



QUALITY ASSURANCE REVIEW

THE FLYING BULL ACADEMY

Name of School:	The Flying Bull Academy
Head teacher:	Deamonn Hewett-Dale
Hub:	Portsmouth Hub
School type:	Primary
MAT:	University of Chichester Academy Trust

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	11/03/2019
Estimate at last QA Review:	OUTSTANDING
Date of last QA Review:	14/03/2018
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	01/02/2017



Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	GOOD
Quality of Teaching, Learning and Assessment	OUTSTANDING
Overall Estimate	OUTSTANDING

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.

1. Context and character of the school

The Flying Bull Academy is a larger than average primary school with an attached nursery. The proportion of pupils who are disadvantaged is much higher than the national average. The group of pupils with special educational needs and /or disabilities (SEND) is larger than average and includes some who have Education Health and Care Plans (EHCPs). The proportion of pupils who speak English as an additional language is increasing. There is a high incidence of family mobility in the local community. Consequently, an above average proportion of pupils join or leave at other than the usual times.

The school has an attached unit for pupils with SEND relating to social, emotional and mental health needs that prevent them settling in their mainstream schools. These pupils gradually integrate into mainstream classes at Flying Bull. The aim is to prepare them for a return to their mainstream school or a fresh start elsewhere.

In addition to teaching staff and teaching assistants (TAs), the school employs a learning and pastoral support team (LAPS) and cover supervisors.

The school was extensively refurbished in 2013 and is now a modern, well-maintained learning environment.

The school is a member of the University of Chichester Academy Trust. The headteacher is a trust leader in education.

2.1 School Improvement Strategies - Progress from previous EBIs

Strategies that were new at the time of the last review have had time to embed and are having a positive impact.

Through working closely as a team with senior leaders and being highly focused on the improvement plan, phase leaders are effectively driving improvements forward.

2.2 School Improvement Strategies - What went well

- The school has an ambitious range of priorities to contribute to its “journey to excellence” improvement plan. All priorities are clearly based on accurate evidence. Staff are consulted and involved. Six key priorities form the basis of the week-long inset that begins the school year. This is key to the consistency with which staff follow the guidelines of the plan and deliver what is expected. The headteacher is resolute that the plan is for the year and extra demands will not be made. This allows uninterrupted focus on the key aims.
- High quality cover supervisors take over when teachers are out of class for professional development, phase leader duties or subject leader duties. Year teams meet to review and develop how their teaching supports the improvement plan.
- Leadership is distributed well. The four phase leaders meet regularly with the headteacher and deputy headteacher and bring back reports of how initiatives are going and where extra support is needed. They have sufficient time to do this monitoring. They are very willing to exemplify and share their expertise in

developing the key priorities in their own classes. They invite others to observe how they are implementing the improvement plan with their own class or use IRIS to video a lesson.

- Phase leaders are undertaking the national professional qualification in senior leadership. This involves action research that supports elements of the improvement plan.
- The special educational needs coordinator (SENDCo) is highly effective in managing the TA team and the unit provision. She exercises firm control of interventions and has developed TAs' expertise in supporting pupils' independence during lessons.
- Pupil progress meetings involve senior leaders, the pastoral team leader, phase leaders and teachers and include TAs for pupils who have SEND. Clear strategies are agreed for any pupils not making enough progress
- The headteacher and the deputy headteacher make sure the improvement plan is being driven forward through performance management of teachers.
- Flying Bull benefits greatly from contact with Chichester University, drawing on lecturers' expertise in reading and spelling development for example. The school has worked with an educational psychologist to explore the benefits of metacognition in reinforcing learning and strategies for helping pupils to think about their learning.
- Links with trust schools are also giving teachers opportunities to become confident in seeing Flying Bull as a centre of excellent practice. The school hosted a well-received day about its work in developing reading.

2.3 School Improvement Strategies - Even better if...

...the school continued with strategies designed to raise achievement in Key Stage 1 to match achievement at the end of Key Stage 2.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

Teachers are confident in encouraging pupils to take risks and face challenges. This is well supported through the 'growth mindset' approach that encourages pupils' resilience. The willingness of staff to share and respond to expertise means that spreading good practice readily and frequently takes place.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Teachers emphasise to pupils the purpose of learning and the skills they will need to succeed. Having the capacity to think about their learning – metacognition – gives pupils great confidence and security about their ability to succeed. In Reception, a group of children discussed methods of counting they might use to get some answers. In a Year 4 mathematics lesson, pupils considered the challenges they might face in working with fractions and the difference between

- numerators and denominators.
- Another way that teachers deepen pupils' learning is to engage in questioning that requires pupils to reflect on and justify their answers. 'Dialogic' teaching strategies are a feature of the most successful lessons.
 - Being used to discussing their ideas with the teacher transfers to discussion between pupils where there is mutual respect for different points of view.
 - There are many ways in which learning is 'scaffolded' through familiar routines. All classrooms have helpful displays to remind pupils about recent learning, so they can apply this to the task in hand. TAs provide help and encouragement, but like the teachers, they do it through questioning the pupil, developing their thinking and supporting their independent learning.
 - There is a strong sense of everyone working as a team. This sense of teamwork extends to older pupils supporting younger ones in their reading time. Pupils say that adults know them well and this gives them confidence that challenges will be at the right level to move them on. "They sit with you and talk it through, then leave you to show you can do it on your own", is how one pupil put it. Pupils are willing to take 'risks' because it is not wrong to make a mistake; what matters is thinking about it and learning from it.
 - Teachers have got used to new ways of assessing pupils. For instance, they use comparative profiling to assess what makes writing age expected in each year group and how this can impact each year groups planning to support children to age expected. They use the terms 'basic, advancing and deep' to assess work in all subjects. The unified approach to assessment means that when classes move up the school, teachers can handover clear profiles of the strengths and weaknesses of the class and of individual learners.
 - Learners receive appropriate support from TAs in class or in interventions out of class. The LAPS team are also on call to withdraw pupils and help them refocus on learning, or to work alongside them in class.
 - Pupils clearly enjoy the stimulating learning environment that the school provides. They are proud of their school and work hard because they feel privileged to be part of it.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...teachers continued to develop pupils' ability to check and challenge each other's views
- ...as in the best lessons, teachers checked on pupils' understanding and progress throughout the lesson to support the learning of some and extend the challenge for others.

4. Outcomes for Pupils

- In the Early Years Foundation Stage, children make rapid progress from very low baselines, particularly in literacy, numeracy and in social development. The proportion that reach a good level of development by the end of Reception matches the national average.

- Year 1 phonics results dipped in 2017, but those pupils who did not reach the pass mark went on to gain it after additional support in Year 2. At the same time, the proportion of the next Year 1 cohort attaining the pass mark, was the same as the national average. This year internal data shows pupils on-track to exceed the improved 2018 results.
- Staffing changes affected results at the end of Key Stage 1 in 2018, particularly in writing. This year, Year 3 pupils are making up ground rapidly and the progress of current Year 2 is strongly improving. In one lesson, pupils wrote sentences well, based on the clear models provided by the teacher.
- Boys' progress in writing, in both Key Stage 1 and 2, is improving to narrow the gap with girls. The schools own talk before writing strategies (for example oral rehearsal), alongside wider reading and a range of other support strategies are having a positive influence. Well-presented writing of extended length is evident across Key Stages 1 and 2 in boys' books. More boys are reaching greater depth in writing. In Year 6, a boy demonstrated very strong progress from a low baseline in Year 2 in an essay about pollution. He wrote accurately and well, denouncing, for example, the "plethora of plastic" polluting the oceans.
- The mathematics scheme is helping to raise standards across the school. Pupils' books show a variety of approaches to problem-solving and use of reasoning as well as plenty of accurate calculation.
- The high impact of the school's approach to developing reading skills and wider reading is evident. Pupils read books organised in ascending order of difficulty. They read accurately and with accurate comprehension in the Accelerated Reader scheme. Pupils in years two to six participate in this scheme.
- At the end of Key Stage 2, progress and attainment have risen steadily over the past three years. Progress in mathematics was above the national average last year. Reading, writing and mathematics combined were close to national average attainment. Disadvantaged pupils made very good progress last year and are closing the gap with non-disadvantaged pupils more rapidly than is the case for their group nationally.
- Pupils with SEND make very good progress from very low baselines as a result of an exceptionally wide range of personally targeted support strategies. This large group typifies how the school brings out pupils' potential. Celebration books containing work by pupils who have an EHCP, show work and a wide variety of experiences that keeps them motivated to make progress. The journals also provide good evidence of progress towards EHCP targets at annual review.
- Pupils who attend the unit provision, work towards gradually joining in with mainstream classes. After varying periods of time, almost all succeed in returning to their original school or make a fresh start elsewhere.

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

The school does not require additional support at this time.



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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.