

Broadstone Middle School

Inspection report

Unique reference number	113877
Local authority	Poole
Inspection number	378767
Inspection dates	19–20 January 2012
Lead inspector	Alan Taylor-Bennett HMI

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

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	9–13
Gender of pupils	Mixed
Number of pupils on the school roll	654
Appropriate authority	The governing body
Chair	Jacque Hattemore
Headteacher	Andrew Johnson
Date of previous school inspection	9 October 2008
School address	Dunyeats Road Broadstone Poole BH18 8AE
Telephone number	01202 696121
Fax number	01202 602371
Email address	e.mail-broadstonemiddleschool@poole.gov.uk

Age group	9–13
Inspection date(s)	19–20 January 2012
Inspection number	378767



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Alan Taylor-Bennett

Her Majesty's Inspector

Fran Ashworth

Additional inspector

Veronica Young

Additional inspector

Chris Corp

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 31 lessons, some jointly with senior staff, and made shorter visits to 12 others. This involved seeing the work of all of the teaching staff. In addition, inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and held meetings with groups of pupils, staff and representatives of the governing body. A wide range of documentation was scrutinised, including the school's development plans, its self-review, analyses of the attainment and progress of its pupils, records of lesson observations and policies. Inspectors took account of the responses on the 272 questionnaires received from parents and carers, and questionnaire responses from staff and pupils.

Information about the school

Broadstone Middle School draws its pupils mainly from the Broadstone and Merley areas of Poole. It is larger than the average middle school. There is considerable pupil mobility at the end of Year 7, when a significant proportion of pupils leave to attend local grammar schools and others join the school for one year. The very large majority of pupils are of White British heritage. The proportion of disabled pupils and those with special educational needs is lower than average. The school has been awarded Healthy Schools status and the Sportsmark. The government's current floor standards for achievement are met.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Broadstone Middle School provides a satisfactory quality of education for its pupils.
- The headteacher demonstrates ambition for the school. He communicates a clear vision about its ethos, and promotes very positive attitudes to learning and good standards of behaviour.
- Pupils make satisfactory progress in Years 5 and 6, and aspects of their progress are good in Key Stage 3.
- Pupils who arrive in Year 8 are very well supported. The school gets to know them very quickly, looks after them well, and enables them to make good progress.
- The quality of teaching is satisfactory overall; some is good or better. The use made of assessment and planning lessons to match every pupil's needs are not fully effective.
- Standards of literacy are in line with the national average but do not match pupils' potential. The school is currently addressing improving aspects of writing and reading with some success.
- The school is a happy and safe place. A few worries about friendship and relationship issues were communicated to inspectors by some parents and pupils. These are due to a lack of consistency in the school's response to such concerns rather than a particular problem with bullying in the school.
- The headteacher and his senior team have identified areas for improvement accurately. Some responses are underdeveloped and so do not have the desired impact. For example, the quality of teaching and learning is monitored, but not frequently and closely enough to support rapid improvement.
- Comments received from parents and carers show that they have high levels of trust in the school. A small but significant number said that they wanted more involvement in its work, and better responses to any concerns they may express. The school acknowledges this.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Improve the quality of teaching so that by January 2013 it is at least consistently good in all departments, by:
 - ensuring that teachers gauge the understanding of pupils throughout a lesson, and continually adapt their teaching in response
 - planning lessons so that work is matched closely to the needs and abilities of different groups of pupils
 - ensuring that marking gives specific information to pupils about how they may improve their work, and monitoring the quality of their responses to this feedback
 - improving the frequency of the monitoring of teaching quality by middle leaders so that the specific development needs of individual teachers and departments can be identified and met.
- Improve the progress made by all groups of pupils, especially more-able pupils in Years 5 and 6, by:
 - setting pupils appropriately demanding personal targets which enable them to take more responsibility for steering their own learning
 - improving the pace of learning
 - developing the sophistication of pupils' writing and general literacy skills in all subjects
 - developing the role of all middle leaders in continually evaluating pupils' progress and intervening promptly when necessary
 - involving parents and carers more closely in the school's work to achieve good or outstanding progress for all.

Main report

Achievement of pupils

Pupils are keen learners. They enjoy lessons and many show a great willingness to make contributions. They delight in taking opportunities to discuss ideas with their talk partners and lots of hands shoot up when a response is invited. Those with lower and average levels of attainment experience good levels of challenge, but there are fewer opportunities for the most able to shine. When they have the chance, however, it is relished. In one outstanding physical education lesson on basketball skills, pupils were challenged at their own level having had previous learning identified accurately at the outset; an individual achieving mastery in one aspect led to praise and prompt progression onto the next challenge. In such situations pupils learn rapidly and securely, and show a good capacity to influence their own progress. Too often, however, rates of progress are not good or better because pupils are not able to work like this. For example, pupils with high reading ages are too often required to work at the level of the rest of the class on the same texts.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Parents expressed a very positive view of the progress made by their children. Inspection evidence indicated that progress is satisfactory with some areas of strength and some areas for development. Many pupils demonstrated very high levels of attainment when they left Year 2. Although the proportion subsequently attaining at least Level 4 at the end of Year 6 is high, fewer than expected make the transition from Level 3 to Level 5 in English due to weaker progress in writing, especially by boys. The school is aware of this and there is an improving trend this year as a consequence of its response. The progress pupils make in Key Stage 2 is satisfactory, but it is better at Key Stage 3. Attainment in Year 8 is more in line with national averages. The profile is affected by the number of pupils who leave at the end of Year 7 to go to local grammar schools. Progress in Years 7 and 8 in mathematics and general subjects is often good, and in English it is stronger than at Key Stage 2.

Disabled pupils and those with special educational needs are supported effectively. There is inconsistency in the amount of progress they make across different subjects and in different year groups, but it is satisfactory overall. There are only small numbers of pupils who are in groups that are identified nationally as being potentially vulnerable to underachievement, and they achieve in line with their peers.

Quality of teaching

The quality of teaching is at least securely satisfactory in all subjects. Teachers' subject knowledge is good. About half of the teaching seen during the inspection was good, and some was outstanding. The distinguishing features of this teaching are the extent to which frequent, small-scale assessments over the course of a lesson are used to gauge pupils' understanding, and the capacity of the teacher to rapidly adapt the teaching in response. In one Year 6 mathematics lesson on rounding, the starter activity involved pupils holding up a card with the arrow pointing up or down to show the way the number would move if rounded to the nearest 10, 100 or 10,000. The teacher rapidly scanned everyone's answers and constantly adjusted the pace and demand of the questioning in response. After a few minutes, she had a clear sense of how to pitch the rest of the lesson and who to support in particular aspects. Lessons in which the quality of learning is satisfactory tend to involve teachers giving clear, but sometimes lengthy, explanations, asking pupils questions designed to elicit factual responses, a tendency to ask for answers from those who are likely to get it right, and a lack of provision for different abilities or learning styles. This has the effect of slowing the pace and quality of learning.

Strategies used to improve pupils' literacy skills are effective in English and in the special support given to some pupils, but there is little consistency of approach across different subjects. Written work is usually marked regularly but pupils wish that all subjects offered the more detailed feedback that helps them in English to identify their next steps for improvement.

The teaching strongly supports pupils' developing appreciation of, and interest in, cultural, social, moral and spiritual issues by encouraging discussion and drawing on

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

a broad range of topical material. Opportunities to enjoy exploring 'big ideas' are sometimes missed in mathematics and science. Inspection evidence supports the views of parents and carers about the quality of teaching.

Behaviour and safety of pupils

Pupils' behaviour in lessons is consistently very good. Pupils feel very safe in the school and are cheerful and confident as they move around the building. They make visitors feel very welcome. Attendance is above average; pupils arrive on time for lessons and use well-established routines to ensure that they are quickly ready to learn. Pupils have real enthusiasm for taking part, and some play an active role in the school council and in the life of the community. During break and lunchtimes, and in lesson breaks, corridors become busy and occasionally congested but behaviour is usually sensible and thoughtful. Pushing and silliness is rare. In conversations with inspectors, pupils made it clear that the good standard of behaviour they were witnessing was typical.

Inspectors were initially concerned about references to bullying in some parental questionnaire responses and from some pupils. The issue is really an expression of frustration from some about the school's inconsistent management of relationship issues. Occasionally, pupils feel that they are told to 'not tell tales' when they are actually communicating worries. Pupils themselves reassured inspectors that such relationship problems, resulting in any form of bullying, are infrequent and are usually a consequence of the natural ebb and flow of friendship groups.

Pupils have the capacity to make an important contribution to their school but their thoughts and ideas about learning, teaching and how the school is run are not always encouraged and gathered systematically. Tutor time is generally used for getting organised and ready for the day, and for giving notices. Opportunities are often missed to explore and develop pupils' understanding about issues of common interest, including reinforcing a joint sense of morality and the school's culture. Some 'buddying' schemes have become ineffective because they have not been sustained and supported systematically by the school.

Leadership and management

The headteacher communicates high standards and appropriate levels of expectation, and has the respect of pupils and staff. The responses in the questionnaires from parents and carers demonstrated support for the way in which the school is led. Since his arrival, he has identified the school's development needs accurately and several key changes have been implemented this year. These include a better system to track the achievement of every pupil and of different groups and new staffing structures that have a better capacity to support progress and challenge underachievement. These developments strengthen the school's capacity to improve further, but they have not all had time to have had significant impact. Some lack refinement, and monitoring implementation and outcomes are often not rigorous enough.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Plans to improve the quality of teaching are appropriate to the school's needs, and they are being implemented effectively. However, lessons are observed with insufficient frequency to drive rapid improvements in teaching quality, or to be able to identify with sufficient precision staff's individual development needs. The school's new achievement tracking system has the potential to identify underachievement and reinforce equality of opportunity, and it is being used to drive improvement in many areas. However, its use in strengthening lines of accountability from classroom teachers, through middle leaders to senior staff and governors, is not strongly developed.

The curriculum provides a broad, balanced and appropriate range of experiences for pupils and the adjustments made this year, including the greater amount of time for core subjects and an emphasis on out-of-classroom learning, are effective. There is a good range of enrichment opportunities both within and beyond the classroom including well-established links with a school in France and access to rich and challenging texts in English lessons. Many visitors attend assemblies, including representatives from a number of local churches. There are theatre trips, a holocaust memorial day, and opportunities to explore music from different parts of the world. These have a beneficial impact on broadening pupils' social, moral, cultural and spiritual awareness and contribute to their understanding of the importance of taking opportunities to celebrate diversity, to address discrimination and to understand life in a more culturally and racially diverse community than their own.

The governing body has a good knowledge of the day-to-day running of the school through its committee structure and individual members' special responsibilities. Governors work successfully with the school to ensure that all of the systems associated with the safeguarding of children are working well and statutory requirements are met. The information they have about some outcomes is not sufficiently detailed nor updated frequently enough to enable the governing body to offer consistently strong and constructive challenge.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

23 January 2012

Dear Pupils



Inspection of Broadstone Middle School, Poole BH18 8AE

Thank you for the welcome which you extended to the inspection team when we visited recently. We enjoyed being in your school, seeing you working in lessons, looking closely at the questionnaires some of you completed and meeting some of you. We felt that you made a very important contribution to the inspection. You can download the full report from the Ofsted website if you have access to the internet, but I have provided a brief summary of our findings here for you.

We agree with you that your school is providing you with a quality of education that is at least satisfactory in all respects. You achieve the standards expected of you in most areas, because your teachers support your progress satisfactorily. The success of the school's support for you to be well behaved, conduct yourself sensibly and maturely and feel safe is a real strength; this is a very happy and secure place to learn.

Your headteacher and his senior staff are steering improvements successfully. He has very clear ideas about how to maintain the school's current strengths, and make it an even better place to learn. I have agreed two main areas with your school for improvement. They are to:

- help you to make better progress by giving you clearer advice about your next steps, sometimes getting you to think and learn faster in lessons, improving your literacy skills and having staff check on your progress more often
- develop the range of ways that teachers help you to learn, including checking your understanding in lessons more often, sometimes giving you more demanding or more manageable work, providing you with better information about how to improve (for example, when marking your books), and having staff to watch each other teach more often to help them to share good practice.

I know that you will want to play your part in making your school even better. Knowing and understanding how your teachers are doing this will help you to make a good contribution to the process.

Yours sincerely

Alan Taylor-Bennett
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**