments.

Inspection team

Helen Friend, lead inspector	His Majesty's Inspector
Joan Grant	Ofsted Inspector
Elaine Jackson	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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