

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Flying Bull Academy
School Address:	Flying Bull Lane, Buckland, Portsmouth PO2 7BJ
Hub School:	Mary Rose

Telephone Number:	02392694313
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Unique Reference Number:	140719
Local Authority:	Portsmouth
Type of School:	Primary
School Category:	Primary Converter Academy
Age range of pupils:	2-11
Number on roll:	503
Head teacher/Principal:	Deamonn Hewett-Dale

Date of last Ofsted inspection:	26-27 th November 2013
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Grade at last Ofsted inspection:	Good
Date of Quality Assurance Review:	10 th – 11 th March 2016

QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils: Good

Quality of Teaching, Learning and Assessment: Good

Area of Excellent Practice: Use of the Pupil Premium Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that the Flying Bull Academy appears to be firmly within the Good grade as judged by Ofsted (before it became an academy) in the Ofsted report 26-27th November 2013.

¹ Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- The Flying Bull converted to Academy Status in April 2014 and became part of the Chichester Academy Trust. The headteacher has recently taken on the role as a Trust Leader in Education and is currently designing a project to provide school to school support.
- Flying Bull is a larger than average size primary school. It also provides a Nursery class which pupils from the age of two attend part time, a breakfast and an after school club.
- The school serves an area of social and economic need and the proportion of pupils eligible for the pupil premium funding is high at 58%.
- The proportion of pupils with special educational needs is high compared to the national average.
- The school has a specially resourced provision for pupils within the local authority between the ages of four and nine years who have social and emotional and mental health needs.

School Improvement Strategies

There are a wide range of strategies being used, some of which are in the early stages of implementation, which are having a very positive impact on pupil engagement and achievement.

What Went Well

- The partnership with the University of Chichester has been influential in moving the school forward. This, together with other professional development opportunities, has led to staff feeling more confident to take risks in planning and delivering a more practical, creative curriculum which engages and motivates pupils.
- The introduction of the new curriculum and 'life without levels' has given the school the opportunity to focus on what they believe is really important for the pupils to learn and how they can enable them to have the skills, knowledge and desire that they need to be independent, and lifelong learners.
- The Use of IRIS to encourage teachers to evaluate their own teaching has enabled them to be more reflective and has helped to share good practice across the school.
- The introduction of Growth Mindsets has had a clear impact on pupils' resilience and learning attitudes; resulting in a positive 'can do' attitude in every class and learners

who are supportive of one another. They are actively encouraged to challenge themselves, for example a Y3 child told one of the reviewers, 'I can't do thisyet!'

- Teaching and Learning reviews, which have focused primarily on English and maths, have increased the proportion of good and outstanding teaching across the school through tailored CPD for the teachers. Pupils' input into these reviews has had an impact on resourcing and approaches to learning.
- Through being involved in monitoring work in books and observations, subject leaders now have a much more informed view of how their subject is being delivered across the school and their action plans are now based on facts rather than feelings. They are a very cohesive group and share a passion and commitment to ensuring that pupils achieve their very best. They have the capacity to drive forward change.
- The school has worked hard to engage parents, hosting workshops on how to support their child with their learning at home, subject open mornings and monthly 'meet the headteacher sessions'. The attendance support worker has been influential in helping to improve attendance and the introduction of ERIC is improving parental involvement and promoting enjoyment of reading across the school. Pupils speak very enthusiastically about the reward system that has been introduced to improve attendance.
- 'The Flying Bull University' range of activities which is led by teaching assistants has:
 - provided pupils with a broader range of experiences which motivate and inspire them
 - enabled support staff to take on responsibility for leading an area
 - enabled staff teams to plan together, resulting in more consistency across year groups.
- The work of the pastoral team, incorporating multi-disciplinary agencies alongside teachers, has resulted in a very calm, purposeful learning environment where all pupils display very positive attitudes towards learning.

Even Better If...

...a greater emphasis was given to improving writing and SPAG across all areas of the curriculum.

...the AIP was sharper, more succinct and closely linked to the school's own self-evaluation.

Outcomes for Pupils

- The school constantly achieves above floor standards and there is a clear pattern of improving outcomes over time. In reading and maths, the school outcomes are roughly in line with national expectations and there is clear evidence of the school making good progress towards meeting the new higher standards in maths in 2016.

Outcomes in writing are less good and in 2015 the school remained significantly below average in SPAG.

- Expected attainment in writing in 2016 is low due to the change of expectations. The English leadership team are aware that this is an urgent priority and are taking decisive action to raise standards in spelling. The English team have worked closely with the University of Chichester to develop a two-pronged programme to address current gaps in knowledge and to have a holistic approach to the teaching of spelling.
- The school is aware that its progress in achieving higher attainment (Level 5 until 2015) is less than other schools nationally and it has made less progress at these higher levels. However under the implementation of the new curriculum there is a stronger and growing emphasis on challenging pupils at a higher level.
- In January 2015, the school adopted the Chris Quigley approach to curriculum delivery and assessment. This is supporting pupils to acquire a deeper understanding allowing them to apply their skills to a range of challenging contexts. A growing area of strength is the increasing emphasis on developing pupils' independence as exemplified by the SNOT approach. (Self, neighbour other child, teacher).
- Moderation, both in house and across a cluster of schools, has enabled all teachers to develop a more accurate awareness of strengths and weaknesses within subject areas.
- The pupils appreciate and value the use of colour in marking as it helps them identify areas to work on and improve. Examples of best marking seen included comments to move the learning forward and challenge to develop deeper thinking.
- In maths books, there was clear evidence across the entire school of pupils responding to feedback. In other subjects, including English, there was less consistency meaning that opportunities to extend learning and raise attainment were missed.
- In books seen there was clear evidence of progress over time and good progression in the development of skills across year groups. With the exception of work seen in a couple of classes, presentation is an area to develop which will enhance pupils' self-esteem and pride in their work.

Quality of Teaching, Learning and Assessment

The review team observed 14 lessons and 3 learning walks across the whole school.

What Went Well

- The excellent relationships displayed throughout the school have a positive impact on teaching and learning within the classroom. This is also reflected through the collaborative learning observed in lessons where pupils are respectful of each other and support one another in their learning.
- In every classroom, pupils demonstrate self-belief, a 'can do' attitude and a willingness to tackle tasks.

- A wide range of learning activities are planned which are achievable and enable most pupils to succeed.
- Imaginative 'hooks' capture pupils' attention and ensure a quick start to lessons.
- In a number of lessons the use of 'hands on' and engaging activities provide a positive experience for pupils and reinforce their learning.
- A strong emphasis on language and promoting dialogic talk was seen in a number of lessons which help deepen pupils' understanding and thought processes.
- In the best lessons seen, additional adults were deployed effectively to support learning and access to activities.
- In the vast majority of lessons across the school there is a good balance of teacher talk, pupil talk and active learning which improves pupil learning outcomes.
- Clear instructions and good pace are strategies that promote positive behaviours within the lesson. Effective questioning enables pupils to move on in their learning.

Even Better If...

...pupils were very clear about what they were learning, as well as what they were doing.

...there was a greater degree of challenge for those pupils who are ready for the next steps.

...practical resources and assessment for learning strategies were more routinely used to support learning.

...more explicit exemplification of what excellence looks like (specifically in writing) would enable more pupils to attain higher levels. The school may wish to use success criteria more consistently in all lessons.

Quality of Area of Excellent Practice

The use of Pupils Premium funding

Pupil Premium funding is used predominately to provide additional skilled staff and expertise identified as making the greatest impact. A specialist Speech and Language therapist and Educational Psychologist provide support to specific pupils and their families as well as training to school staff. The headteacher is clear that this expertise needs to impact upon the overall practise of the school in a way which is sustainable and fully embedded.

Funding pays for an extra teacher in Years 2 and 6 and some extra-targeted teaching in Years 1, 4 and 5. The focus is upon enabling teachers to work closely with individuals and small groups of pupils to address identified areas of weakness through, for example, pupil conferencing. Funding also enables a skilled pastoral team to work closely with the most vulnerable pupils and their families.

The impact of these strategies is clear. Attainment is rising and gaps between disadvantaged pupils and their peers have reduced significantly and are currently minimal.

The school has shared its most successful strategies with other schools and has plans for further improving provision to improve engagement and motivation. School leaders acknowledge the need to further improve overall attainment, so that is at least in line with national expectations. The challenge will be to ensure that the attainment gap between disadvantaged pupils and their peers remains minimal or non-existent.

Partnerships

How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?

This was the school's first QAR Challenge Partners review, although a 'Moving from Good to Outstanding' review did take place last year.

How have you worked with, or supported, other schools in Challenge Partners?

The headteacher and deputy have both been team members on reviews.

The 15 schools within the Mary Rose hub are going to share the WWWs/EBIs from their individual reviews and will draw up a joint action plan to address those issues that have been identified.

Other senior leaders are going to undertake training as reviewers so they can take part in the QAR process and return to school with good practice to share with their teams .

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would like to reflect further about what support they might like.