
CHALLENGE PARTNERS: Quality Assurance Review Written Report

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

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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 Hewitt-Dale

Date of last Ofsted inspection:	1 st February 2017
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	13 th – 15 th March 2017
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils: Good

Quality of Teaching,

Learning and Assessment: Good

Area of Excellence: None submitted.

Overall Review Evaluation

The Quality Assurance Review found indicators that The Flying Bull appears to be firmly in the Good grade as judged by Ofsted in the school's previous inspection.

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 school is part of the Chichester Academy Trust after converting to academy status in 2014.
- The Flying Bull is a larger than average primary school. It provides a Nursery for children from the age of two years.
- The school serves an area of social and economic need and the proportion of disadvantaged pupils is above 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, emotional and mental health needs.

School Improvement Strategies

What Went Well

- The headteacher and deputy headteacher act as excellent role models, being visible, hands-on leaders across the school so that learning pervades at all levels. Leaders at all levels are driven by high expectations of pupils' achievement.
- The dynamic learning culture has been created through valuing the adults' learning as well as the pupils, so high quality opportunities impact productively on professional development. Leaders focus on the question 'so what?' after self-evaluation activities to plan appropriate next steps. Coherence and collaboration are key features of the school's improvement journey. Information from the teaching and learning reviews shape the direction for the subsequent work of the school.
- Phase leaders, subject leaders and/or the SENco accompany senior leaders on teaching and learning reviews, where the focus changes according to the current AIP priorities. This ensures that phase leaders know the other year group in their phase as well as their own. Where areas for development are identified, teachers receive an intensive two-week period of support to secure improvement. Leaders have found that work scrutiny is much more powerful if it takes place together with the children and an in-depth analysis is shared with staff. Subject leaders lead professional development meetings (PDMs) linked to information gathered through their subject audits.
- Through working with the Trust, the school is waiting to find out whether its application to become a Teaching School is successful. External partnerships with other agencies such as Chichester University, the Portsmouth Teaching Alliance and Chichester Trust enable initiatives such as Philosophy for Children, FFT Wave 3 and Reading Recovery to impact on identified pupils' learning. The school is involved in a two-year research project with Dr Carole Bignall to implement dialogic teaching. Developmental work in triads, using IRIS to film features of good practice, strengthens skills and is leading to significant improvements in teaching.

- Teaching assistants make an effective contribution to learning because they receive training that is linked to the appraisal cycle and mirrors the valuable training that teachers receive.
- The broad and balanced curriculum provides exciting opportunities to extend pupils' experiences. Leaders ensure that the curriculum is bespoke to the needs of pupils by providing unique chances to develop skills and qualities that are brought to life in a variety of memorable ways. Hence visits and visitors are key features of the wider curriculum. Pupils sell eggs hatched by the school's chickens, they record news items in the school's purpose-built radio station and the two mini buses are constantly in use.

Even Better If ...

... differences in the achievement of groups were diminished.

... all pupils' potential was maximised by achieving in line with national at KS1 and KS2 and improving further at the higher levels.

Pupil Outcomes

- The proportion of EYFS children reaching a good level of development (GLD) in 2016 was broadly in line with the national average, with disadvantaged children achieving a GLD higher than the national average. GLD has been in line with the national average for the last three years. Although attainment in reading, writing and mathematics was below the national average, children made good progress from low starting points. Attainment in CLL and PSED was above the national average as a result of the successful impact of the high priority given to developing these areas.
- In 2016, the proportion of Year 1 pupils, including disadvantaged pupils, achieving the phonics screening check was below the national average and below the outcomes of 2015. The school has put in place strategies such as an additional teacher for phonics to narrow this gap and improvements in learning are evident.
- At the end of KS1 in 2016, for all pupils, including disadvantaged pupils, writing was in line with the national average but reading and mathematics slightly below. The Year 3 pupils' books show good progress being made since September. Combined greater depth results were above national.
- At the end of KS2 in 2016, attainment at the expected level for combined was below the national average. Reading and writing were below but mathematics above national, due to the input of the mathematics team. At the higher standard, attainment in reading, writing and mathematics was just above the national average last year. Although disadvantaged pupils achieved below the national average in reading and writing, their attainment in mathematics was above the national average. Leaders implemented some significant changes in English with a greater focus on grammar, punctuation and spelling, vocabulary, the teaching of reading and

guided reading. Indications for the current Y6 pupils are for 60-65% to achieve expected and an improvement at greater depth.

- Progress from KS1 to KS2 was significantly below the national average in reading and writing and significantly above in mathematics. Leaders are tracking the progress of pupils closely using depth of learning criteria, and current progress observed in the learning observations and in pupils' books is good.
- No Nonsense spelling was brought in last year as a support for teachers to provide some structure. Teachers encourage pupils to select the strategy that helps them learn best so that spelling outcomes are improving, particularly in KS1 and lower KS2.

Quality of teaching, learning and assessment

What Went Well

- Progress in English and mathematics books is good across the school. Teachers' comments in some books enable sophisticated responses that help pupils to reflect on and improve their work.
- Pupils' behaviour is excellent because rules and routines are well established and positive behaviour management is consistent across the school. Teachers create their own systems of rewards that are bespoke to the pupils in their class. For instance, earning points for using different features of grammar is very motivational.
- Infectious enthusiasm from the EYFS leader and staff promotes positive attitudes to learning within an engaging learning environment. High levels of questioning both challenges and supports rich language development, independent application of reading strategies and articulation of early reasoning. Appropriate resources within a variety of appealing activities promote many opportunities for writing.
- Pupils are very proud of their school and respectful of their teachers. They understand that teachers want the very best for each and every one of them. 'Learning is fun and the teachers have great ideas.' They are very appreciative of the diversity of the Flying Bull University activities they enjoy every week. Year 6 pupils feel very well prepared for Year 7. The School Council members are empowered to improve aspects of the school, such as purchasing playground equipment through being part of the bid for the Sport for All grant.
- Engagement in learning is high; pupils understand how to improve through appropriate pace and a variety of activities. Positive relationships at all levels help pupils feel valued and the work on growth mindset results in an excellent climate for learning. Pupils said, 'it's all about learning' 'it's ok to make mistakes.' Learning and progress over time is carefully planned using prior assessment information. Teachers know each pupil well.
- There is excellent practice in some parts of the school that promotes independence and ownership, where pupils actively thrive. This is demonstrated by a deep interest

and enthusiasm in many aspects, such as reading where one pupil said, 'I get lost in my imagination.'

- Teachers' excellent, confident subject knowledge ensures effective progression. Teachers use correct terminology and examples of high quality pieces of work to ensure the application of writing skills across the curriculum. Pupils are very articulate in explaining their learning. Collaboration in pairs and groups is high quality, demonstrating mutual respect and support. Excellent examples were observed, such as pupils eagerly helping a fellow pupil to improve her sentence by adding an impressive relative clause.
- Spelling is improving as a result of immediate and personalised feedback from teachers.
- Questioning is aimed to make pupils think by encouraging them to agree or disagree with peers and to use the word 'because' to explain. Probing questions address misconceptions effectively.
- The calm, purposeful learning environment scaffolds learning well, such as vocabulary-rich working walls and interesting resources.
- Where the impact of additional adults is most effective, it is characterised by skilful questioning and high expectations.

Even Better If ...

... best practice was shared to provide greater challenge for all pupils, particularly the most able, to deepen their learning further.

... the impact of marking and feedback was consistent across the school.

... more time was built in to lessons to enable pupils to reflect upon and explain their learning to consolidate and deepen their knowledge and understanding.

Quality of Area of Excellence

None submitted.

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.

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.