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Mr S Pavitt
Headteacher
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Dear Mr Pavitt

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 27 January 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please would you also pass on my thanks to the governors, the staff, the parents and the pupils for meeting with me.

Since the last inspection the number on roll of the school has remained relatively stable, the school has gained an international award and there is a new chair of governors.

As a result of the inspection on 25–26 November 2008, the school was asked to:

- work with the local authority to ensure that all pupils on the school roll have the education to which they are entitled
- ensure that all pupils are challenged to the right level in class so that they all make good progress
- work with the local authority to ensure that the proposed Key Stage 4 extension to its provision does not have a negative impact on the school.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and outstanding progress in demonstrating a better capacity for sustained improvement.



From a range of starting points, pupils are now making good progress in the core subjects, and this is a significant improvement from the time of the last inspection. Progress is better in English and mathematics, but new science facilities are giving pupils more opportunities and further improving science learning. The school's evidence also shows that pupils are demonstrating significantly improved behaviour and attitudes. During this inspection the pupils were purposefully engaged in learning. There was evidence of positive relationships between the pupils and between staff and pupils.

The school is now clearly a place where pupils want to be and this is a significant factor in ensuring that all pupils now receive the education to which they are entitled. Attendance is improving considerably. There are effective internal structures to pick up any cause for concern and, if these are not remedied quickly, strong multi-agency working is used to take action and support the young person and their family. Where issues of non-attendance have become more intractable there is clear evidence that the school has worked effectively with its partners in the local authority to plan a way forward.

The headteacher and governors are very actively involved in developing any potential future expansion to Longspee. While it is still hoped to develop Key Stage 4 provision this is being examined as part of a strategic review of social, emotional and behavioural provision in Poole. The headteacher of Longspee is acting as a consultant to this review and update papers have been submitted to the local council. The school is now well placed to influence this review as it is able to build on the very positive reputation it has with Poole schools as the result of its outreach work and increased links through reintegration. While new Key Stage 4 provision is being considered the school has also taken important steps to ensure that there are clear pathways available for current pupils when they leave Longspee.

The school has worked effectively to improve its teaching and assessment for learning to ensure that pupils are appropriately challenged. Regular assessment now gives managers and teachers information to examine pupils' strengths and areas for development. Challenging targets are set. Lessons are planned in detail with individual behavioural objectives and three different levels of expectations of 'must, could and should'. While individual pupils are consistently challenged to make the best progress in most areas, the school recognises the need for more consistently high expectations for developing pupils' subject knowledge as well as their behaviour.

The school is developing its outstanding capacity in a number of ways.

- Led by an energetic chair the governing body has been restructured and has recruited a number of professionals who have important skills to develop Longspee further. This well-informed, efficient, committed group of people challenge, anticipate, cajole and praise to get the best for their school.



- The passionate senior management team, with their clearly defined roles and systems, scrutinise their improving data and information and work collaboratively to implement further improvements, challenge historic practice and support new and innovative ways of working.
- Through continuing professional development the committed staff are encouraged to take on new roles, lead new areas and extend their own knowledge and skills so that these can be used in the classrooms or when working with individuals. They are working in increasingly targeted ways to ensure that interventions are effective and leading to even better progress.
- Parents now talk about being part of the school family. They feel listened to. They are consulted by the school and are influential on the governing body. Increased working together through family support, special groups and the 'Friends of Longspee' means that parents are now partners in their children's learning.
- The pupils and their improved learning and behaviour are also significant factors. They have been given the skills to reflect and consider. Many now can choose how to work effectively and have the self-esteem necessary to recognise their own achievements and those of others. The impact of these changes for the school is an increased pupil voice, pupils working as coaches for others, and pupils influencing and improving the learning of the school.
- The outstanding leadership of the headteacher continues. His strong professional knowledge, his empathy and his commitment to the pupils and the staff inform the work of the whole school.

There is no sense of complacency at Longspee. The governors, headteacher, senior leadership team and staff are all committed to improving pupils' academic achievement and emotional health so that while every individual may enter with a 'past', as the school motto says, each 'leaves with a future'.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Stephen McShane
Her Majesty's Inspector

