School report

Inspection of Broadmayne First School

Knighton Lane, Broadmayne, Dorchester, Dorset DT2 8PH

Inspection dates: 22 and 23 March 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Broadmayne First School is an inclusive school where everyone is treated with respect. Pupils are well-mannered and caring. They are proud to be members of this school. Pupils live the values of 'Be kind, be safe, be respectful'. They say that everyone feels welcome and this is a safe place to be. Leaders, governors and staff have created an environment where pupils enjoy learning and thrive.

Staff have high expectations of pupils' behaviour. Leaders provide additional support for those who need it. Behaviour does not disrupt learning. Pupils cooperate well when learning and playing. Bullying rarely happens. Adults sort out any concerns. Pupils know other people's views might be different from their own. They respect this.

Leaders provide pupils with opportunities to develop their talents and interests in sports, music and outdoor learning, such as pond dipping. Pupils delight in demonstrating their gymnastic skills and musical ability. They take on leadership roles, such as pupil ambassadors. By raising money for charities, pupils understand more about social responsibility. Pupils also enjoy participating in projects with older people. Leaders work well with the local community. Parents comment that 'there is a real sense of community spirit at this school'.

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

The curriculum is broad and ambitious for pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders have planned the curriculum carefully to provide pupils with the knowledge they need for the next stage of their education. Teachers assess pupils regularly and provide additional support for those who need it.

Leaders place great importance on reading. From the moment children start at Broadmayne, staff encourage a passion for songs, stories and rhymes. The teaching of early reading permeates beyond phonics sessions. Leaders have meticulously selected books that pupils get to know well. Staff quickly identify pupils who need extra help to keep up. Pupils enjoy storybook assemblies. They talk fondly about their favourite books and authors. They leave school able to read fluently.

Children in Reception Year develop a secure knowledge of number. Teachers use their strong subject knowledge to help older pupils understand abstract mathematical concepts. However, the curriculum design in some subjects does not identify the most important knowledge that leaders want pupils to know and remember. Consequently, some pupils struggle to link new learning to previously taught content.

Leaders prioritise children's communication and language skills in the early years. Staff carefully plan experiences and opportunities to develop children's speaking and listening. They teach children about feelings and emotions. Staff assess children accurately. However, in some areas of learning, they do not share how parents can support their children at home.

Leaders have a strong oversight of pupils with SEND. Staff identify the needs of pupils with SEND early and accurately. Teachers adapt work to help pupils learn the curriculum successfully. Leaders work with external agencies to support pupils' specific needs. Pupils with SEND achieve well.

Staff expect pupils to behave well. Pupils rise to these expectations. Leaders work with parents to provide additional support if pupils find it challenging to manage their own behaviour. Leaders have effective strategies to promote good attendance and punctuality.

The school's values underpin its approach to pupils' personal development. Pupils know how to stay mentally and physically healthy. They learn important messages in assemblies, such as 'Don't hold on to what is wrong'. Pupils say that talking to adults helps them keep mentally well. Pupils learn about the importance of fundamental British values. They experience democracy, for example, when voting for pupil leaders.

The headteacher provides clear and highly effective leadership. Staff share her passion. They love working at this school. Together, they work closely to develop their practice. Leaders and governors support staff in their well-being and workload. Staff appreciate this.

Governors, leaders and staff work effectively in partnership. Governors have a clear understanding of the school's curriculum. They hold leaders to account for the quality of education delivered to pupils. Governors fulfil their statutory responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. It is everyone's responsibility. Staff and governors are well trained. Staff know how to identify and report on any pupils who need support. Leaders respond to concerns quickly so that any pupils and families who need help get it. Leaders check that adults are suitable to work with pupils.

Staff deliver a curriculum that teaches pupils how to stay safe, including online learning. Pupils know about healthy relationships and have an age-appropriate understanding of consent. They know that staff will listen if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum design does not support pupils to remember their learning over time. Pupils find it hard to link new knowledge with what they already know. Leaders need to ensure that the curriculum is constructed to help pupils build knowledge well and remember their learning long-term.
- Leaders in the early years do not provide parents with sufficient information about children's next steps. This makes it hard for parents to support their children's learning at home. Leaders should find ways to help parents to understand how they can best support their children at home.

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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113661
Local authority	Dorset
Inspection number	10227975
Type of school	First
School category	Maintained
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair of governing body	Suzi Watters
Headteacher	Helen Collings
Website	www.broadmayne.dorset.sch.uk
Date of previous inspection	2 February 2017, under section 8 of the Education Act 2005

Information about this school

- There is a before- and an after-school club for pupils who attend the school.
- The school uses one registered alternative provider.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator, school staff, pupils, governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, 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 read from Years 1, 2 and 3.
- Inspectors evaluated the effectiveness of safeguarding. They looked at the school's single central record and records of concerns and at how staff work to keep pupils safe. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtimes and breaktimes. In addition, they met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the pupil survey and to the staff survey.

Inspection team

Lakmini Harkus, lead inspector	His Majesty's Inspector
Adam Matthews	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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