

<b>Name of School:</b>	The Flying Bull Academy
<b>Head teacher/Principal:</b>	Deamonn Hewett-Dale
<b>Hub:</b>	Mary Rose Hub
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	University of Chichester Academy Trust

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	14/03/2018
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	13/03/2017
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	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:

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	Not submitted for this review.
<b>Previously accredited valid Areas of Excellence</b>	None submitted
<b>Overall Estimate</b>	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. Information about the school

- The Flying Bull Academy is a larger than average-sized primary school located in an area of high social deprivation in Portsmouth.
- The proportion of disadvantaged pupils in the school is considerably higher than the national average.
- The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below the national average although the proportion for whom English is an additional language is broadly in line.
- The proportion of pupils receiving support for their special educational needs and/or disabilities (SEND) is almost double the national average. The proportion with a statement of special educational needs or an education, health and care plan is also above average.
- Mobility is high in the area, with more than average numbers of pupils joining or leaving the school at other than the usual times.
- The school incorporates a local authority resourced provision for pupils between the ages and four and nine years who have social, emotional and mental health needs.

### 2.1 School Improvement Strategies - Follow up from previous review

- Differences have diminished for disadvantaged pupils, where their progress exceeded that of non-disadvantaged pupils in some instances this year. Similarly, progress for pupils with SEND has also improved.

### 2.2 School Improvement Strategies - What went well

- The passionate headteacher has a clear vision of improvement for the school. The impact of his high expectations and ambition can be seen in all areas. He is ably supported by a skilled deputy and a team of middle leaders who eagerly share the drive to move the school forwards.
- The school development plan, referred to as the Journey2Excellence (J2E) contains concise priorities that are closely aligned to areas for development on the self-evaluation form. The J2E forms the basis of teachers' whole school target for their performance management, although they also have a personal target. Finally, they have a joint year group target because they work and plan extremely effectively with their year group colleague. This helps to ensure that there is greater consistency in the delivery in teaching across all year groups.
- OTrack has been introduced in its full package format this year. This is allowing closer monitoring of pupils' progress and information can be readily shared because it is used as a whole-Trust initiative. In conjunction with FFT tracking, leaders have a clear picture of current progress and where interventions are required to raise the performance of individuals or groups. In pupil progress

meetings, all staff have full involvement so there is a shared ownership for raising standards.

- Maths - No Problem! was introduced a year ago and is having a positive impact on the delivery of this subject. However, leaders have skilfully uncovered some limitations to this strategy, so they have adapted practice and added their own successful solutions.
- Accelerated Reader has really been popular in the older year groups, especially with boys. The deputy headteacher meets regularly with a group of previously disengaged boys, who have become extremely enthusiastic readers who would read more frequently with him if time allowed! The strategy is leading to all pupils acquiring a genuine love of reading, as was evidenced from the gasps of excitement in the Accelerated Reader assembly when it was announced that the school is approaching its 30 million words target.
- Continuing professional development is plentiful and includes all adults. The Ambition Leadership programme is aimed at developing middle leaders. Four phase leaders participated, enabling them to focus on reading, which is a whole-school priority. The practice they developed has now become commonplace in the classroom.
- Leaders have adopted the Chris Quigley Essentials initiative as their curriculum model. They have modified and added to it so that the school now has its own Flying Bull curriculum that is more bespoke to the needs of the pupils. It is broad and balanced, giving pupils a wealth of enriching learning experiences, in addition to which, there is a wide-ranging extra-curricular programme to compliment and extend learning.

### **2.3 School Improvement Strategies - Even better if...**

- ...all leaders further embedded the newly-introduced strategies aimed at raising outcomes.
- ...middle leaders continued to develop their role to enable them to gain greater experience.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- A teacher/coach was used to spread expertise across the school. The adoption of Iris triads has allowed staff to develop and share best practice. Teachers film themselves so that their methodology and teaching style are analysed to allow them to discuss and make improvements. This is evident, for example, in the quality of questioning and the use of dialogic talk. The adoption of a growth mindset approach has provided pupils with increased opportunities to discuss their work, making them more reflective learners.

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

- Improvement in the quality of teaching and learning since last year's Challenge Partners review is testament to the strategies leaders have embedded. Lessons are well-structured and complimented by a wide range of resources. This enables teachers to maximise learning experiences for their pupils. They know them extremely well and use this knowledge to adjust lesson content appropriately.
- Teachers exhibit strong subject knowledge which allows them to plan detailed lessons that capture pupils' interest. They all use subject-specific language and encourage pupils to use the same terminology, which broadens their knowledge. This was typified in a Year 2 mathematics lesson, where the teacher taught the class to refer to four-sided shapes as quadrilaterals.
- Questioning is a key strength in the school. Teachers astutely pose probing questions that test pupils' understanding. They give pupils time to consider their response and enable classmates to contribute their views. A Year 5 teacher very patiently allowed a pupil to try to remember the name of the apparatus used to measure angles, and he warmly congratulated the boy when he eventually answered, "a protractor."
- Levels of pupil engagement are high in all classes in all year groups. Pupils are enthusiastic learners who are eager to deepen their knowledge. When asked what was great about their school, one pupil exclaimed, "pretty much everything!" Teachers have high expectations of their pupils and they, in turn, consistently aim to live up to them. As a result, pupils are attentive when necessary, but relish opportunities to immerse themselves in active learning. Additionally, they enjoy the frequency of partner-talk they are allowed when discussing topics.
- The challenge and pace of lessons are generally appropriate although there is scope to take this further.
- The growth mindset approach has contributed to pupils' self-confidence and boosted their resilience. They understand that mistakes are acceptable and can be the key to learning. The mantra applied is that FAIL is simply a First Attempt In Learning and this has added positively to pupils' behaviour and attitudes to learning.
- Teachers deploy the teaching assistants (TAs) attached to their class very effectively. TAs are knowledgeable and support the pupils to whom they are assigned sensitively, allowing them to make sound progress. The quality of their questioning often matches that of the teacher. Pupils appreciate all the support they receive in class. One stated, "every adult that a child works with will always push them, so they are working at their best."
- Pupils are able to access a wide range of rewards that celebrate improved behaviour and attendance, as well as successful work. Each year group has a board in the hall where good work is displayed. This motivates pupils to strive to have their piece on show.

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

...teachers gave pupils opportunities to take risks that would provide more challenge in their learning.

...individual teachers continued to use best practice in the school to develop aspects of their own teaching.

#### **4. Outcomes for Pupils**

- Children enter the Early Years Foundation Stage with much lower than typically expected levels of development, particularly with regard to their speech and language. Nevertheless, they make strong progress. In 2017, the proportion who achieved a good level of development was in line with the national average. The proportion achieving the early learning goals in mathematics, reading and writing was also broadly in line with the national benchmarks.
- The decline in the proportion of pupils passing the Year 1 phonics screening check continued in 2017, with the school's pass mark being well below the national average. This was linked to a larger than usual number of pupils with SEND and summer-born pupils in that cohort. However, by the end of Year 2, the majority will pass the re-take. Leaders confidently predict that the proportion passing the test first time will improve this year.
- At Key Stage 1, attainment for all pupils in reading, writing and mathematics at the expected level was below the national average. It was close to or above average at the greater depth standard. A similar pattern emerged for disadvantaged pupils in all three subjects at the expected level. At greater depth, pupils scored above the national average in all three, indicating the stretch and challenge applied to the more able members of this group.
- Attainment at Key Stage 2 was below average in all three subjects at both levels for disadvantaged and non-disadvantaged pupils. An increase over the previous year's figures was evident for both groups. Attainment for girls in mathematics was considerably below the national measure and leaders have focused on this group this year, with encouraging results. In the English grammar, punctuation and spelling test, all pupils were below the national benchmark at the expected and higher levels. However, progress from low starting points was much more encouraging, with figures in reading and mathematics that were in line with or above the national average. This was not the case in writing which was below.
- Pupils' books currently indicate strong progress, reinforcing the confidence that leaders have in continued improvement for academic outcomes this year.
- To support the good progress of pupils with SEND, the school has a wide-reaching programme led by experienced TAs. In addition, the school has an on-site educational psychologist for two days per week and a speech and language therapist for three days. This indicates prudent use of pupil premium funding and ensures that expert advice and guidance is always readily available to support teachers and pupils.

#### **5. Area of Excellence**

Not submitted for this review.

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

The school is already setting up a link with another school in the Inspire Federation regarding pupils developing challenge for themselves.

**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.**