

OFSTED SUMMARY

SUMMARY OF THE INSPECTION REPORT - BROADSTONE FIRST SCHOOL

A large first school in Broadstone which is part of the unitary authority of Poole, inspected between 7th and 10th of February 2005 by an inspection team led by Mr M Burghart

OVERALL EVALUATION

This is a very good school with many excellent features. It provides a very good standard of education. Excellent leadership and very good management ensure that the ethos is excellent and that the school gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English and mathematics and above in science.
- Pupils usually achieve very well.
- Foundation Stage (reception) provision is very good.
- The head's leadership is excellent. Staff and governors make an excellent team.
- Teaching is usually very good.
- Excellent care of pupils results in very good relationships, very good behaviour and excellent attitudes. Links with parents are excellent.
- Assessment is used very effectively in English and mathematics.
- Special needs provision is very good and inclusion of all pupils is excellent.
- Music has too low a profile in the school.

The school has built very effectively on the very good situation described in the report of 1998 with excellent features in the recent past. Significant improvements to the building, site and resources (most notable in terms of information and communication technology, ICT), have resulted in a very good learning environment. Continued successful developments are very effectively led by the school's improvement plan which takes very good note of the views of all concerned, and benefits from the excellent teamwork of staff, governors and parents. Improvements to curriculum planning are well supported by staff development. There has been very good improvement to the already good quality of teaching. Special educational needs provision has been improved from satisfactory to very good. The school is very well placed for yet further development.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All Schools			Similar Schools
	2002	2003	2004	2004
Reading	A	A	A	B
Writing	A	B	B	C
Mathematics	A	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools refers to schools with up to 8% of pupils eligible for free school meals.*

Standards have been well above average over a period of years. Pupils currently in Years 2 and 4 are judged similarly as well above average in reading, writing (although this remains a target of the school), maths and some aspects of science. Careful analysis of why similar schools' comparisons were less positive in writing for seven year olds in 2004 has resulted in good improvement. Children get off to a very good start with very good progress to achieve all expected early learning goals before the end of reception. Pupils usually achieve very well and make at least good progress. Not all subjects were inspected in detail, but on the basis of limited evidence it is clear that standards in ICT are good at the end of Year 2 and satisfactory, but improving, at the end of Year 4. Standards in all other subjects are at least in line with national expectations. Pupils' personal development is very good with moral and social aspects excellent. Pupils respond to school with excellent attitudes and very good behaviour. Relationships between pupils and staff are very good. Attendance is well above average

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QUALITY OF EDUCATION

The school provides a very good standard of education. Curriculum opportunities are continually modified and improved and are very good overall. This is notwithstanding the need to review time available for each subject and to raise the profile of music and develop the use of ICT still further. Teaching is usually very good and never less than satisfactory. Nearly nine out of every ten lessons seen were good or better compared with four out of ten in 1998. There is an excellent spirit of teamwork with teaching assistants making a very good contribution to teaching and support. Provision for special educational needs and the Foundation Stage is very good. However, one reception classroom is very small and restricts some activities. Excellent links with parents, very good links with other schools and good links with the community effectively enrich the curriculum. The school's learning environment is very good and very successfully supports pupils' very good learning. The quality of relationships and the staff's strong commitment to raising and maintaining standards give rise to the excellent ethos. Pupils' care, welfare, health and safety are judged as excellent. Assessment is very effective in English and mathematics and used very well to set targets. It is being developed to varying degrees in other subjects.

LEADERSHIP AND MANAGEMENT

The head's excellent leadership takes the school forward and ensures that staff, governors, parents and pupils share the same vision. Very good management and self evaluation draw contributions from all concerned into the school's very effective improvement plan. Excellent management of the Foundation Stage, very good management of literacy, numeracy, special needs and of behaviour are all highlights. The deputy head sets a fine example in managing assessment and ICT to other subject co-ordinators whose management, although reflecting different stages development and levels of experience, is judged good overall. The governance of the school is very good. Resources, facilities and the school's educational direction are underpinned by very good financial management.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have particularly positive views of the school. They are especially confident in the headteacher, teaching, high expectations and the school's approachability. Pupils obviously like the school. They list "the staff" as one of the best things about it and are very happy that they feel valued.

IMPROVEMENTS NEEDED

In the context of this very good school there are no key issues to address. Areas for yet further development, already known to the school, are in:

- Developing the monitoring roles of subject co-ordinators to ensure that appropriate time is devoted to each area of the curriculum;
- Extending the use of ICT to support other subjects;
- Raising the profile of music;
- Exploring ways of providing more space for the Rubies class in reception.

A copy of the full inspection report, which includes all the main judgements and grades, can be obtained from the school. Any complaints about the inspection or the report should be made following the procedures set out in the leaflet "Complaining about Ofsted inspections", which is available from the school or Ofsted's website: www.ofsted.gov.uk.

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