

Longfleet Church of England Voluntary Controlled Combined School

Jolliffe Avenue, Poole, BH15 2HF

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The great majority of pupils, including disabled pupils and those with special educational needs, make good progress from their starting points, especially in reading.
- Increasing numbers of pupils attain at a level above the national average by the time they leave school at the end of Year 7.
- Teaching is good. Teachers make good use of pupils' eagerness to learn. Teachers have particularly high expectations of pupils in English and they encourage pupils to learn actively and work independently in lessons.
- The headteacher, senior leadership team and governors have high expectations. They check the quality of teaching and learning rigorously and have improved the school in all major respects since the previous inspection.
- Pupils behave very well in lessons and around the school. They enjoy school and feel very safe and well cared for.
- Parents are very positive about all aspects of the school and are almost unanimous in recommending the school to others.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that every pupil makes the best possible progress. Occasionally teachers do not have high enough expectations of what able pupils in particular can achieve. The quality of teaching in mathematics is not as consistent as it could be.
- There are some inconsistencies in the quality of feedback to pupils, including the marking of work.
- Progress in boys' writing is slower than in other skills, and opportunities are missed to develop writing skills in some subjects.

Information about this inspection

- The inspection team observed 23 lessons, taught by 18 teachers. Six of the observations were carried out jointly with members of the senior leadership team.
- Meetings were held with the headteacher and other members of the senior leadership team, other staff, pupils, four governors, a parent and a representative of the local authority.
- The inspectors took account of 83 responses to the on-line questionnaire (Parent View) and 41 questionnaires returned by staff. The lead inspector also received two letters from parents.
- The inspection team observed the school's work and scrutinised a variety of documentation, including the school improvement plan, governing body minutes, records of monitoring, data on pupils' current progress, the school's checks on how well it is doing and records relating to safeguarding.

Inspection team

John Laver, Lead inspector

Additional inspector

David Nebesnuick

Additional inspector

Lucy Williams

Additional inspector

Full report

Information about this school

- The school is larger than the average-sized school of this type.
- The proportions of pupils from ethnic minority backgrounds or who speak English as an additional language are below average.
- The proportion of pupils known to be eligible for extra funding through the pupil premium, including pupils known to be eligible for free school meals, pupils from service families and pupils in care, is below average.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- The school makes provision for the Early Years Foundation Stage in three Reception classes.
- There have been several changes in the teaching staff, a new headteacher and a complete restructuring of the senior leadership team since the previous inspection.
- The school operates a breakfast club for pupils before the beginning of the school day.
- The school roll has continued to rise since the previous inspection.
- In September 2013, as part of the restructuring of education within the local authority, the school will become a primary school, losing its Year 7 pupils.

What does the school need to do to improve further?

- Improve teaching, so that more of the good teaching becomes outstanding, by:
 - ensuring that all teachers consistently have the highest expectations of all pupils so that they always achieve to their full potential in lessons, especially in mathematics
 - ensuring that the very good marking and use of assessment practised by most teachers is spread consistently across the whole school.
- Raise attainment and build upon the good progress in writing by:
 - further developing resources and teachers' expertise and confidence in teaching writing skills, especially for boys
 - providing more opportunities for pupils to write at length and in more depth in other lessons besides literacy.

Inspection judgements

The achievement of pupils is good

- Children join Reception with varying levels of attainment, but often with skills and knowledge slightly below the level of those expected for their age. Children achieve well in Reception, although progress for some children is slower in writing.
- Children in Reception develop a good range of communication, language and personal skills. For example, during the inspection they were observed interacting well with children from local pre-schools who were visiting the school.
- In 2012, pupils exceeded the expected standard nationally in the Year 1 phonics check. In phonics sessions (the linking of sounds and letters) and lessons focusing on guided reading, pupils successfully develop their reading skills to a good level. Many pupils read with fluency and accuracy and they talk enthusiastically about their reading.
- Overall progress is good, having improved rapidly following a previous period of underachievement when the school was experiencing major staffing changes at all levels. Almost all pupils now progress to at least the expected levels and many progress at a faster rate than that expected of pupils nationally. Overall, the previous gap in achievement between boys and girls has narrowed.
- Disabled pupils and those with special educational needs share in this good progress, because they are given well-targeted support both in and out of lessons, often working individually or in small groups with skilled teaching assistants.
- Pupils eligible for the pupil premium, mostly those known to be eligible for free school meals, have reversed previous underachievement in mathematics and English. Many now make faster progress than other pupils in the school, in all year groups, and achieve well in comparison with similar pupils nationally, as evident in their recent average points scores. Consequently, the attainment gap in each of English and mathematics has narrowed appreciably.
- The few pupils who come from minority ethnic backgrounds, and those with English as an additional language, continue to make the consistently good progress evident from previous results.
- Although boys make better progress in writing than before, their rate of progress still varies between classes. This is partly the result of too few opportunities to develop their writing skills in depth in subjects such as history, which are part of the school's theme-based approach to teaching subjects outside of literacy and numeracy lessons.
- The good, and occasionally outstanding, progress was observed in several lessons during the inspection. For example, in an English lesson for older pupils focusing on developing the skills of creative and analytical writing, pupils had the confidence not only to volunteer to read their work to the rest of the class but to ask other pupils to make constructive comments about their efforts and how the work could be improved. Pupils responded in a very mature way.
- Only occasionally does progress slow in lessons. This is usually when teachers do not sustain high expectations. For example, sometimes in mathematics lessons, more able pupils spend too long on low-level exercises without being moved on early enough to harder work which is more suited to their abilities and would help them achieve more.
- Parents rightly recognise the good progress made by pupils, who are on track to meet or exceed appropriately challenging targets. This has been the most significant and rapid improvement since the previous inspection.

The quality of teaching is good

- The school leadership team has successfully made a sustained effort to improve teaching since the previous inspection, through a combination of better checking of classroom teaching and

learning and providing a range of professional development and support for staff. As a result, there are fewer inconsistencies in the quality of teaching. This is also evident from the school's records. Parents recognise the improvement which has taken place over time.

- Typically, teachers have high expectations of behaviour, and ensure that pupils work productively, both independently and collaboratively.
- Teaching assistants provide good support to pupils both in and out of lessons. As a result, disabled pupils and those with special educational needs make good progress.
- Teachers give pupils the confidence to talk confidently and at length in class. Pupils enjoy doing this and they also listen well to each other.
- When the teaching is very good or, occasionally, outstanding, pupils of all abilities learn very effectively. This was observed, for example, in a mathematics lesson focusing on developing pupils' understanding of fractions. The teacher had noted what some pupils had not understood in a previous lesson and used this knowledge effectively to teach these pupils as a particular group, using those who quickly understood the teaching points to 'coach' the others. Meanwhile, other pupils in the class worked on problems appropriate to their level of ability. All pupils then took part in a plenary session in which the teacher carefully checked, through skilful questioning and other methods, that all pupils had achieved the learning objectives.
- The quality of teaching only dips occasionally, usually when teachers' expectations of what pupils can achieve falls, so that the tasks set are not sufficiently demanding.
- Most of the teachers' marking is thorough, with constructive comments and often references to pupils' targets. Consequently, pupils usually have a clear understanding of what they have done well and less well. However, sometimes the written feedback is less helpful, giving little real guidance on how the work can be improved to the next level.

The behaviour and safety of pupils are good

- Inspectors' observations, comments by parents, pupils and staff, and the school's records all show that behaviour is usually good in lessons and around the school. Behaviour is not outstanding because there are a few pupils with potentially challenging behaviour, who are managed carefully.
- Attendance is close to average, with very little persistent absenteeism.
- Pupils' good behaviour and very positive attitude towards learning are significant factors in the good progress made in lessons.
- Pupils are taught to understand different types of bullying, but do not believe these are a significant problem in the school. They know that staff deal effectively with the few incidents, such as a few cases of homophobic name-calling, which the school has resolved promptly.
- The school takes safeguarding and care very seriously. Parents recognise this, and the school's approach contributes to pupils' enjoyment and enthusiasm for school.
- Pupils appreciate activities such as the sports clubs and music. Music is a strength of the school. Pupils also talk enthusiastically about school visits such as the residential trip to Avon Tyrell.
- Pupils who attend the breakfast club get a healthy and enjoyable start to the school day.
- Older pupils like to take on responsibility, for example on the school council or in other roles which involve helping others or representing the school in a variety of outside events.

The leadership and management are good

- A significant change in the last two years has been the turnover of staff and a restructuring of responsibilities, which has resulted in a completely new leadership team, including a relatively

new headteacher. Other staff are also involved in checking pupils' progress and improving the quality of teaching and learning. The headteacher, well supported by governors, has managed the changes very effectively.

- School leaders now evaluate the school thoroughly, plan effectively for improvement and systematically check the quality of teaching and the rate of progress.
 - The management of teaching is much more effective now than in the past. The leadership team, supported by governors, now insists that all staff are accountable for progress, so there is a recognisable link between teachers' pay, their responsibilities and progress. At the same time, there is a lot of support for staff, for example through encouraging teachers to observe each other's good or outstanding practice.
 - The great majority of staff made it clear during the inspection that they welcome these developments, and greatly appreciate both the responsibilities they have been given and the opportunities for their own professional development.
 - The local authority recognises the school's strengths and consequently does not provide much direct support, but has backed the school's efforts to bring in outside expertise. For example, the school has established a link with a school noted for its expertise in Early Years education, and liaises with mathematics specialists from local secondary schools.
 - The leadership has made other improvements, such as introducing thorough tracking of all pupils' progress, and identifying more quickly those needing particular support with their learning. Themed topics are developed as a means of teaching various subjects which take account of pupils' interests.
 - The funding available through the pupil premium has been used effectively to provide extra staff support and resources which have had a significant impact on improving the progress of the eligible pupils in English and mathematics.
 - There is a good partnership between the school and parents. For example, during the inspection, several parents attended a celebration assembly, and parents are encouraged to support their children's homework.
 - The school emphasises its Christian values and insists that all pupils have equal opportunities. It has worked hard to ensure there is no discrimination. Pupils are encouraged to participate in making rules.
 - The school meets safeguarding requirements. All staff are trained in the relevant procedures, and pupils are also made aware of safety procedures, for example when using computers.
 - There is good provision for pupils' spiritual, moral, social and cultural development. Pupils were encouraged in an assembly to reflect on the theme of forgiveness and the strength of the school community. Pupils frequently visit museums and other sites.
 - **The governance of the school:**
 - The governing body has become more effective since the previous inspection. It is active in all areas of school life. Some governors are linked to subject areas and have a good understanding of the quality of teaching and pupils' progress. They take part in the school's checks on how well it is doing and are trained to carry out their responsibilities in areas such as safeguarding. Governors understand how well pupils progress in relation to those in other schools, and they monitor the impact of pupil premium funding. Governors fully understand the link between staff performance, accountability and progress. They have become more skilled at asking appropriately challenging questions of school leaders to strengthen their understanding of how the school is moving forward and what the next steps for improvement are. At the same time, governors are very supportive of the school. The effectiveness of the governing body, along with the improvements made by the leadership team and the shared commitment to excellence, shows that the school is well placed to improve further.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113782
Local authority	Poole
Inspection number	412957

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

Type of school	Middle deemed primary
School category	Voluntary controlled
Age range of pupils	4–12
Gender of pupils	Mixed
Number of pupils on the school roll	536
Appropriate authority	The governing body
Chair	Sara Lawrence
Headteacher	Diane Brierley
Date of previous school inspection	25–26 May 2010
Telephone number	01202 673652
Email address	longfleetschool@poole.gov.uk

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