

Inspection of Broadstone First School

Tudor Road, Broadstone, Dorset BH18 8AA

Inspection dates: 12 to 13 September 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The head of school is Rebecca Wood. This school is part of the Castleman Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rhonda Moore, and overseen by a board of trustees, chaired by Mark Grigsby. There is also an executive headteacher, Dawn Wilks, who is responsible for this school and one other.

Ofsted has not previously inspected Broadstone First School under section 5 of the Education Act 2005. However, Ofsted previously judged Broadstone First School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Broadstone First School is a special place to learn. The school has high expectations of what everyone can achieve. Parents are highly positive about the school. One parent said, 'The school thinks of each child as an individual, giving each child skills for life and the wider world.'

Pupils like coming to school. They feel safe. The school has an accurate understanding of pupils' individual needs. It provides effective care and support. Pupils build strong relationships with adults. They know they can approach staff with any worries they may have.

Pupils' behaviour around the school is typically calm and sensible. They behave well in lessons. When low-level disruption happens, adults deal with this effectively. Pupils look out for each other. They like to sort out any minor disagreements themselves before approaching an adult.

The school gives very careful consideration to pupils' personal development. Regular opportunities are built into the curriculum for all pupils to develop their character and individuality. Pupils know what it means to be a good friend. They understand difference. Pupils say that 'we are all the same on the inside'.

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

The school is highly ambitious for all pupils. This ambition permeates through a culture of teamwork and respect. There is a strong focus on ensuring adults and pupils are well cared for and valued. All staff, including those new to the profession, are proud to work at the school. The trust is systematic in its approach to continuous school development and improvement.

Reading is prioritised. The school is highly knowledgeable about what they want for children to become confident and accurate readers. As soon as children start in Reception, they develop a love of reading. Books match the sounds children learn. The school carries out regular checks so that no child is at risk of falling behind. Careful thought has gone into providing access to a range of high quality and diverse texts across the curriculum to support pupils' understanding of the wider world.

Older pupils say they enjoy reading. They know why learning how to read is important. They like having stories read to them. Pupils enjoy selecting books for pleasure from the 'book bus' to take home and share.

The school has designed a highly ambitious curriculum, including for the early years. Pupils enjoy their learning and are proud of their work. In mathematics, pupils have regular opportunities to practise and problem solve in real-life situations. Pupils talk confidently about their learning in mathematics and demonstrate how they apply what they know when learning something new. However, in some subjects across

the wider curriculum, pupils struggle to recall knowledge in depth beyond what they are currently learning. For example, in geography, not all key knowledge that has been identified in the curriculum has actually been fully taught. As a result, pupils do not gain the depth of prior knowledge to make connections to new learning.

The school understands the needs of pupils with special educational needs and/or disabilities (SEND) very well. Close working with families ensures pupils' needs are carefully identified. For pupils with the highest need, staff adapt learning to suit each pupil. As a result, pupils access the same curriculum as their peers both within the classroom and in the specialist resourced provision.

Pupils understand the high expectations set out of how they should behave. They are kind and polite. Pupils play well together. In social times, structured activities are available that support play. Pupils have positive attitudes to their learning.

The school is passionate to develop high aspirations in pupils of what they can achieve. It provides exceptionally well for pupils' personal development. An abundance of opportunities to support pupils' confidence, resilience and personal goals are carefully planned across the curriculum. Beyond this, pupils have a wealth of leadership opportunities to support their understanding of becoming good citizens of the future, including young environmentalists and sports ambassadors.

The trust is highly knowledgeable about the work of the school. They provide considered challenge and support. Regular and personalised professional development allows staff to effectively grow in their varied roles. This is very much appreciated by staff. Morale is high, and all decisions made are in the best interests of children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, not all key knowledge identified in the curriculum design is being fully taught. As a result, pupils do not have the depth of knowledge to enable them to make links with new learning. The trust needs to ensure that the curriculum is delivered as it expects across all subjects so that all pupils build their knowledge over time in order to know more and remember more.

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

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| Unique reference number | 141258 |
| Local authority | Bournemouth, Christchurch & Poole |
| Inspection number | 10242371 |
| Type of school | First |
| School category | Academy converter |
| Age range of pupils | 4 to 9 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 314 |
| Appropriate authority | Board of trustees |
| Chair of trust | Mark Grigsby |
| CEO of the trust | Rhonda Moore |
| Headteacher | Dawn Wilks |
| Website | www.broadstonefirstschool.co.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- Broadstone First School is part of the Castleman Academy Trust. Since the trust's formation in 2014, it has grown and now consists of five schools.
- The school runs a specialist resourced provision for pupils with SEND known as The Link. This provision caters for pupils with autism and anxiety. There are currently 12 pupils accessing this provision.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher; head of school; other senior leaders, including those who oversee special educational needs; the designated safeguarding leads; the school improvement partner; the chief executive officer of the Castleman Trust; the vice chair of the trust and the chair of the school's standards board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors 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 lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors also discussed the curriculum in some other subjects, including art and geography.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered the 63 responses to the online survey, Ofsted Parent View, including 40 free-text responses and 37 responses to the staff survey.

Inspection team

| | |
|-------------------------------------|-------------------------|
| Heather Barraclough, lead inspector | His Majesty's Inspector |
| Carl Thornton | Ofsted Inspector |
| Jane Dhillon | Ofsted Inspector |

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