

Inspection of a school judged good for overall effectiveness before September 2024: Broadstone Middle School

Dunyeats Road, Broadstone, Dorset BH18 8AE

Inspection dates:

25 and 26 March 2025

Outcome

Broadstone Middle School has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher of this school is Dawn Wilks. This school is part of 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 (CEO), Rhonda Moore, and overseen by a board of trustees, chaired by Mark Grigsby.

What is it like to attend this school?

Pupils enjoy learning a range of subjects at Broadstone Middle School. They value the opportunity to learn through the Broadstone University curriculum, shoe design, gymnastics and pottery alongside other subjects. They have positive attitudes to learning and achieve well.

Pupils with special educational needs and/or disabilities (SEND) thrive at the school. They value the nurturing, trusting relationships with staff which help them to engage with learning. The role of the therapy dog, Peggy, supports pupils in managing their emotional responses to the world around them. The school has high expectations for pupils' social, emotional and academic development.

In lessons and around the school, pupils' behaviour is strong. They are kind, polite and helpful towards each other. Through the curriculum, pupils learn about the importance of citizenship. For instance, many pupils volunteer to support charities in the local community. Through the personal, social and health education programme, pupils learn about what constitutes healthy relationships. They also learn how to keep themselves safe when accessing the internet.

Pupils relish the many trips and visitors that help them to learn about the world beyond school. For example, pupils were enthused by a boat trip to Brownsea Island and a visit to Corfe Castle.

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

Leaders' vision for the development of the curriculum and the programme of pastoral support is shared fully by staff. As a result, the school has developed an effective curriculum that enables pupils to build on their prior knowledge well in most subject areas. For example, the English curriculum is very well structured and ensures that pupils develop into skilled readers and writers.

Pupils with SEND receive highly effective support to enable them to learn well. Staff know the educational and social and emotional needs of pupils very well. As a result, staff are highly proficient in adapting the curriculum so that pupils can learn effectively. Teachers' subject knowledge is strong. In most subjects, staff check pupils' understanding and address any misconceptions that may arise. However, in a minority of subject areas, pupils' knowledge is not developed and strengthened as well as in others. Consequently, in these areas, pupils do not learn as well as they could.

Reading is prioritised across the curriculum. Pupils who struggle with reading receive appropriate support to help them access the curriculum with confidence and success. Pupils are very positive about reading and talk knowledgeably about the books they have read. They have manifold opportunities to read a breadth of texts which also help to develop their writing skills.

Pupils attend school well. The school has established effective personalised approaches to support a minority of pupils who have struggled historically with attendance. Through strong pastoral support and a well-constructed, engaging curriculum, pupils enjoy their experiences at school.

Leaders are reflective and responsive to the needs of pupils. The school's approach to behaviour management mirrors their focus on continual improvement. As a consequence of the revised behaviour policy, the proportion of suspensions has fallen significantly.

Pupils' characters are shaped very well by the curriculum. Through a range of cultural and sporting opportunities, pupils learn the importance of respect for the views of others. The careers programme is well developed. It enables pupils to learn about the educational requirements for a range of work opportunities. For example, pupils visit local universities and attend careers fairs with a range of local employers. Through the curriculum, pupils learn about personal finance in preparation for their future lives.

Governance is effective. Trustees and governors are knowledgeable about the school and challenge and support in equal measure. Staff are almost unanimously proud to work at the school. Leaders' support for the workload and emotional well-being of staff is particularly strong. Parents and carers are positive about the quality of education and the pastoral support at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, the school has not ensured that the curriculum builds sequentially on pupils' prior knowledge. As a result, pupils do not develop and strengthen their knowledge as well as they could. The school should ensure that the curriculum is well sequenced so that pupils can build on their prior knowledge.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in December 2019.

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

Unique reference number	141184
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10344685
Type of school	Middle deemed secondary
School category	Academy converter
Age range of pupils	9 to 13
Gender of pupils	Mixed
Number of pupils on the school roll	670
Appropriate authority	Board of trustees
Chair of trust	Mark Grigsby
CEO of the trust	Rhonda Moore
Headteacher	Dawn Wilks (executive headteacher)
Website	www.bmsweb.co.uk
Date of previous inspection	4 and 5 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Castleman Academy Trust.
- The school manages a specially resourced provision for 14 pupils with SEND, specifically for autism, on behalf of the local authority. All have education, health and care plans.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and members of the leadership team.
- An inspector held discussions with members of the board of trustees, including the chair of the board of trustees and the CEO. An inspector also held discussions with members of the local governing body, including the chair of governors.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with staff to consider their views.
- 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 views of parents and carers who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff from the Ofsted online questionnaire.

Inspection team

Susan Aykin, lead inspector

His Majesty's Inspector

Jenny Maraspin

Ofsted Inspector

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