

# Longspee School

## Inspection report

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<b>Unique Reference Number</b>	113963
<b>Local Authority</b>	Poole
<b>Inspection number</b>	357454
<b>Inspection dates</b>	1–2 February 2011
<b>Reporting inspector</b>	James Bowden

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	5–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	43
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Damian Watts
<b>Headteacher</b>	Sean Pavit
<b>Date of previous school inspection</b>	25 November 2008
<b>School address</b>	Learoyd Road Canford Heath Poole BH17 8PJ
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited seven lessons, seeing seven teachers. Meetings were held with the headteacher, the senior leaders and others with posts of responsibility. In addition, a meeting was held with the Chair of the Governing Body and the two vice-chairs. Telephone conversations were held with two headteachers from local mainstream schools supported by the Longspee outreach support service. The inspector also met with a small group of pupils. He observed the school's work and looked at samples of pupils' work, assessment and progress files and the school's planning and other assessment records. The inspector analysed questionnaires from 19 parents and carers, 33 pupils and 26 staff.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- Does the school have a consistent track record of improving pupils' achievement at the end of Key Stage 3?
- Is teaching sufficiently challenging for pupils and does it involve them in their own learning, enabling them to make the best progress possible?
- How effectively is the school reducing absence, improving attendance and preparing pupils for reintegration to mainstream schools?
- What is the impact of the school's reintegration service and the provision at the Key Stage 1 satellite school?

## Information about the school

Longspee provides for pupils with behavioural, emotional and social difficulties (BESD). The nature of pupils' needs is changing and is becoming increasingly complex, including autistic spectrum disorders, speech, language and communication needs, conduct difficulties, oppositional disorders and moderate learning difficulties. Pupils are taught in mixed age groups, with some groups organised so as to tackle their particular needs. The school operates on two sites, approximately two miles apart. The vast majority of pupils are taught at the main site. The second smaller satellite site, co-located with a mainstream primary school, provides education for about 12 percent of the pupils and also provides short-term intensive support for mainstream pupils in Key Stage 1. Longspee also provides an outreach service for mainstream schools to support pupils' maintenance of placement in mainstream schools as well as reintegration into other settings.

Currently, boys outnumber girls by 42 to 1. Most are of White British background and a few are of Gypsy/Roma heritage. All have a statement of special educational needs, primarily as a result of BESD, and some as a result of autistic spectrum disorders. Three are looked after by their local authority. The proportion of pupils known to be eligible for a free school meal is high. There is a high turnover of pupils throughout the year.

The school has recently been awarded Healthy Schools Plus status.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good quality education for its pupils. It is effective in meeting its core aim of fostering responsibility, confidence and success to all pupils, staff, parents and carers. The school has significant strengths which underpin pupils' well-being and learning. In particular, the excellent partnerships and multi-agency work across the school are second to none. As a result, the school provides high quality care, guidance and support to pupils, which in turn results in them making excellent progress in aspects of their personal development. Staff help each pupil, including the most vulnerable, in very specific ways and ensure that all are looked after in a safe, healthy and caring environment. Safeguarding arrangements are impressive, are constantly updated and best practice is shared with other professionals. In addition, the school works highly effectively in forging close links with parents and carers. Consequently, they are highly appreciative of all aspects of the school's work. For example, one wrote, 'So much has happened over the past two years and I feel the school has worked incredibly hard to get where it is today. Well done and thank you. It's so good my son always wants to go to school even when he is ill.'

Before starting at Longspee, many pupils have had negative experiences of education, with many also having had poor attendance. As a result, they have fallen behind in their academic work when compared to what would normally be expected for their age. Although attainment is low, it is improving because pupils' attitudes and attendance have improved and their academic progress is good overall. Some pupils make outstanding progress especially in the satellite school. This is because pupils' work within small groups where the work is matched very closely to their capabilities. Assessment procedures are effective, identifying baselines on entry and showing how well they achieve over time in relation to their starting points. However, the evaluation and use of academic data, particularly in relation to the key skills of literacy, numeracy and information and communication technology (ICT) over time, is not as sharp as the tracking of their personal progress. Notwithstanding this, all, including pupils of Gypsy/Roma heritage, make good progress in the core subjects of English, mathematics and science as well as developing well their knowledge and understanding of the use of ICT.

Pupils enjoy their learning and achieve well. A pupil commented, 'I am not sent home or expelled anymore.' As well as eating healthily and having an excellent understanding of this, pupils also take part in and thoroughly enjoy physical activities, including organised activities at break times. Achievement in this respect has been recognised by the Healthy Schools Plus status award. In addition, pupils make an extensive contribution to the school and local community. They have, for example, been given a three acre patch of woodland to care for and protect. Teaching is good and involves pupils in their own learning, which results in all making good progress. However, there are inconsistencies in the quality and effectiveness of support staff in lessons. There is, for example, a tendency to give answers

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too quickly rather than allowing more time for pupils to work out their own responses. The good curriculum, reflecting that taught in mainstream schools, as well as being adapted particularly well to the needs of pupils, underpins the school's focus on preparing pupils for the next stage of their education.

The highly effective headteacher and his committed senior leaders have ensured that a focus on teaching and learning is at the forefront of the school's work, alongside a strong ethos of well-being, care and support for all. This has ensured that teaching, learning and progress are good overall and improving. School self-evaluation is generally accurate and supports improvement planning in order to move the school onwards and upwards. The full impact of the recent changes in the curriculum have yet to be realised and, despite the rapid improvements since the last inspection, which took the school out of special measures, there has been insufficient time for it to show that it has developed a track record in sustaining improvements. Notwithstanding this, the school's capacity for sustained improvement is good.

**What does the school need to do to improve further?**

- Raise further the quality of learning and pupils' academic progress by improving the consistency and effectiveness of all support staff working with pupils.
- Sharpen the monitoring and evaluation of pupils' key skills of literacy, numeracy and information and communication technology and use this information robustly to ensure pupils are reaching their full potential.

**Outcomes for individuals and groups of pupils****2**

In lessons, pupils consolidate and build upon previous learning. This, along with the individual targets set by teachers, supports the good progress they make overall. In a Key Stage 2 English lesson, pupils used the interactive whiteboard to correct punctuation errors in the sentences displayed and then made excellent progress in using adjectives and adverbs in descriptive sentences. However, in a Key Stage 3 mathematics lesson, although the challenge was pitched appropriately, the more capable pupils completed the work quickly and not all terminology used was explained clearly to all. In a Key Stage 2 religious education lesson, pupils not only developed their knowledge and understanding of the life of Mahatma Gandhi but they also enjoyed a typical Hindu feast, exploring the particular rituals and prayers involved in this.

Pupils, with few exceptions, are delighted with all aspects of the care and support they receive from staff. They say that the school is a safe place to learn and say their behaviour has improved. Pupils are highly appreciative and enjoy the presence of Belle, the headteacher's retired greyhound therapy dog. They are confident that, should they raise any issues concerning safety, these will be dealt with sensitively. Pupils' personal development is underpinned by strong staff and pupil relationships. Instances of unacceptable behaviour are few and far between. Pupils have a say in the running of the school through their elected representatives on the school council and also have delegated responsibilities, such as head boy and pupil peer coaches. When compared to their mainstream schools, pupils' attendance shows improvement, which is often significant for some. This, along with the progress made in acquiring key skills, equips them adequately for the next stage of their education and for some to return successfully to mainstream schools.

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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In lessons, all adults have high expectations of pupils' behaviour which results in a calm learning atmosphere; any pupil off task being challenged effectively. Teachers' planning meets pupils' needs well as it is linked to effective and ongoing assessment of their capabilities. Learning intentions are made clear at the start of lessons, which ensures they are aware fully of what is expected of them in terms of what they must, should and could learn. In a Key Stage 1 lesson at the satellite school, pupils were highly successful in sequencing instructions pictorially and ordered sentences correctly for making a fruit salad. At the end of lessons, teachers consolidate pupils' learning through their own summaries as well as asking pupils themselves to assess what they have learned. Praise is used wisely by all adults and success is rewarded appropriately, in line with the school's policy.

As well as reflecting the National Curriculum, the school has added further breadth by incorporating the International Primary Curriculum, where pupils explore cross-curricular themes. In a geography lesson, for example, pupils developed their knowledge and understanding of biomes such as the tropical rainforest. At Key Stage 3, the school has recently introduced vocational courses, including functional skills courses, to help pupils prepare for education beyond Longspee. The personal, social and health education curriculum contributes well to pupils' personal development and attributes and this, along

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with an extensive range of enrichment activities, contributes particularly well to aspects of pupils' spiritual, moral, social and cultural development.

Pupils' health and well-being are at the forefront of the school's excellent ethos of care. Staff work hard to ensure this and have the added and valuable support of a wide range of other specialist professionals. Parents and carers are also supported in many and effective ways. A carefully managed and executed programme of reviews is effective in supporting pupils throughout their time at the school and when they leave, either to be reintegrated to a mainstream school or to other specialist provision at the end of Year 9. Procedures for raising attendance rates, including support from outside professionals when appropriate, have effectively improved the overall average rate of attendance and reduced unauthorised absence, which is now minimal.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The senior leaders' strong ethos of ambition and drive for improvement is shared by all staff, which is reflected in their dedication and commitment to working with pupils with special educational needs and/or disabilities. Improvement planning prioritises accurately where developments are needed. However, leadership of core subjects and cross-curricular provision of key skills is currently less effective. The governing body has become increasingly effective in its role as a critical and supportive friend of the school and has worked closely with the school to ensure safeguarding procedures and practices are of the highest quality. It also recognises where and how it needs to be even more effective in its role. The outreach service provided by the school is valued highly by fellow professionals and headteachers in local mainstream schools. The school is effective in ensuring all have equality of opportunity, as it is in tackling any discrimination, which results in an excellent ethos for inclusion and no underachievement of any particular group of pupils. Good curriculum planning, including for enrichment and enhancement activities within and beyond the school, supports its good promotion of community cohesion. This is, for example, reflected in pupils' growing knowledge and understanding of this from a local, wider and international community perspective. Pupils, for example, have sponsored children in a school in Gambia.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The proportion of questionnaires returned was above the national average for special schools. Without exception, parents and carers who returned the questionnaire are highly supportive of the school's provision. In particular, they believe the school is led and managed effectively, keeps their children safe, the teaching is good, they feel listened to and, overall, they are happy with their children's experience at the school. The inspection evidence confirmed these views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Longspee School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 19 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	42	10	53	0	0	0	0
The school keeps my child safe	17	89	2	11	0	0	0	0
My school informs me about my child's progress	15	79	2	11	0	0	0	0
My child is making enough progress at this school	11	58	7	37	0	0	0	0
The teaching is good at this school	17	89	1	5	0	0	0	0
The school helps me to support my child's learning	16	84	3	16	0	0	0	0
The school helps my child to have a healthy lifestyle	14	74	5	26	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	79	3	16	0	0	0	0
The school meets my child's particular needs	15	79	4	21	0	0	0	0
The school deals effectively with unacceptable behaviour	14	74	4	21	0	0	0	0
The school takes account of my suggestions and concerns	17	89	2	11	0	0	0	0
The school is led and managed effectively	18	95	1	5	0	0	0	0
Overall, I am happy with my child's experience at this school	17	89	1	5	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



7 February 2011

Dear Pupils

**Inspection of Longspee School, Poole, BH17 8PJ**

Not so long ago, I came to the school to see how well you are getting on and whether we could suggest anything to make things even better for you. I really enjoyed meeting you in lessons and was impressed by your friendly welcome. I also had a chat with a small group of you. I was particularly pleased to hear about how you enjoy school and the presence of Belle. I too enjoyed meeting Belle and got the impression that she too enjoys her time at school! Yours is a good school that has many excellent features. The following are the key strengths of your school.

- The school works really well with lots of other people, including your parents and carers, to support you.
- All staff ensure you are safe and really well looked after ♦ you also strongly agree with this.
- Many of you make excellent progress in your personal development.
- The headteacher and his senior teachers lead the school well and have plans to keep making things even better for you.
- In lessons, you all make good progress in your learning because of your improved attitudes and the help and support given to you by staff.

I think the school could be even better and help improve your learning further. Therefore, I have asked the headteacher to:

- make sure all staff who support you are more consistent in how they do this
- use the information the school has on your academic progress in a better way.

You can help too by continuing to work well. I would like to wish all of you my best wishes for your future education.

Yours sincerely

James Bowden  
Lead inspector

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