



Broadmayne First School

Inspection Report

Unique Reference Number 113661
LEA Dorset
Inspection number 279212
Inspection dates 5 December 2005 to 5 December 2005
Reporting inspector David Curtis RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	First	School address	Knighton Lane
School category	Community		Broadmayne
Age range of pupils	4 to 9		Dorchester, Dorset DT2 8PH
Gender of pupils	Mixed	Telephone number	01305 852471
Number on roll	116	Fax number	01305 852 167
Appropriate authority	The governing body	Chair of governors	Mr Jim Watters
Date of previous inspection	27 March 2000	Headteacher	Mrs Anne Clark

Age group 4 to 9	Inspection dates 5 December 2005 - 5 December 2005	Inspection number 279212
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small village school. Most pupils are White British. The number of pupils who either join or leave the school at other than the normal times is high. Currently, two of the five classes are taught by temporary teachers covering maternity leave and long-term absence. The proportion of pupils with learning difficulties and disabilities is below the national average. The school has very strong and close links with the Dorchester Area Schools Partnership.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which gives good value for money. The school's judgement of its own effectiveness as good is both astute and accurate.

Children start school with broadly average standards although they vary significantly from year to year. When they leave at the end of Year 4 standards are generally above average for 9-year-olds. The provision for children in reception is good. Teaching is good and children benefit from an attractive classroom and good outdoor facilities. They make good progress and by the end of the year most meet the goals they are expected to achieve. Teaching in Years 1 to 4 is good and helps pupils make good progress. There is still a degree of inconsistency in the planning of pupils' work, especially in meeting the pupils' different learning needs. The pupils' personal development is good and they are cared for, guided and supported very well. They behave very well, enjoy school and work hard in lessons, in response to the broad and stimulating curriculum the school provides. Parents are very supportive of the school and many help on a regular basis. One parent said, 'Broadmayne First School offers everything I could have hoped for with my daughter's education'.

The driving force behind the school's success is the headteacher's outstanding leadership and management. Governors are very supportive of the school and have a detailed and thorough knowledge of its performance. The school has made good progress since the previous inspection. The determination of the headteacher and governors to bring about continuous improvement means that the school has a good capacity for further improvement.

What the school should do to improve further

- Improve the consistency of the quality of teaching by ensuring that teachers' planning meets the learning needs of all pupils.

Achievement and standards

Grade: 2

The pupils achieve well. They make good progress and by the time they transfer to middle school standards are generally above average for their age. Good progress begins in the reception class and children meet the goals expected of them by the time they start Year 1. They make particularly good progress in their personal, social and emotional development. In Years 1 to 4, the pupils, including those with learning difficulties and disabilities, progress well. In lessons, there are occasions when more able pupils could do better. This is because the teachers' planning does not consistently stretch the pupils' minds or extend their learning. Pupils' speaking and listening skills are good.

Many answer questions articulately. Pupils use their literacy skills successfully in other subjects. In Year 2, pupils wrote good accounts of the Great Fire of London. The standard of art work is impressive, particularly weavings based on 'Celtic Patterns' and

paintings of 'Snowy Nights'. The quality of singing heard in the carol practice was outstanding and a joy to hear. It made a significant contribution to pupils' spiritual development.

The school's rigorous tracking of the progress of individual pupils shows that they meet the challenging targets set for them. As it has very small year groups, the school rightly focuses on the achievement of individual pupils.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. There has been a significant improvement in pupils' behaviour and attitudes to school since the previous inspection. Behaviour is now very good. Pupils enjoy school and show very positive attitudes to their work. One child in reception said, 'I would like to be here for ever'. Relationships are very good and pupils enjoy playing together at lunchtime. The pupils appreciate the good range of games available to them.

Pupils' spiritual, moral, social and cultural development is good. There were cries of total delight when they were asked to sing 'Hosanna Rock'. The quality of singing showed a real joy and love of music. Pupils know right from wrong. They appreciate and value their friends. They develop a very good awareness of their own culture and that of other people and countries.

Pupils talk most knowledgeably about the importance of drinking water and eating healthily. They particularly enjoyed taking part in a 'Healthy Work' event held in the village surgery, to which many members of the community were invited. Pupils willingly help others. Year 4 raised £40 through selling cakes at the Christmas Fair to help children in Kenya. Good progress made in the key skills of reading, writing and number prepares pupils well for their future lives in the community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, although there are variations in quality across the school. The teaching is consistently good in the Foundation Stage. Teachers and teaching assistants provide very good role models and classrooms are orderly learning environments where pupils feel valued and secure. Relationships are warm and positive. The teachers manage the pupils' behaviour well, so pupils have the opportunity to get on and learn.

Teachers have good subject knowledge. They provide a wide range of activities that engage the interest of learners. However, there are occasions when work could be better matched to individual pupils' needs and abilities. Teaching assistants are well trained to complement the work of teachers. Together with a significant number of parent volunteers, they make a very valuable contribution to learning.

Teachers assess pupils well and this is an improvement since the last inspection. It leads to good target setting that is shared with pupils and involves them in their own learning. The school's new focus on matching the teaching to a range of learning styles is becoming evident in lessons and is helping to engage pupils.

Curriculum and other activities

Grade: 2

The school provides a full and interesting curriculum that stimulates in pupils a desire to learn. All statutory requirements are met. The curriculum supports pupils' personal development well. There are very good opportunities for pupils to discuss issues important to them and to learn about healthy living and keeping safe. Increasingly good provision for the use of information and communication technology (ICT) is characterised by planned opportunities for pupils to use their skills in a number of subjects and the effective use by teachers of interactive whiteboards.

A significant strength is the opportunity for pupils to get out and about in the community and to contribute to it, for example when sharing in musical activities. A good range of after school clubs caters for a wide range of pupils' interests. Pupils contribute to the wider community through fundraising, for example for their partner school in Kenya. There is often a whole school focus on a particular area of learning that draws together the whole community.

Care, guidance and support

Grade: 2

Parents are correct when they say that their children are well looked after at Broadmayne. The school provides a safe environment where pupils can flourish and succeed. The pupils know who to turn to for help and advice and can express their opinions freely through the school council and questionnaires.

Annual reports to parents have much improved and now contain suggested areas for improvement. Child protection procedures are fully in place and all staff are trained. There are a number of staff qualified in first aid procedures. All health and safety issues are taken seriously and are rigorously overseen by the governing body. The school pays particular attention to pupils' healthy lifestyles, with a strong focus on physical activities and healthy eating.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides outstanding leadership through her drive, vision and determination to move the school on still further. She has addressed successfully the issues raised at the last inspection. For example, subject leaders now have a clearer role, although there is still room for improvement in the regular monitoring of teaching. Effective procedures to promote good behaviour are used consistently. The headteacher manages change very well.

She has welded together a strong team of staff and, because of the quality of the information and training she provides, has taken the parents and pupils with her when introducing new initiatives. They and the local education authority are understandably pleased with her achievements. The headteacher plays a significant role in initiatives, such as the local partnership of schools, which bring many benefits to Broadmayne.

The senior management team monitors school performance closely and evaluates it accurately. Good tracking of pupil performance is now in place and is used to show where improvement is needed and where resources need directing. The school development plan focuses on raising standards. The governing body is knowledgeable and deeply committed to improving the school. Governors know well its strengths and weaknesses and question the headteacher, for example, on the thoroughly prepared twice termly reports she submits. Their experience of issues such as health and safety and of pupils with learning difficulties and disabilities is valued and used wisely. The governors' role in monitoring lessons is still evolving. The school provides good value for money and has a good capacity to improve further.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Broadmayne First School Knighton Road Broadmayne Dorchester DT2 8PH

6 December 2005

Dear Pupils

Thank you very much for making Mrs Vallis and I so welcome when we visited your school recently. You were very polite and friendly and we liked the way many of you introduced yourselves to us.

These are some of the things we particularly liked about your good school:

- your behaviour is very good
- you like your friends and you get on very well with each other in lessons and at playtimes
- you try very hard to do your best in lessons
- you speak clearly and are good at listening to your teachers and to each other
- the singing we heard in your carol practice was wonderful and it was clear that you really enjoyed it
- some of the art work you do is of a very high standard.
- you work hard to help people who are not as well off as you, particularly through the 'Shoebox' appeal and Year 4 raising money for children in Kenya.

To make your school even better than it already is, we have asked your headteacher, teachers and governors to make sure that:

- when teachers plan your work, they make sure that the work they give you to do in lessons makes you think and really work hard.

Yours faithfully

David Curtis Lead inspector