

# Inspection of Broadstone Middle School

Dunyeats Road, Broadstone, Dorset BH18 8AE

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Inspection dates: 4–5 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this school?

Broadstone Middle School has been on a successful journey of improvement. The dedicated and ambitious leadership team have worked hard to steer a course which is well thought through and based on educational research.

Staff are supportive of the changes that leaders have made. They are energetic and enthusiastic and this inspires pupils to do their best. Pupils recognise that teachers expect more of them, both academically and in how they approach their learning.

Pupils take pride in their work. Their attitudes make classrooms a settled and bustling environment. The occasional lapse in concentration happens when teachers' instructions are not clear enough or teaching does not match pupils' needs.

Pupils and parents value the 'University of Broadstone'. Pupils, of all ages, work together on 'study modules' as wide-ranging as cross-stitching and computer coding.

Pupils readily engage in conversation and show courtesy towards each other. They say that bullying is rare, and that staff will deal with any issues that worry them. Some pupils say that the 'Are You Okay?' club has helped them.

Pupils attend school regularly, some arriving early so that they can have extra help with reading. One pupil's comment sums up the view of many: 'This is a school you can rely on.'

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

Leaders have shaped the curriculum so that pupils improve their knowledge across a broad range of subjects. They have been creative and innovative, thinking about how the middle school context fits with pupils' wider educational journey. In Years 7 and 8, pupils attend a morning a week at the upper school. Pupils say that this has helped them to look forward to this transition.

Leaders have designed the curriculum with two key principles in mind. First, that pupils should reflect on themselves as learners. Second, that pupils should use what they have learned in a real-life context. Through the latter, the school works well with its community. Parents regularly come into the school to share what their children have learned.

The clear sense of direction from senior leaders has helped subject leaders to plan well. Teachers know what pupils need to learn and when. Pupils know how their learning builds on what they have done before. For example, pupils in food technology know about a healthy diet and use their ingredients to make their soup a healthy option, full of flavour and of the right consistency. Pupils also know where their current learning will lead. For example, Year 5 pupils were excited about creating a Viking saga to revive the art of storytelling for Year 4 pupils.

Staff support the social and emotional needs of pupils well. Pupils with special educational needs and/or disabilities (SEND) are well cared for. However, there is variability in how well teachers use the information they receive about such pupils. Sometimes, they do not ensure that instructions are clear and that teaching matches these pupils' needs and abilities well.

The wide range of visits and activities help pupils to understand the world around them, including different faiths and cultures. Pupils discuss issues that are important to their well-being, such as mental health. However, leaders have not yet developed the curriculum so that pupils are aware of all the risks that they may meet in their everyday lives.

Those pupils who fall behind with reading have additional support to broaden their vocabulary and improve their skills. Leaders now plan to build on this support to focus on helping more pupils to spell and punctuate accurately.

Trustees and governors have appointed new leaders to maintain the school's momentum. They have recruited wisely and have used expertise from across the multi-academy trust. For example, leaders have strengthened the leadership of mathematics, which has led to improvement in this subject.

Leaders encourage all staff to improve their knowledge and skills, yet they are mindful of the need for staff to balance their work and family commitments. Staff recognise this and say that this, and the improvements they have seen, make them proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding leaders understand their responsibilities well. They are aware of local safeguarding issues, such as the risk of child exploitation. Procedures for reporting concerns are thorough and any concerns are diligently followed up.

Staff are trained and regularly discuss child protection issues. They can identify the signs of any pupil who may be at risk of harm. Pupils say that they feel safe and well cared for at school. Pupils also know how to keep themselves safe when online. For example, pupils spoke of how they considered the differences between so-called 'banter' and bullying during anti-bullying week.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some teachers do not check pupils' understanding and develop pupils' knowledge sufficiently well, particularly pupils with SEND. This means that pupils sometimes find it difficult to access the curriculum at an appropriate level. Leaders need to ensure that teachers routinely identify pupils' starting points and misconceptions

and plan effectively to help pupils overcome these.

- The curriculum to develop pupils' understanding of wider personal, social and moral issues is not fully developed. While pupils benefit from activities that contribute to the development of these attributes, leaders are not clear enough on the coverage and quality of this aspect of the curriculum. Leaders need to continue to plan a comprehensive and coherent approach that builds on what pupils have done before.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141184
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10111487
<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	9 to 13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	520
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mark Grigsby
<b>Headteacher</b>	Dawn Wilks
<b>Website</b>	<a href="http://www.bmsweb.co.uk">www.bmsweb.co.uk</a>
<b>Date of previous inspection</b>	20–21 June 2017

## Information about this school

- The school is part of the Castleman Academy Trust, a small trust consisting of two schools. There is an executive headteacher who oversees the work of both schools. The head of school oversees the work at Broadstone Middle School.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the chair of the board of trustees and the chief executive officer. Inspectors also met with representatives from the school standards board, senior leaders and a group of staff.
- Inspectors did deep dives in these subjects: reading, English, mathematics, science, history and art. Inspectors discussed the curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited.
- Inspectors evaluated the effectiveness of safeguarding, checked the school's single central record and scrutinised policies relating to safeguarding and pupils' behaviour. An inspector met with the designated safeguarding leads and reviewed

a sample of case files.

- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors spoke with pupils, both formally and informally, to discuss their views about their school.
- Inspectors considered 130 responses to Ofsted's online survey, Parent View, and spoke with parents informally at the beginning of the day.

### **Inspection team**

Sarah McGinnis, lead inspector

Her Majesty's Inspector

Paul Nicholson

Ofsted Inspector

Matthew Collins

Ofsted Inspector

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