

# Inspection of a good school: Dane Bank Primary School

Thornley Lane South, Reddish, Stockport, Cheshire SK5 6QG

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Inspection dates:

30 and 31 January 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Joanne Lennon. This school is part of Changing Lives in Collaboration Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jo Ashcroft, and overseen by a board of trustees, chaired by Oliver George.

## What is it like to attend this school?

Pupils at Dane Bank Primary School embody their vision to 'dream it, believe it and achieve it together'. Pupils, and children in the early years, are happy and they flourish in their learning and development. The school's values underpin the positive way that pupils relate to one another.

Pupils consistently meet or exceed the high expectations that the school sets for their achievement. Pupils, including those with special educational needs and/or disabilities (SEND), take pride in their learning and progress. This is reflected in the excellent work that they produce and how excited they are to talk about what they have learned. Pupils are well prepared for the next stages of their education.

Pupils behave notably well, regardless of supervision. They are attentive in lessons and they work hard without any disruption. Pupils are confident that staff will swiftly resolve any concerns that they may have. Pupils treat their classmates and adults with thoughtfulness, care and consideration.

Pupils delight in the array of enrichment activities that the school offers. For example, they are keen to attend pottery, football and performing arts clubs. The school carefully tailors its clubs to suit the needs and interests of all pupils, including those with SEND, and those in the specially resourced provision for pupils with SEND (specially resourced provision). This helps to develop pupils' wider talents and interests beyond the academic curriculum.

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

From the early years to Year 6, the school has designed a seamless curriculum, rooted in what it wants pupils to know and remember. This is especially true for disadvantaged pupils, those with SEND and the pupils in the specially resourced provision. Pupils gain a very secure body of knowledge over time.

Teachers receive high-quality training. This means that they are expertly equipped to design activities that enable pupils to learn the intended curriculum. Pupils thrive academically across all of the subjects that they study. Staff in the early years use every opportunity to develop children's vocabulary and their knowledge in all areas of learning. Children are very well prepared for the Year 1 curriculum.

Teachers are adept at identifying pupils' misconceptions swiftly. They use well-established strategies to check that pupils have understood earlier concepts before new ideas are introduced. Teachers are experts in reshaping their teaching to address any gaps in pupils' knowledge. Pupils, including children in the early years, display a real thirst for learning and they achieve well in all subjects.

The school has prioritised the teaching of early reading. Children in the early years and pupils in key stage 1 practise reading with books that are well matched to the sounds that they have learned. The school ensures that any pupils who find reading difficult get the extra support that they need to succeed. Staff are well trained to deliver the phonics programme effectively. As a result, most pupils become confident, fluent readers by the end of Year 2. The school successfully promotes reading for enjoyment. Children in the Nursery and Reception classes establish their interest for reading through listening to stories daily and sharing books with each other. Older pupils are keen to talk about their favourite characters and authors.

The school has effective systems in place to identify the additional needs of pupils with SEND. Staff work collaboratively with parents and carers, and a broad range of external agencies, to secure appropriate support for pupils. Teachers are highly effective in adapting their delivery of the curriculum while enabling pupils with SEND to become independent. Pupils who attend the specially resourced provision benefit greatly from this approach. This helps them to be successful learners.

Pupils, including children in the early years, consistently demonstrate positive attitudes to their learning. They are friendly and well mannered and behave extremely well. There is a calm feeling around the school. The vast majority of pupils attend school every day and effective strategies are in place to minimise absence.

The school has given extensive thought to the way it goes about developing pupils' personal development. Pupils benefit from a wide range of enrichment opportunities that are woven through the curriculum. This helps pupils to foster and show respect for the differences between people. Pupils understand how to keep themselves safe online and how to stay physically and mentally healthy. They have a thorough understanding of fundamental British values. They talked with pride about how they raise funds to support

local charities. Pupils carry out their roles of responsibility, for example as sports ambassadors and librarians, with diligence and commitment.

Trustees and members of the local governing body carry out their statutory duties with diligence and expertise. They challenge and hold leaders to account for the quality of education that pupils receive. They take prompt action to address any concerns that arise.

Staff are overwhelmingly positive about the support that they receive from leaders to manage their workload and protect their well-being. Staff enjoy the collaborative working culture fostered by the trust and school leaders. They recognise the positive impact this has on their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Dane Bank Primary School, to be good in May 2015.

## **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

<b>Unique reference number</b>	147371
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10314051
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Oliver George
<b>CEO of the trust</b>	Jo Ashcroft
<b>Headteacher</b>	Joanne Lennon
<b>Website</b>	<a href="http://www.danebank.tameside.sch.uk">www.danebank.tameside.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Dane Bank Primary School converted to become an academy school in November 2019. It is now part of the Changing Lives in Collaboration Trust. When its predecessor school, Dane Bank Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The headteacher was appointed in February 2022.
- The school has a 10-place local authority commissioned specially resourced provision for pupils with speech, language and communication needs and/or autism aged 4 to 11 years. There are currently 10 pupils in the provision. All the pupils in the provision have an education, health and care plan.
- The school does not make use of any alternative provision.

## Information about this inspection

- 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 inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other senior leaders and staff. She also met with members of the local governing body, including the chair of governors. Meetings were held with the CEO, and members of the trust, including the chair of trustees.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector 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.
- The inspector also considered the curriculum in some other subjects.
- The inspector observed some pupils reading to a trusted adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector observed pupils' behaviour during lessons and breaktimes. She also spoke with pupils about their experiences of school.
- The inspectors considered the responses to Ofsted Parent View, Ofsted's online survey, including the free-text responses. Inspectors also considered the responses to Ofsted's surveys for staff and for pupils.

## **Inspection team**

Ruth Moran, lead inspector

His Majesty's Inspector

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