

Broadstone First School

Inspection report

Unique Reference Number	113687
Local Authority	Poole
Inspection number	311337
Inspection date	7 October 2008
Reporting inspector	Janet Simms

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	301
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mark pointon
Headteacher	Rhonda Moore
Date of previous school inspection	7 February 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Tudor Road Broadstone BH18 8AA
Telephone number	01202 694376
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Age group	4–9
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Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following:

progress on the school's own priorities – pupils' involvement in their learning, their use of information and communication technology (ICT), and provision for the most able pupils

whether the quality of teaching and the capacity to improve are good, as the school evaluated.

The inspectors gathered evidence on the day from discussions with staff, pupils, governors and others. A range of school documentation was examined and first-hand evidence was gathered from observing pupils in lessons and at play. Parents' views were gathered from questionnaires completed prior to the inspection, and through talking to some at the start of the day.

Other aspects of the school's work were not investigated in detail, but in a number of areas inspectors found the school somewhat modest in its own judgements.

Description of the school

This is a large two-form entry First school where pupils enter into Early Years Foundation Stage (EYFS) Reception classes and leave at Year 4. Very few pupils are from minority ethnic backgrounds, or speak native languages other than English. While the immediate locality is relatively affluent, pupils come from a much wider area. The school holds awards as a Healthy School, for Investors in People, has Family Friendly and Inclusion Marks and is piloting a Governor Mark award. It is used extensively as a training school for teachers

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Provision and outcomes are exceptional and the school shows remarkable consistency of excellence across all aspects of its work. It holds a justifiably high reputation in the eyes of its community. Parents are very eager to enrol pupils here and are overwhelmingly impressed by the school's many successes, particularly about their children's experiences and achievements. They express these views forcefully in a wealth of positive comments – 'a fantastic school', 'excellent school', 'great team of staff', 'an amazing school', 'unique and exemplary', 'wonderful first school', 'it always goes the extra mile' and many similar remarks accurately reflect inspection findings.

The school sets very challenging targets for individual pupils and for the whole school, then systematically provides an outstanding quality of teaching, curriculum and guidance, which, together with excellent leadership and management, ensures these are achieved or exceeded. The school entirely fulfils its key objective of making learning for everybody totally 'irresistible', resulting in an ethos of enjoyment, challenge and success which infects youngsters and adults alike. The whole atmosphere for learning is abuzz with excitement and delight.

Children enter from a variety of pre-school settings with a range of skills similar to others of their age. They make exceptional and consistent progress across the school, in both academic learning and personal development. When they leave at the age of nine, standards are exceptionally high. The majority reach the standards expected of eleven-year-olds in English and mathematics, with some beyond that level. In addition, pupils display high levels of skill in many other subjects. Through the school's focus on its core values, 'independence, respect and creativity', pupils develop into inquisitive, curious, self-confident young people, who are also 'kind, polite, thoughtful and hard-working', as one parent summarised it. Staff insistence on keeping the balance between these values, gently chiding if an imbalance becomes evident, is key to pupils' excellent personal development. Parents' strong support for these high expectations and principles is integral to this success, and comes about because of excellent communication and partnership between the school and home. With excellent levels of basic skills, cooperation and teamwork, pupils are exceptionally well prepared for their future education.

Staff never lose sight of the profound impact which first-hand experience has on learning and have developed a curriculum hugely enriched by real events. All projects include interesting visits, visitors and expeditions, about which pupils chatter enthusiastically, keen to know more from anyone who can add to their learning. Role play and simulations such as a lesson in Year 3 where pupils and staff were enacting a Victorian schoolroom bring learning to life, enabling pupils to understand feelings and emotions as well as facts. All staff plan such experiences exceptionally well, focusing principally on learning, but with careful attention to health and safeguarding. This makes pupils feel secure and safe, physically and emotionally. Parents greatly appreciate these aspects of the school, recognising that their children are very happy, healthy and safe in a highly stimulating learning environment. Teachers match work carefully to the needs of all pupils, deploying support staff very effectively to support those who need help and to stretch those who need extra challenge. All adults subsequently evaluate learning rigorously, using the information they gather to plan future lessons and set further targets. Staff are currently exploring innovative ways to involve pupils more actively in understanding, assessing and communicating to others what they have learned, and what they need to do next.

Outstanding leadership and management have moved the school forward from a very strong position at the previous inspection, to the state where it is a recognised exemplar of excellent practice in most areas of its work. A relentless drive for improvement and constant, deeply reflective self-evaluation has led it to this exemplary position. The outstanding headteacher has been pivotal in this process, a fact recently recognised at national level. Excellent support and challenge from governors reflect a strong commitment to moving the school forward yet further. Careful staff recruitment and selection have resulted in a very strong team, all equally committed to success and improvement. This and the school's recent track record clearly demonstrate excellent capacity to improve further still. The school runs very smoothly if senior leaders are absent, and is a place where staff at all levels are supported very effectively to develop in ways often beyond their expectations.

The school was left with no key issues for improvement at the previous inspection, but has made great strides in improving suggestions made then. Pupils' use of ICT, for instance, is now excellent and work in music is as good as in other subjects. All involved have successfully resisted any potential complacency inherent in receiving regular, positive feedback from parents and other partners about the school's strengths. Rigorous improvement planning pinpoints accurately areas where things could be better. Reporting to parents, for instance, is a well-recognised key focus on which the school is currently consulting parents and pupils.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Exemplary provision for children in Reception means they get an excellent start in education. Many parents agree with one who remarked that her daughter is 'very happy and has settled in well' after only four weeks. Children quickly learn new routines and develop highly positive relationships with each other and with adults.

Whatever their starting points, outstanding teaching enables all children to make extremely good progress. Many enter Year 1 with high levels of competence because expectations are so high in the EYFS. Highly effective ongoing record keeping and rigorous monitoring of individuals' achievements give staff a clear view of children's competences, so they can stretch them to high levels of progress. Children experience a rich, well-planned curriculum, with both classrooms providing vibrant, well-resourced learning environments. Pupils have great fun in all their learning. They make very good progress in understanding letters and sounds for instance, with children themselves active in monitoring learning as 'sound police'. Exciting cross-curricular themes, such as this term's topic involving an 'Autumn Watch' visit to Brownsea Island, stimulate children's interests. Staff use an excellent range of outside equipment particularly effectively to activate many aspects of learning. Additional learning needs are identified quickly and measures implemented to ensure that all children make equally good progress.

Excellent relationships with pre-school settings and very good internal school communication ensure smooth transitions into and from the EYFS. Outstanding management involves all staff in working collaboratively to create a highly effective, safe, nurturing learning environment.

What the school should do to improve further

- Develop more effective ways of informing parents and carers about pupils' standards, progress and the next steps for improvement, including pupils' own views about how they are progressing.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

20 October 2008

Dear Pupils

Inspection of Broadstone First School, Broadstone BH18 8AA

Thank you very much for making us feel so welcome in your school. We really enjoyed our day there and I am writing to tell you what we found out.

- Yours is an outstanding school and we agree with your parents, who feel that you do fantastically well there. You reach very high standards in English, mathematics and science in all years and your progress is excellent. It is not just in these subjects that you do well, though. We were impressed by the work you do across many subjects and how well you understand the links between them.
- This comes about because excellent teachers and other staff plan your learning very carefully to make sure you do the best you can, and at the same time that you enjoy your learning. We really enjoyed all the activities we saw and heard about – Year 3's Victorian schoolroom, for instance ... what scary punishments children had then!
- We were also impressed by your personal development and how you become inquisitive, self-confident, thoughtful young people. We enjoyed the questions lots of you asked us, seeing your work and hearing about your learning. We feel that you understand the school's values of independence, respect and creativity very well indeed.
- We found that the school's headteacher, governors and other staff are all working together extremely well to make things better still, in this already excellent school. You are an important part of this process, because you mostly make your views very clear and the school listens to them.
- Staff are already trying to improve things, and there is one area where you can help a lot. We have suggested that they continue trying to find better ways to involve you in judging how well you are progressing, and getting you to put this into words. Staff then want to report your views about your own progress to your parents as part of a better reporting process. We feel sure that you will be keen to help them to do this – perhaps in some ways that they have not thought of.

Thank you again

Janet Simms Lead inspector